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RISCOS PSICOSSOCIAIS E STRESS OCUPACIONAL EM TRABALHADORES DO ENSINO SUPERIOR: UMA ABORDAGEM EXPLORATÓRIA

PSYCHOSOCIAL RISKS AND OCCUPATIONAL STRESS AMONG HIGHER EDUCATION WORKERS: AN EXPLORATORY APPROACH

RIESGOS PSICOSOCIALES Y ESTRÉS OCUPACIONAL EN TRABAJADORES DE LA EDUCACIÓN SUPERIOR: UN ENFOQUE EXPLORATORIO

Maria Beatriz Pinto[1] *https://orcid.org/0009-0003-4722-3340*
Lúcia Simões Costa[1] *https://orcid.org/0000-0003-4796-2429*
João Paulo Figueiredo[1] *https://orcid.org/0000-0002-9829-1592*
Ana Ferreira[1] *https://orcid.org/0000-0003-3595-1554*

[1] Universidade Politécnica de Coimbra, Coimbra, Portugal

Maria Beatriz Pinto – pintom459@gmail.com | Lúcia Simões Costa – lucias@estec.ipc.pt | João Paulo Figueiredo - jpfigueiredo@estec.ipc.pt | Ana Ferreira - anaferreira@estec.ipc.pt

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Corresponding Author:
Maria Beatriz Pinto
Estrada de Mira
3080 – 026 – Figueira da Foz – Portugal
Pintom459@gmail.com

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RESUMO

Introdução: Os riscos psicossociais são originados por fatores organizacionais e relacionais que se tornam suscetíveis de interferir com a saúde mental do trabalhador, nomeadamente no surgimento do *stress* ocupacional que ocorre devido a um desequilíbrio entre as exigências do trabalho e as capacidades do trabalhador.
Objetivo: Procurámos, através deste estudo, perceber a relação entre as condições psicossociais do trabalho e os níveis de stress dos profissionais de uma instituição de ensino superior.
Métodos: A população-alvo foram os docentes e não docentes de uma Instituição de Ensino Superior, utilizando-se um *design* amostral do tipo não probabilístico por conveniência. A recolha de informação foi feita através de um questionário *online* que incluiu a caracterização sociodemográfica e profissional, a avaliação das condições psicossociais de trabalho e a avaliação do stresse ocupacional, através do QSPES (docentes) e do QSO-VS (não docentes).
Resultados: Os trabalhadores revelaram estar sujeitos a condições psicossociais do trabalho com consequências negativas para a sua saúde e/ou para a sua vida pessoal e profissional que se correlacionaram com os níveis de stress percecionados pelos trabalhadores.
Conclusão: Este estudo permitiu identificar os fatores psicossociais de risco a que os trabalhadores estão expostos no seu local de trabalho e conhecer a relação que estes têm com o desenvolvimento de stress ocupacional. Foi possível destacar a evidência que o *stress* tem para a saúde mental dos trabalhadores e como é que este problema se desenvolve a partir das atividades profissionais de cada um. Conclui-se que a realização destes estudos constitui uma mais-valia, não só para a promoção da saúde de forma global, mas também para o fortalecimento da relação entre o trabalhador e a organização.

Palavras-chave: riscos psicossociais; *stress* ocupacional; docentes e não docentes; trabalho; ensino superior

ABSTRACT

Introduction: Psychosocial risks are caused by organizational and relational factors that may interfere with the workers' mental health, namely the emergence of occupational stress, which occurs due to an imbalance between the demands of the job and the workers' abilities.
Objective: Through this study, we aimed to understand the relationship between psychosocial work conditions and characteristics and the levels of stress among the professionals of a higher education institution.
Methods: The target population consisted of teaching and non-teaching staff from a Higher Education Institution, using a non-probability convenience sampling design. Data were collected through an online questionnaire that included participants' sociodemographic and professional characteristics, the assessment of psychosocial working conditions, and the evaluation of occupational stress using the QSPES (for teaching staff) and the QSO-VS (for non-teaching staff).
Results: The workers revealed to be subject to unfavorable psychosocial work conditions and characteristics. These showed a correlation with the levels of stress perceived by the professionals.
Conclusion: This study identified the psychosocial risk factors to which workers are exposed in the workplace and examined their relationship with the development of occupational stress. The findings highlight the impact of occupational stress on workers' mental health and emphasize the importance of assessing psychosocial risks to promote health and strengthen the relationship between employees and the organization.

Keywords: psychosocial risks; occupational stress; professors and non-teaching; work; higher education

RESUMEN

Introducción: Los riesgos psicosociales están causados por factores organizativos y relacionales que pueden interferir en la salud mental del trabajador, a saber, la aparición de estrés laboral, que se produce debido a un desequilibrio entre las exigencias del trabajo y las capacidades del trabajador.
Objetivo: El objetivo de este estudio fue conocer la relación entre las condiciones psicosociales de trabajo y los niveles de estrés entre los profesionales de una institución de enseñanza superior.
Métodos: La población objetivo estuvo constituida por el personal docente y no docente de una Institución de Educación Superior, utilizándose un muestreo no probabilístico por conveniencia. La recogida de datos se realizó mediante un cuestionario en línea que incluyó la caracterización sociodemográfica y profesional, la evaluación de las condiciones psicosociales de trabajo y la evaluación del estrés laboral mediante el QSPES (para el personal docente) y el QSO-VS (para el personal no docente).
Resultados: Los trabajadores revelaron estar sujetos a condiciones y características laborales psicosociales desfavorables. Éstas mostraron una correlación con los niveles de estrés percibidos por los profesionales.
Conclusión: Este estudio permitió identificar los factores de riesgo psicosocial a los que están expuestos los trabajadores en su lugar de trabajo y analizar su relación con el desarrollo del estrés laboral. Los resultados ponen de manifiesto el impacto del estrés en la salud mental de los trabajadores y destacan la importancia de evaluar estos factores para promover la salud y fortalecer la relación entre el trabajador y la organización.

Palabras clave: riesgos psicosociales; estrés ocupacional; profesores y no profesores; trabajo; enseñanza superior

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INTRODUCTION

We currently live in a world characterized by constant transformation, which has had repercussions in the work sphere and in organizations. Organizations and ways of working have changed due to the introduction of new technologies, new forms of management, the socio-economic crisis, and the rising unemployment. Considering that the nature of work has undergone dchanges over time and given that human beings spend a large part of their daily lives in the work setting, it is essential to prioritize health in the workplace(Ferreira et al., 2015).

The conditions and demands of today's labor market impact on the workers' mental health in many ways. Thus, the relationships between work and worker's health, forms a complex set, that involves the coexistence of multiple work situations characterized by different stages of technological incorporation, different forms of organization and management, as well as relationships that reflect on the living, getting sick and dying of workers (Santos & Menta, 2016).

Psychosocial risk factors are a relatively recent concept within the field of Occupational Safety and Health, having emerged primarily as a result of the transformations that have taken place in the world of work over recent decades (Castro, 2019).

What determines the definition of psychosocial risk is not its manifestation (the health consequences) but rather its origin (the working conditions and organizational and relational factors). Thus, psychosocial risks are risks that, having an impact on mental, physical, and social health, are caused by working conditions and organizational and relational factors and that are likely to interact with mental functioning (Simões Costa & Santos, 2013).

Psychosocial risk factors related to work have been conceptualized in different ways by various authors, demonstrating that there is no single perspective on the subject. According to Jiménez, as cited by Correia (2023), the distinction between psychosocial factors and psychosocial risk factors lies in the fact that the former are essentially descriptive in nature, whereas the latter have a predictive character. Psychosocial factors refer to the organization of work and its structure, encompassing dimensions such as organizational culture, workplace climate and environment, leadership style, and job design. In contrast, psychosocial risk factors refer to organizational conditions that, by their nature, are more likely to generate negative impacts on workers' health.

According to Gollac and Bodier (2011), psychosocial risk factors at work can be grouped into six dimensions: work intensity and working time; emotional demands; the lack of autonomy; poor quality of social relationships at work; conflicts of values, and employment situation.

Saveca et al., (2020), Costa and Santos (2013)and Silva and Marques (2013) are unanimous in stating that psychosocial risk factors are the conditions present in a work situation directly related to the organization, the content of the work and the performance of the task that has the capacity to affect both the development of work and the workers' health (physical, mental, and social).

It is during work that most stress-inducing situations arise. Factors such as the physical conditions and characteristics of work, the role that the individual plays in the organization, the structure and climate of the organization, the relationship with co-workers and superiors, the individual's career development and also extrinsic factors to work (such as family) are the organizational factors that induce Stress (Tibério et al., 2020).

Studies have demonstrated the relationship between psychosocial factors and workers' mental health conditions. Mental disorders such as stress and depression have a very negative effect on quality of life and the ability to perform tasks at work. Furthermore, the worker's mental health can affect the perception of the nature of the work (Carlos et al., 2011).

Workers involved in activities in which there is direct contact with the public, such as education and health, are more exposed to psychosocial risks (Ferreira et al., 2015). In the field of education, symptoms of depression, anxiety, and stress are considered the main reasons for work absence (...), as this number continues to increase due to excessive workload and the way work activities are imposed within the workplace [...] (Freitas et al., 2021).

Gomes et al. (2013) reveal that 73.1% of teachers consider their profession as highly stressful and 22.7% as moderately stressful, values considered above average, considering other Portuguese studies. According to what Pinto and Lima (2005) found, about stress in teaching that more than half of the teachers (54%), perceive their profession as being a very or extremely stressful activity. Regarding the features that seem to contribute to this situation, the potential sources of occupational stress are associated with characteristics related to excessive work, the demands of scientific productivity, the conciliation between work and family and personal life, as well as compliance with deadlines in bureaucratic and administrative tasks (Gomes, 2013).

Thus, the main objective of the present study was to evaluate the relationship between psychosocial work conditions and the levels of occupational stress among teachers and non-teaching staff of a Higher Education Institution.

1. METHODS

1.1. Objective

The main objective of this project is to examine the relationship between psychosocial risk factors and occupational stress levels among academic and non-academic staff at a Higher Education Institution, assessing the influence of psychosocial factors as well as sociodemographic and professional variables on occupational stress.

1.2. Sample

The target population under study was 1318 workers, 881 teachers and 437 non-teaching staff of a public institution of higher education. The type of sampling was non-probability by convenience, and we obtained a final sample of 158 individuals.

1.3. Data collection instruments and procedures

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The study received approval from the Ethics Committee. Data were collected between March and April 2023 through an online survey divided into three sections. The first section collected sociodemographic information relevant to the study, including sex, professional activity, age, years of professional experience, and years of service at the institution. The second section assessed participants' exposure to psychosocial work conditions and characteristics. Both sections were developed based on existing literature and previously validated instruments.
The final section of the questionnaire assessed occupational stress. Depending on the professional group, participants completed different instruments: teachers answered the QSPES (Questionnaire of Stress in Higher Education Teachers), while staff members answered the QSO-VS (Questionnaire of Occupational Stress – General Version), both developed by Gomes in 2010. The QSPES assesses different predictors and sources of stress among higher education teachers through 32 items grouped into eight dimensions: student demotivation; excessive workload; bureaucratic/administrative work; professional career; workplace relationships; working conditions; scientific productivity; and personal and professional life. The QSO-VS evaluates potential sources of work-related stress across different professional settings through 24 items grouped into seven dimensions: relationships with service users; relationships with supervisors; relationships with colleagues; excessive workload; career and remuneration; family-related problems; and working conditions. Both instruments include a general question assessing overall stress levels and use a five-point Likert scale, ranging from 0 (no stress) to 4 (high stress).

1.4. Statistical analysis

The data collected was statistically processed using the Statistical Package of Social Science (IBM SPSS) software version 28.0 for Windows. Descriptive statistical techniques were used in the study, namely absolute and relative frequencies, measures of dispersion (standard deviation) and measures of central tendency, specifically the arithmetic mean.
For statistical inference, the assumptions of the metric variables were studied, using measures of kurtosis and asymmetry. A 95% confidence level and a random error of less than or equal to 5% were used to estimate the statistical inference.

2. RESULTS

The sample that took part in the study was made up of 158 workers from the Polytechnic Institute of Coimbra (IPC), 72 of whom were teachers and 86 staff.
Of the teachers, 31 were male and 41 females. Of these, the majority were aged between 51 and 60 (45.8%) and between 41 and 50 (33.3%). As for academic qualifications, almost all the respondents (94.4%) had a master's degree and/or a PhD. The teachers have been working for an average of 22 years. At the higher education institution, they reported an average of 20 years.
The sample of staff was feminized, with 73.3% female and only 26.7% male. The age groups revealed a more symmetrical distribution, with the highest concentrations in the 41-50 and 51-60 age groups. About academic qualifications, it should be noted that 3 participants have a 6th or 9th grade education (1.2% and 2.3%, respectively). The remaining respondents in this professional group held a bachelor's degree and/or a licentiate degree (39.5%), while 32.6% held a master's and/or doctoral degree. They have been working on average, for 17 years and at the higher education institution for 16 years.

2.1. Analysis of Psychosocial Risk Factors (psychosocial conditions and characteristics) and Occupational Stress

To assess the psychosocial risk factors to which workers were exposed in their workplace, the sample was divided into two groups based on professional category, i.e. teachers and staff.
Table 3 presents the differences in the mean values of psychosocial factors to which workers are exposed, according to their professional area.

Table 1 - Psychosocial Risk Factors at work according to professional category

Psychosocial conditions		Teachers n=72	No Teaching n=86	p-value*
Work Characteristics	M(DP)	2,83 (0,58)	2,77 (0,61)	0,63
	N (%)	65 (90,28%)	78 (90,70%)	
Work Pace and Intensity	M(DP)	2,95(0,57)	2,85 (0,59)	0,271
	N (%)	71 (98,62%)	**86 (100%)**	
Work Time	M(DP)	3,12 (0,62)	2,75 (0,66)	**<0,001**
	N (%)	**72 (100%)**	74 (86,05%)	
Autonomy and Initiative	M(DP)	2,61 (0,62)	2,53 (0,63)	0,352
	N (%)	71 (98,61%)	85 (98,84%)	
Work and Employment Relationships	M(DP)	3,04 (0,53)	3,05 (0,57)	0,847
	N (%)	67 (93,10%)	76 (88,37%)	
Emotional and Cognitive Demands	M(DP)	2,67 (0,54)	2,73 (0,63)	0,729
	N (%)	69 (95,84%)	70 (81,40%)	
Ethical and Values Conflicts	M(DP)	2,95(0,65)	2,73 (0,64)	0,057
	N (%)	50 (69,44%)	54 (65,06%)	
Job Satisfaction	M(DP)	2,99 (0,59)	2,99 (0,60)	0,911
	N (%)	45 (62,50%)	50 (58,14%)	
Work-Family Balance	M(DP)	3,09 (0,66)	2,87 (0,70)	0,141
	N (%)	55 (76,38%)	43 (50%)	

*Wilcoxon-Man-Whitney test
M=Mean; SD=Standard deviation; N=Number of exposed professionals; %=Percentage of exposed professionals

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We found that at least 50% of the professionals are exposed to the psychosocial conditions and characteristics analyzed. In addition, in the "Working time" dimension, all the teachers said they were exposed to the conditions questioned. On the other hand, all the non-teaching staff said they were exposed to the conditions presented in the "Work pace and intensity" dimension. As for the consequences of exposure to Psychosocial Factors for their health and/or personal and professional life, the averages for each professional group are identical. We found that there were statistically significant differences (p-value<0.05) in the Working time factor, with the average being higher for teachers. In the other factors, although the average values were very similar, the teachers had higher averages. At the same time, we analyzed the relationship between psychosocial factors and the levels of stress perceived by the professionals. For a better analysis of the results, we grouped the five levels of stress into three groups, i.e. no/low stress, moderate stress and quite/high stress. The results are shown in Table 2.

Table 2 -Level of Occupational Stress as a function of exposure to Psychosocial Risk Factors at work

Psychosocial conditions		Perceived levels of stress				
		No/Low Stress	Moderate Stress	Quite/High Stress	Total	p-value*
Work Characteristics	M	2,36	2,56	3,27	2,8	**<0,001**
	n	23	65	55	143	
Work Pace and Intensity	M	2,39	2,74	3,33	2,9	**<0,001**
	n	29	69	59	157	
Work Time	M	2,5	2,72	3,36	2,93	**<0,001**
	n	23	67	56	146	
Autonomy and Initiative	M	2,28	2,37	2,93	2,56	**<0,001**
	n	29	69	58	156	
Work and Employment Relationships	M	2,88	2,98	3,19	3,05	0,07
	n	22	64	57	143	
Emotional and Cognitive Demands	M	2,19	2,52	3,05	2,7	**<0,001**
	n	16	65	58	139	
Ethical and Values Conflicts	M	2,64	2,69	3,02	2,84	**0,03**
	n	11	45	48	104	
Job Satisfaction	M	2,83	2,92	3,09	2,99	0,168
	n	11	41	43	95	
Work-Family Balance	M	2,72	2,63	3,38	3	**<0,001**
	n	6	45	47	98	

*Kruskall-Wallis test
M=Mean; n=Number of exposed workers

In most cases, there are statistically significant results between psychosocial factors and perceived stress levels. In other words, in general, professionals exposed to worse psychosocial conditions and characteristics in their workplace show higher levels of occupational stress.
Based on the levels of occupational stress perceived by the professionals, we tried to identify and understand the relationship they have with biographical characteristics and those linked to the professional activity.

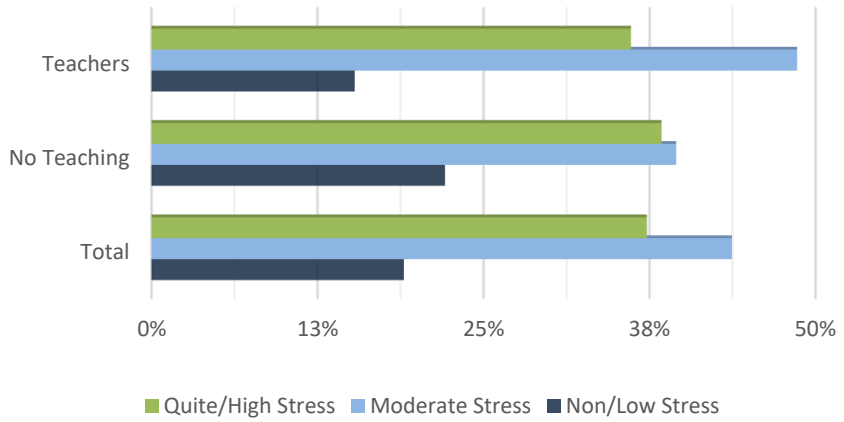


Figure 1 - Perceived levels of stress according to professional category

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The graph illustrates the results obtained from the questionnaire, indicating that teaching staff reported higher levels of stress compared to non-teaching staff. Among teachers, the majority reported that performing their professional duties was associated with moderate levels of stress. In contrast, non-teaching staff showed a more evenly distributed pattern across the different stress levels, although moderate stress was also the most frequently reported category.

Next, we checked whether there was a correlation between years in the profession and years at the institution and perceived levels of stress.

We found that there is no significant correlation between levels of stress and length of service in the profession, nor between these levels and the number of years the professionals have worked at the IPC. The possible correlation between the stress levels described by the professionals and their age was analyzed. We found, as we did previously, that stress levels did not show a statistically significant correlation to demonstrate their direct relationship with the age factor (rho=0.062; p-value=0.442).

Finally, graphs 2 and 3, show the results of the analysis of potential sources of stress for workers in relation to their professional activity.

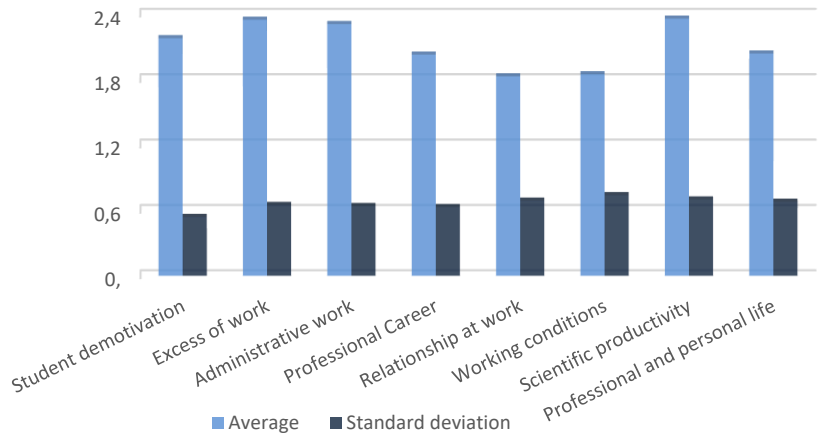


Figure 2 - Sources of occupational stress for teachers

Graph 2 shows that the source of most stress for teachers was scientific productivity, followed by overwork and, finally, administrative work. These are the sources that cause the highest levels of stress for teachers. In contrast, the sources that contribute to low levels of stress in this professional class are working conditions and relationships at work.

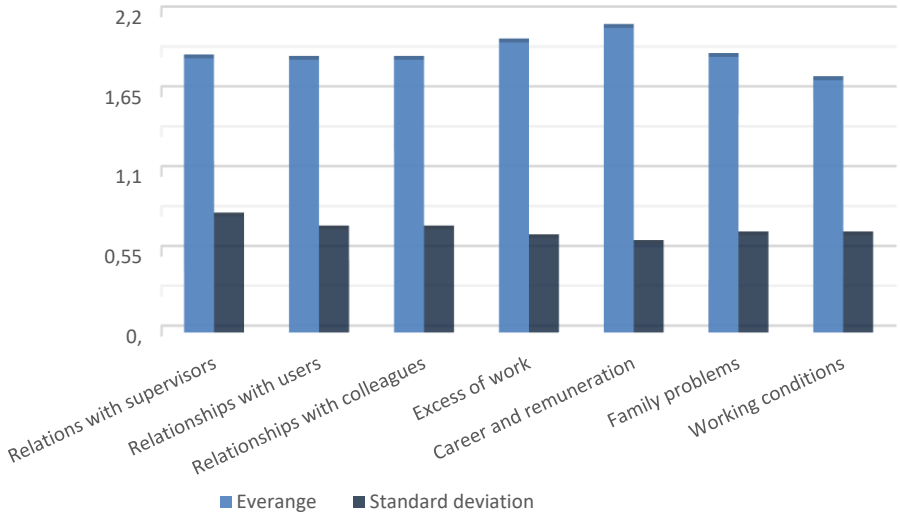


Figure 3- Sources of occupational stress for non-teaching

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For non-teaching staff, we found that there were not many differences in the averages for all the sources of occupational stress. However, the most frequently mentioned were career and remuneration pay, followed by overwork. For this professional class, the sources that contribute to the lowest levels of stress are working conditions and relationships with managers and colleagues.

4. DISCUSSION

As mentioned earlier, the concept of psychosocial risk factors is a recent one. Although the first studies in this area appeared in the 1970s, it was only in the 2000s that there was an "awakening" to their existence.

This notion of psychosocial risks is considered emerging because they are included in a new and growing class of risks (Costa & Santos, 2013). On the other hand, the first studies to look at psychosocial risks are directly linked to stress (Vuattoux, 2016).

The psychosocial risks associated with the performance of each professional's duties should be seen as a set of factors that can compromise the individual's physical and mental health in the work context, regardless of any socio-biological factors (Borges et al., 2018).

In this study, the results show that at least 50% of workers in each professional category (teaching and staff) are exposed to the psychosocial factors analyzed.

Although no significant differences were found in most of the factors, except in the "Working Time" factor, it was possible to see that teachers had higher averages than staff, i.e. teachers identified more negative consequences for their health and/or their personal and professional lives as a result of the psychosocial conditions and characteristics to which they are exposed in their workplaces. Of particular note is the "Ethical and Values Conflicts" factor, where the difference between teachers and staff is greater, although not statistically significant. In fact, in this factor there was an inequality in the exposure of the two professional classes to the uselessness of some tasks and exposure to poorly executed work, to which teachers consider themselves to be more exposed.

Although stress has historically been the subject of several studies (Vuattoux, 2016), its relationship with psychosocial factors has not been widely studied in Portugal, especially in higher education.

In our study, we found that there is a relationship between psychosocial risk factors at work and the levels of stress perceived by professionals. In other words, exposure to worse psychosocial conditions and characteristics increases the chances of workers experiencing higher levels of stress. It was found that the factors most likely to cause high levels of stress are work-life balance, working hours and the pace and intensity of work. This can interfere not only with the worker's ability to carry out their tasks in the organization, but also with their health. (Ansoleaga et al., 2016) concluded this in a study of workers from different service areas who, because they are exposed to psychosocial risks, are more likely to develop stress compared to workers who are not exposed.

A study by (Kinman, 2001) evealed that the relationship between stress levels and age is possibly associated with the less control they have over their work, the employment relationship they have with the institution that employs them and the high-performance expectations they have to demonstrate. In our study, the lack of correlation may be related to the fact that around 80% of the workers were over 41 years old and around 76% had more than 15 years' service, i.e. we have a population that is not very young and has many years of career.

Still in relation to stress, we found that most teachers classify their profession as providing them with moderate or high levels of stress. In this way, the results we found are in line with the literature, which states that teachers, particularly in higher education, classify their profession with stress levels between moderate and high (Gomes, 2013; Iranise et al., 2018; Ribeiro, 2022).

With regard to the main sources of stress in the case of teachers, the results are in line with what Rocha (2018) as shown, in which the profession is seen as too bureaucratic, and the lack of recognition of the profession is also seen as a source of occupational stress.

Costa (2011) also found that the workload felt by teachers is quite high and is further aggravated by the need to carry out burocratic tasks. According to this author, the excess of activities leads to the occupation of professionals' free time, which may justify the positive correlation found between perceived levels of stress and the psychosocial conditions and characteristics to which they are subjected in their workplace.

When we look at staff, we see that the general level of stress perceived by this class is, on average, the same as that of teachers, and there is no difference between the average levels of stress perceived by each professional category. Moderate levels of stress are visible in all the subclasses analyzed. We therefore found that the sources of stress were those related to career and remuneration. Thus, as in other studies, career development can be a source of stress when there is uncertainty about the future in the field, or when there are problems linked to remuneration (Gil-Monte, 2012; Tibério et al., 2020).

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CONCLUSION

After analyzing and discussing the results obtained, we can say that professionals, in general, are exposed to psychosocial conditions and characteristics that can negatively affect their health and allow them to develop occupational stress.

Psychosocial risks in the workplace have become increasingly important and a constant concern, which can be seen in the creation of actions and standards at both European and national level. These risks therefore constitute one of the greatest threats to the mental and physical health of workers and to the functioning of organizations. Of these consequences, occupational stress affects the largest number of professionals and organizations (Ordem dos Psicólogos, 2018).

In relation to the main objective of the whole investigation, Are the psychosocial risks to which workers at the Coimbra Polytechnic Institute are exposed in the workplace related to occupational stress? the overall results of the study conclude that there are several psychosocial risk factors that are related to the development of occupational stress. Work characteristics, pace and intensity, working hours, autonomy, emotional and cognitive demands, ethical and value conflicts, and work-life balance all contribute to workers' stress levels.

From the analysis presented throughout the study, as well as from the contributions of several researchers in the field, it was possible to identify that the psychosocial risk factors to which teaching staff are most exposed during their professional activity are working time, autonomy and initiative, work pace and intensity, emotional and cognitive demands, as well as work relationships. In the case of non-teaching staff, the factors to which they are most exposed are related to work pace and intensity, as well as autonomy and initiative.

Regarding the health, personal, and professional consequences that these psychosocial factors may have, working time was found to be the factor associated with the greatest impact on workers. Furthermore, regardless of professional category, workers reported moderate levels of stress.

Regarding the consequences for health and personal and professional life that these psychosocial factors can have, it was working time that proved to be the most damaging for workers. About the analysis of stress alone, it was possible to understand that these workers, in general and without any difference in professional category, showed moderate levels of occupational stress. These levels, in the teaching profession, may be boosted by factors linked to the need for scientific productivity, overwork and administrative work. In the case of non-teaching staff, these moderate levels are shown to be boosted by factors linked to career and remuneration as well as overwork. It was also found that, regardless of professional category, workers showed moderate levels of stress. These levels, in the case of teachers, are due to the need for scientific productivity, overwork and administrative work. For staff, these moderate levels of stress are due to career and remuneration problems, as well as excessive workloads.

Like any other study, this one had some limitations. The sample size is seen as a possible limitation, because a larger sample would allow the results to be more representative of the population under study, making it possible to generalize the conclusions. Although the issue of occupational stress is increasingly a priority in studies involving university lecturers, these are still insufficient (Oliveira, 2011).

We hope that the study will make a useful contribution to the subject, alerting us to the possible consequences of the psychosocial conditions to which workers are exposed in their work and how these can negatively affect workers, specifically the possibility of them developing occupational stress.

Finally, it was possible to demonstrate, as evidenced by other studies in the field, the importance of a healthy work environment and its positive impact on workers. The results of this study demonstrated the need to implement strategies aimed at the prevention and management of psychosocial risks in the workplace. Therefore, the assessment of psychosocial risks constitutes a fundamental tool for identifying appropriate interventions, such as improving work organization, promoting workers' autonomy, reducing excessive workloads, and developing measures that support professionals' mental health and well-being.

AUTHOR´S CONTRIBUTION

Conceptualization, M.B.P. and L.S.C.; data curation, M.B.P. and J.P.F.; formal analysis, L.S.C. and A.F.; investigation, M.B.P., L.S.C. and J.P.F.; methodology, M.B.P., L.S.C., J.P.F. and A.F.; project administration, L.S.C. and A.F.; resources, M.B.P., L.C., J.P.F. and A.F.; software, M.B.P., L.S.C. and J.P.F.; supervision, L.S.C.; validation, J.P.F. and A.F.; visualization, M.B.P., L.S.C., J.P.F. and A.F.; writing – original draft, M.B.P. and L.S.C.; writing – review & editing, M.B.P., L.S.C., J.P.F. and A.F.

CONFLICT OF INTERESTS

The authors declare no conflict of interests.

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