

PLEASURE AND SUFFERING IN THE UNIVERSITY LIFE OF STUDENTS FROM
A PUBLIC UNIVERSITY OF TOCANTINS

*PRAZER E SOFRIMENTO NA VIDA UNIVERSITÁRIA EM ESTUDANTES DE
ADMINISTRAÇÃO DE UMA UNIVERSIDADE PÚBLICA DO TOCANTINS*

*PLACER Y SUFRIMIENTO EN LA VIDA UNIVERSITARIA DE ESTUDIANTES DE
ADMINISTRACIÓN EN UNA UNIVERSIDAD PÚBLICA DE TOCANTINS*



Liliam Deisy GHIZONI¹

e-mail: ldghizoni@gmail.com

Eduardo Breno Nascimento BEZERRA²

e-mail: eduardobreno@hotmail.com

Jorge J. RAMIREZ-LANDAETA³

e-mail: jjrl.brasil@gmail.com

Roberto Moraes CRUZ⁴

e-mail: robertocruzdr@gmail.com

How to reference this article:

GHIZONI, L. D.; BEZERRA, E. B. N.; RAMIREZ-LANDAETA, J. J.; CRUZ R. M. Pleasure and suffering in the university life of students from a public university of Tocantins. **Plurais - Revista Multidisciplinar**, Salvador, v. 9, n. esp. 1, e024013, 2024. e-ISSN: 2177-5060. DOI: <https://doi.org/10.29378/plurais.v9iesp.1.19320>



| Submitted: 11/12/2023

| Required revisions: 28/12/2023

| Approved: 25/01/2024

| Published: 12/07/2024

Editors: Profa. Dra. Célia Tanajura Machado
Profa. Dra. Kathia Marise Borges Sales
Profa. Dra. Rosângela da Luz Matos

Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

¹ Federal University of Tocantins (UFT), Palmas – TO – Brazil. PhD in Social, Work and Organizational Psychology, post-doctorate in Administration, Professor in the Administration Course and in the Postgraduate Program in Communication and Society. Post-doctoral researcher in the Psychology Postgraduate Program at UFSC. Leader of the Labor and Emancipation Research Group (UFT).

² Federal University of Paraíba (UFPB), João Pessoa – PB – Brazil. PhD in Psychology, Professor in the Department of Psychology

³ Federal University of Santa Catarina (UFSC), Florianópolis – SC – Brazil. PhD in Education, postdoctoral fellow in the Psychology Postgraduate Program at UFSC.

⁴ Federal University of Santa Catarina (UFSC), Florianópolis – SC – Brazil. PhD in Production Engineering, post-doctorate in Methods and Diagnosis in Psychology and in Collective Health, Professor and researcher in the Department and Postgraduate Program in Psychology at UFSC. Leader of the Human Factor Laboratory (UFSC).

ABSTRACT: This study investigated the pleasure and suffering experiences of Administration students at the Federal University of Tocantins. Considering that being a university student implies being a worker in the subjective dimension of academic work, Work Psychodynamics was adopted as the theoretical basis. An online questionnaire was answered by 135 students, predominantly women (58.5%), heterosexuals (78.5%), mixed-race (59.3%), and childless (84.4%). Sources of pleasure included the formation of work collectives and cooperation bonds, while feelings of unproductivity, lack of identification with course activities, and demotivation were pointed out as sources of suffering. Alarming, 46.7% reported feelings of mental illness. Faced with these results, it is crucial for universities to strategically address the burnout caused by academic work, directing special attention to students' feelings of discouragement, frustration, suffering, and dissatisfaction.

KEYWORDS: Mental Health in Students. Pleasure- Suffering. Organization of academic work.

RESUMO: Este estudo investigou as experiências de prazer e sofrimento de estudantes de Administração na Universidade Federal do Tocantins. Sob a perspectiva de que ser estudante universitário implica ser um trabalhador na dimensão subjetiva do trabalho acadêmico, a Psicodinâmica do Trabalho foi adotada como base teórica. Um questionário online foi respondido por 135 estudantes, predominantemente mulheres (58,5%), heterossexuais (78,5%), pardos (59,3%) e sem filhos (84,4%). Fontes de prazer incluíram a formação de coletivos de trabalho e laços de cooperação, enquanto sentimentos de improdutividade, falta de identificação com as atividades do curso e desmotivação foram apontados como fontes de sofrimento. Alarantemente, 46,7% relataram sentimentos de adoecimento mental. Diante desses resultados, é crucial que as universidades abordem estrategicamente o desgaste provocado pelo trabalho acadêmico, direcionando uma atenção especial aos sentimentos de desânimo, frustração, sofrimento e insatisfação dos estudantes.

PALAVRAS-CHAVE: Saúde mental em estudantes. Prazer-sofrimento. Organização do Trabalho acadêmico.

RESUMEN: Este estudio investigó las experiencias de placer y sufrimiento de estudiantes de Administración en la Universidad Federal de Tocantins. Desde la perspectiva de que ser estudiante universitario implica ser un trabajador en la dimensión subjetiva del trabajo académico, se adoptó la Psicodinámica del Trabajo como base teórica. Un cuestionario en línea fue respondido por 135 estudiantes, predominantemente mujeres (58,5%), heterossexuales (78,5%), pardos (59,3%) y sin hijos (84,4%). Las fuentes de placer incluyeron la formación de colectivos de trabajo y lazos de cooperación, mientras que los sentimientos de improductividad, falta de identificación con las actividades del curso y desmotivación fueron señalados como fuentes de sufrimiento. Alarantemente, el 46,7% reportó sentimientos de enfermedad mental. Ante estos resultados, es crucial que las universidades aborden estratégicamente el desgaste provocado por el trabajo académico, prestando especial atención a los sentimientos de desánimo, frustración, sufrimiento e insatisfacción de los estudiantes.

PALABRAS CLAVE: Salud mental en estudiantes. Placer-sufrimiento. Organización del trabajo académico.

Introduction

In this article, we start from the premise that being a university student is equivalent to being a worker, not just because of the fact that they perform specific tasks under certain functional requirements, but because of the equivalence between the organization and working relationships with the *modus operandi* of university life, which involves pressures, deadlines and responsibilities associated with academic results and performance. In addition to these aspects, there is the need to constantly seek to reconcile university work with other aspects of life, manage conflicts and develop skills to deal with the challenges of a professional career (Niquini *et al.*, 2015; Moraes *et al.*, 2021; Silva; Ghizoni; Cecchin, 2022).

This premise is supported by the theoretical contributions of Work Psychodynamics, disseminated in Brazil in the 1980s through the work "A loucura do trabalho: estudo de psicopatologia do trabalho" (The madness of work: a study of the psychopathology of work) (Dejours, 1987) and, in the 1990s, in "Psicodinâmica do trabalho: contribuições da escola dejouriana à análise da relação prazer, sofrimento e trabalho" (Psychodynamics of work: contributions from the Dejoursian school to the analysis of the relationship between pleasure, suffering and work) (Dejours; Abdoucheli; Jayet, 1994). The core of the contributions of Work Psychodynamics lies in the analysis of the relationship between suffering and pleasure at work, based on listening to and understanding the subjective processes of workers and identifying the psychic defense mechanisms activated by workers in the face of work demands and conditions (Mendes, 2007).

Based on the Psychodynamics of Work, the organization of work at university imposes a clear division of tasks and responsibilities on students, reflected in prescribed controls, such as class schedules, minimum attendance, preparation of assignments and tests, deadlines for delivery, as well as other elements inherent to academic life (Silva; Ghizoni; Cecchin, 2022; Ariño, 2023). According to Work Psychodynamics, the concept of work transcends the execution of tasks and is understood as a process of transformation of the subject, mediated by work, playing a crucial role in the construction of identity and the preservation of mental health (Dejours, 2011; Mendes, 2007).

The dynamics of higher education highlight the pleasure of work with the professional recognition of teachers, autonomy, solidarity between colleagues and the development of teachers and students. In this academic context, suffering is related to teachers' stress, emotional exhaustion and dissatisfaction, leading them to present mental health problems such as anxiety and professional burnout (Silva, 2023). Coping strategies have included seeking support from

university colleagues, developing communication and cooperation skills, and prioritizing aspects of work that provide pleasure and satisfaction (Silva, 2023). The university, like any other workspace, promotes health, but also illness, so it is important that students, teachers, technicians and outsourced workers are attentive, creating places to talk about their work, weaving bonds of solidarity and cooperation between peers to deal with the experiences characteristic of this workspace.

In academic practice, students not only dedicate themselves to their studies as a means of contributing to the transformation of the world, but they also get involved in a process of personal transformation (Hartley, 2011; Kraft, 2011, Ariño; Bardagi, 2018; Ariño; Cruz; Ródio-Trevisan; Gai, 2023). This involvement is intrinsically linked to the production and revelation of one's own identity, forged in the complex webs of established social relationships and the recognition experienced. From this perspective, based on the concept of the subject in the Psychodynamics of Work, the student is the one who seeks to preserve mental health, navigating contradictions and internal conflicts, driven by inventiveness, creativity and practical intelligence in the face of the limitations of the machines (Facas; Silva; Araujo, 2013).

In addition to the fact that the act of studying is not properly recognized socially as a form of work, especially in the Brazilian context, this invisibility also extends to the university environment (Moraes *et al.*, 2021). It is important to consider that university life means a process of adaptation to the environment, as university activities are permeated by novelties and personal and professional expectations, but also by doubts and insecurities about how to meet the demands of the academic environment, including previous school performance (Ariño *et al.*, 2023). In this context, there are resignifications, reconfigurations and an upsurge in suffering and vulnerabilities, resembling, in some respects, the experience of the contemporary paid worker.

Students in general, or in the complementary roles of trainees, extension workers or research beginners, often see their activities neglected, contributing to a situation of identity-social transition. Particularly in these cases, it is a question of developing creative work, the consequences of which go significantly beyond completing a task and obtaining a certificate. This difficulty in fully recognizing the value of studying as creative work reveals the need for a deeper reflection on the role of the university in society and the importance of recognizing and valuing academic activities by the various actors involved in the university context (Moraes *et al.*, 2021).

The activity of studying reveals itself as an experience full of duality, permeated by moments of pleasure and suffering. Pleasure is not only an experience, but also a fundamental impulse for work, representing an experience of self-realization (Mendes; Muller, 2013). We can mention three facets related to pleasure: the joy of invention and meaning, the satisfaction of meeting others and the pleasure derived from dissonance (Ferreira, 2011). Creation amplifies the production of meaning at work, contributing to the promotion of health in the labor process.

On the other hand, suffering is inherent to work activity, arising from the conflict between the norms of work organization and the psychic demands of the subject, guided by desire (Dejours, 2011; Moraes, 2013). When students face experiences of failure, suffering emerges. However, this suffering can trigger two distinct paths: paralyzing and pathogenic fear, and action, where the student, faced with challenges, seeks solutions to alleviate suffering. This subjective movement of struggle by the suffering subject, applying their intelligence to overcome obstacles, represents the transformation of suffering into pleasure and the search for health (Cunha; Ghizoni, 2018; Ferreira; Ghizoni, 2018; Moraes, 2013; Schlindwein *et al.*, 2019).

The university population is vulnerable to the development of mental disorders, particularly the manifestation of anxiety, depression, stress and burnout (Kraft, 2011; Hartley, 2011; Beiter *et al.*, 2015; Pedrelli, *et al.*, 2015; Ariño; Bardagi, 2018; Ariño *et al.*, 2023). Students at a Brazilian public university showed a high prevalence (71.52%, N = 5133) of Common Mental Disorders (CMD) (Barros; Peixoto, 2023). For these authors, living conditions and stress-producing events among university students end up being associated with CMD. This is not specific to the Brazilian university population. University students in Ohio had three main concerns: academic performance, pressure to succeed and post-graduation plans. This study found that the most stressed, anxious and depressed students were transfers, veterans and those living off campus (Beiter *et al.*, 2015). Turkish university students had higher anxiety and stress scores among women. They observed that first and second year students had higher depression, anxiety and stress scores than the rest. Participants who were satisfied with their education had lower depression, anxiety and stress scores than those who were not satisfied (Bayram; Bilgel, 2008).

Based on the contributions of the Psychodynamics of Work, we turned our attention to the experiences of pleasure-suffering in academic life. On the one hand, creative processes, satisfaction with the choice of career, expectations of professional development. On the other hand, experiences of suffering, associated with withdrawals from studies, prolongation of

academic life and, in extreme cases, suicides (Silva; Todaro; Reis, 2020; Liu *et al.*, 2019). Understanding these dynamics is essential in order to address and mitigate the negative impacts on the well-being of university students and enhance the process of health and well-being in academic activity.

Experiences of pleasure at university can be linked to satisfaction with the course (75.6%) and the advisor (75%), while experiences of suffering can be found in the difficulty of reconciling studies with paid work, pressure for scientific production, financial difficulties, self-blame and negative feelings about performance (Silva; Ghizoni; Cecchin, 2023). We can see the impact of these phenomena on the socio-emotional development of university students.

In view of the above, studies that seek to take a scientific and in-depth look at undergraduate students at public universities are of great academic and social relevance. Research of this nature offers ways to think about the mental health of their students, as well as to act preventively, before the rates of absence for psychological reasons increase and worsen. There is a clear need to expand studies and publicize results on the subject of the mental health of university students (Pedrelli; Nyer; Yeung; Zulauf; Wilens, 2015; Ariño 2018/2023; Silva, 2019; Macêdo Silva, 2021, Perez; Brum; Rodrigues, 2019; Silva; Ghizoni; Cecchin, 2022).

Another direct antecedent to this study was the analysis of the results of the course "Pleasure and Suffering at University" in 2019, taught by the first author of this study, to business and journalism students. The participants were predominantly women, single, between 20 and 29 years old, many of whom worked long hours. In some cases, suicidal thoughts were reported, in addition to experiences of suffering, which included pressure, tiredness, difficulty in completing tasks, lack of motivation, fear of not completing the Final Project and difficulties with teachers. Sources of pleasure involved friendships, interpersonal relationships, the prospect of completing the course and realizing the dream of graduating from a federal public university.

In view of the above, this study aims to analyze the experiences of pleasure-suffering in university students of the Administration course at the Federal University of Tocantins (UFT).

Method

A descriptive-quantitative survey was conducted on a population of 427 students enrolled in the Administration course at the Federal University of Tocantins (UFT) in 2022. The non-probabilistic sample selected consisted of 135 participants over the age of 18. The

sample excluded students with their enrollment suspended, or as students with special enrollment or listeners, as well as those who did not complete all the answers to the data collection instrument.

All the ethical precautions that govern research with human beings were adopted, so it was only the development of this study, entitled "Mental Health in University Students" that was approved by the Brazil Platform, in view of the use of a validated instrument and with the participation of students from 17 undergraduate courses at this same university. Participation was anonymous, confidential and voluntary, and participants were guaranteed the possibility of refusing to take part in the research. And if they did, they were guaranteed the right to withdraw their consent at any time, without any prejudice.

The instrument used was an adaptation of the Pleasure-Suffering in University Life questionnaire, prepared by the research group Trabalho e Emancipação: Coletivo de Pesquisa e Extensão (Silva, 2019). This questionnaire uses a 5-point Likert scale (never, rarely, sometimes, often, always), organized into 4 axes: Axis 1 - Work Organization of academic activities; Axis 2 - Sources of Pleasure in carrying out academic activities; Axis 3 - Sources of Suffering in carrying out academic activities and Axis 4 - Destinations given to suffering in carrying out academic activities, in addition to sociodemographic data (Silva; Ghizoni, Cecchin, 2023).

The questionnaire was hosted on the Unipark platform (<https://www.unipark.com/en/>) and made available online to participants between October and November 2022. Three strategies were adopted for the data collection procedures: 1) Dissemination on the Administration course's WhatsApp social network via card and daily calls with the link to access the survey; 2) Support from teachers; 3) Participation of three students from the Studies and Research in Administration subject (2022/2).

Of the total of 234 accesses, 135 participants completed the answers. The data was pre-processed in Microsoft Excel software and the statistical program SPSS (Statistical Package for the Social Sciences) was used to carry out the descriptive statistical analyses. It was chosen because of its high reputation and reliability in the social sciences and health fields, the availability of licensing, and the familiarity of researchers with its use.

Results

Socio-demographic characteristics of the participants and the organization of work in academic activities

The sociodemographic profile of the survey participants is summarized in Table 1. Of the participants, 37% were aged between 21 and 25, 94.1% declared that they did not have a disability, the majority were women (58.5%), heterosexual (78.5%), evangelical (34.8%), single (80%), without children (84.4%) and brown (59.3%). As well as studying, 82.2% work in other institutions, 34.8% of whom are employed. Regarding internships, 9.6% do curricular internships (in the course this corresponds to the Course Conclusion Work) and 12.6% do extracurricular internships. These figures indicate that the majority of the business students surveyed are trying to combine their university course with another employment activity, an aspect that tends to make it difficult for students to engage in other academic activities, in addition to those planned in the classroom.

Table 1 - Characteristics of the participants - UFT administration students

Characteristics	Percentage (%)
Sex	
Masculine	41.5
Feminine	58.5
Sexual orientation	
Heterosexual	78.5
LGBT+	19.3
Religious orientation	
Evangelical	34.8
Catholic Apostolic	28.9
Agnostic (no religion)	12.6
Do you have children?	
Yes	14.8
No	84.4
What color or race are you?	
Brown	59.3
Black	17.8
White	17.8
Are you currently working?	
Yes	82.2
No	17.8
Have you ever seen a psychologist before?	
Yes	46.7
No	53.3
Do you receive psychiatric care?	
Yes	5.9
No	94.1

Have you been diagnosed with a mental health problem?

No	85.2
Yes	9.6

Source: Devised by the authors (2023).

The majority of participants (94.1%) stated that they did not receive psychiatric care, and 77% had never consulted a psychiatrist. As for a diagnosis of mental or global developmental disorders (ADHD, dyslexia, autism), 85.2% said they did not have one. Regarding psychotherapy, 91.1% are not currently undergoing treatment, although 46.7% have consulted a psychologist, while 53.3% have never done so.

In the self-assessment of mental health, only 21% of participants rated it as poor, while 42% considered it reasonable and 36% as good or excellent. This variation in responses highlights the complexity of self-perceived mental health among university students, influenced by factors such as academic load, social support and coping strategies for stress and the challenges of university life.

An important aspect was the possibility of dropping out of the course. Among the respondents, 47% said they often or always do so, 20% occasionally, and 32% rarely or never. These results indicate that the possibility of dropping out is a significant concern for a considerable proportion of students, indicating that there are challenges and pressures that can have a negative impact on their academic career. Factors such as academic load, emotional support, satisfaction with the course and coping strategies can play crucial roles in this context.

With regard to the organization of their academic work, the participants reported dedicating an average of 0 to 5 hours a week to the classroom (32.6%) and 11 to 20 hours (28.1%), which is equivalent to taking 1 to 5 subjects simultaneously. As for the hours spent studying outside the classroom, 60% said they spent between 0 and 5 hours, while 36.3% spent at least 40 hours a week working. This intense dedication to work outside the university is reflected in the few hours dedicated to studying.

When it comes to relationships in the academic environment, the participants consider their relationship with their teachers to be good (49.6%) and very good (24.4%). Regarding communication with teachers, 41.5% consider it good, 24.4% very good and 23% reasonable. Relationships with fellow students are rated as good (40.7%) and very good (27.4%). The relationship with the current course coordinator (in charge from April 2021 to April 2023) is rated as reasonable (29.6%) and good (28.1%). Regarding communication with the coordinator, 28.1% consider it reasonable, 24.4% good and 17.8% poor. As for the pace of work imposed

by teachers, 76.3% say it is adequate; however, 40% feel pressured sometimes, and 24.4% often.

Sources of pleasure-suffering in carrying out academic activities

In the area of sources of pleasure, a high rating (good or excellent) was identified for the possibilities of building bonds of cooperation and solidarity (81%), followed by the feeling of recognition for the academic activities carried out (63%) and the building of work groups to carry out academic activities (60%). These are the main aspects rated as excellent by the students, less than half say they have been able to participate in public spaces for discussion and deliberation (47%) and reasonably say they have been able to put their intelligence/astuteness into practice (46%).

Of particular note is the strong emphasis given to the sense of being a business student, considered good or excellent by 88% of the participants. This figure is similar to that observed in the aspect of academic activities, also with 88%, suggesting a solid connection between students and the purpose of academic work and a significant identification with course activities, transforming potential sources of suffering into pleasure.

Table 2 - Sources of pleasure-suffering evaluated by students

Sources of pleasure-suffering	Bad/ Never	Reasonable	Good-Excellent/Often/Always
1 In your academic activities, you manage to put your intelligence/astuteness into practice.	21%	46%	33%
2 In your day-to-day life at university, have you been able to build and/or participate in public spaces for discussion and deliberation?	15%	36%	47%
3 As an undergraduate student, you have already built working groups to carry out your academic activities.	19%	16%	60%
4 In your university experience, you manage to build bonds of cooperation and solidarity	3%	15%	81%
5 As an undergraduate student, do you feel recognized for the academic activities you carry out?	9%	22%	63%
6 Does your work as a university student have meaning?	2%	6%	88%
7 Do you feel that your academic work is irrelevant to the development of society?	38%	20%	38%
8 Do you feel unproductive with your work in academia?	13%	24%	60%

9 Do you identify with the academic activities you do on the course?	2%	10%	88%
10 Do you feel unmotivated by the academic activities you do on the course?	13%	17%	69%

Source: Devised by the authors

The results of the students' assessment of the sources of pleasure and suffering reveal important nuances in their academic experience. The presence of possible feelings of suffering stands out, notably demotivation with the academic activities of the course (69%) and the feeling of unproductivity with the work (60%). In addition, the feelings of irrelevance of academic work to society (38% rated it as bad and 20% as reasonable) represent challenges perceived by students during their academic activities.

When examining how students are dealing with suffering, considering the student support programs available at UFT, it was found that approximately 70% of the participants said they had never heard of the *Mais Vida Program*, developed by the institution itself to promote students' mental health, and 89.6% were unaware of any action it had taken.

Despite their lack of familiarity with the *Mais Vida Program*, 45.9% of students are aware of the aid offered by UFT (housing allowance, food allowance, residence allowance). However, 72.6% have never used these aids. As for the Palmas Campus Internship and Student Assistance Coordination, 59.3% said they were unaware of its existence. Even among the 38.5% who knew about it, 80% had never participated in its activities. Another potential support resource is the Social, Pedagogical and Psychological Support Service (SASPP - Palmas Campus). 57% said they were completely unaware of this service and 75.6% had never taken part in its activities. As for initiatives such as workshops, lectures or seminars on "Pleasure and Suffering at University", 74.1% of the participants said they had never taken part in any such activity. These results indicate a significant gap in the use of support resources available to UFT students.

Discussion

The results obtained suggest that the organization of the work to which the students are subjected has adopted a good working rhythm, with flexible deadlines, good guidance from the teachers and good relations and communication between the participants, teachers and coordinators. Thus, there was an overload of academic activities and a feeling of pressure to

meet the demands of the course. It can also be inferred that the participants did not take all the subjects proposed for the semester (6 subjects), there was a low dedication of study hours in the classroom (0 to 5 hours 32.6%) and outside the classroom (0 to 5 hours 60%). This points to a lack of engagement and commitment on the part of these students with their formation.

Therefore, the participants' experiences of pleasure can be found above all in the construction of work groups or collectives to carry out academic activities and in the building of bonds of solidarity and cooperation. This is an important fact discussed by the psychodynamics of work, which highlights cooperation as an instrument for coping with reality (Dejours, 2011). Strengthening these bonds of solidarity is therefore an important way forward for university students, in order to create a public space for discussion that favors the use of their practical intelligence, which is one of the pillars of pleasure at work.

In addition to the cooperative relationships, the participants see meaning in their work as business students, perceive that the tasks they carry out have relevant significance for society and a significant proportion have never thought of giving up the course. These elements are also catalysts for pleasure at work (Dejours, 2011).

An alert is activated for the feeling of mental illness expressed by the participants (46.7%). Studies in recent years have shown a high prevalence of mental and behavioral disorders among university students, when compared to the general population (Ariño 2018; Ariño *et al.*, 2023; Hartley, 2011; Kraft, 2011; Schlindwein *et al.*, 2019). And the fact that almost half of the participants expressed this feeling is a factor that deserves attention.

In addition to this feeling of mental illness, the experiences of suffering observed among the participants were: feeling unproductive, lack of identification with the course activities and demotivation. It is important for the course to think of ways to combat the wear and tear, tiredness and overload that academic work has caused. Investing in the mental health of university students is an element that contributes to academic success, which reverberates in professional success, and in this scenario society benefits from having citizens who have good levels of psychological well-being (Hartley, 2011; Pedrelli *et al.*, 2015).

There was a mismatch between what the participants felt and what the university offered in terms of biopsychosocial health care for students. There is a clear mismatch between those who offer it and those who need it, which leads us to infer about the forms of dissemination/communication between the services offered and administration students, so that it is important to strengthen ties and thus further strengthen the institutional policy of mental health care for UFT students.

It was observed that the participants' lack of knowledge about the Mais Vida Program may be due to the fact that it was abolished during the pandemic. It was a project that worked for more than two years on the mental health issues of students at all UFT campuses, but which did not become an institutional policy. On the other hand, it can be seen that the participants are divided between not knowing about the aid that the UFT grants to students (50.4%) and those who do know (45.9%), but of those who do know, 72.6% have never used the benefit. Also noteworthy is the fact that students are not aware of the Internship and Student Assistance Coordination and 80% have never taken part in the activities developed by the sector. Another important sector that the participants had little access to was the SASPP, the Social, Pedagogical and Psychological Support Service at the Palmas Campus, 57% of whom did not know about it and 75.6% of whom had never taken part in its activities. Finally, 74.1% said they had not taken part in any activity, be it a workshop, lecture or seminar on the subject of "pleasure and suffering at university".

Final considerations

The aim of this study was to identify the experiences of pleasure and suffering perceived by management students at the Federal University of Tocantins - Palmas Campus, analyzing the characteristics of work organization and the consequences of the suffering faced by students. In relation to self-perceived mental health, it was found that only 21% of participants rated their mental health as poor, while 42% rated it as reasonable and 36% as good - excellent.

The sources of pleasure identified are directly linked to the building of cooperative ties to carry out academic activities, as well as the feeling of recognition for the work done. The formation of work groups to meet academic demands was also highlighted as a positive source of satisfaction. On the other hand, the study revealed that the feeling of unproductivity, lack of identification with the course activities and demotivation are the students' main experiences of suffering. Given this scenario, it is imperative that universities adopt strategies to combat the wear and tear, tiredness and overload caused by academic work.

The low level of awareness and use of the student support programs available at UFT indicates the need for greater investment in the internal communication of these services, especially with regard to the Student Assistance policies at the Palmas Campus. It is suggested that communication channels be expanded, including visual supports within the campus and in the buildings where students have classes, considering that part of the communication takes

place through social networks (Instagram) and web pages. A crucial issue highlighted in the study is the lack of exploration of the campus by business students, who mainly attend the block where they have their classes. In this context, there is an urgent need to implement a specific policy for the mental health care of undergraduate and postgraduate students within the institution.

The study has some limitations, such as the fact that it was based on a non-random and specific sample of business students. Therefore, the results should be interpreted as initial and cannot be generalized to other populations. It is recommended that future research should cover different populations, both in undergraduate and postgraduate institutions, in order to generate evidence of the validity of the instruments used. It is also suggested that the strategies adopted by students to deal with the challenges of academic life should also be explored, since, as observed in this study, there is a mismatch between what the university has offered and what students access for self-care.

REFERENCES

- ARIÑO, D. O.; BARDAGI, M. P. Relação entre fatores acadêmicos e a saúde mental de estudantes universitários. **Revista psicologia em pesquisa**, [S. l.], v. 12, n. 3, 2018. DOI: 10.24879/2018001200300544
- ARIÑO, D. O.; CRUZ, R. M.; RÓDIO-TREVISAN, K. R.; GAI, M. J. P. Fatores associados à saúde mental de estudantes universitários: proposta de modelo teórico. **Trabalho (En)Cena**, [S. l.], v. 8, e023013, 2023. DOI: 10.20873/2526-1487e023013
- BAYRAM, N.; BILGEL, N. The prevalence and socio-demographic correlations of depression, anxiety, and stress among a group of university students. **Soc Psychiat Epidemiol**, [S. l.], v. 43, p. 667–672, 2008. DOI: 10.1007/s00127-008-0345-x
- BARROS, R. N.; PEIXOTO, A. L. A. Saúde Mental de Universitários: Levantamento de Transtornos Mentais Comuns em Estudantes de uma Universidade Brasileira. **Cuadernos de Psicología**, [S. l.], v. 25, n. 2, e1958–e1958, 2023. DOI: 10.5565/rev/qpsicologia.1958
- BEITER, R.; NASH, R.; MCCRADY, M.; RHOADES, D.; LINSOMB, M.; CLARAHAN, M.; SAMMUT, S. The prevalence and correlates of depression, anxiety, and stress in a sample of college students. **Journal of affective disorders**, [S. l.], v. 173, p. 90–96, 2015. DOI: 10.1016/j.jad.2014.10.054
- CUNHA, A. M. S.; GHIZONI, L. D. Narrativas do sofrimento do trabalho de um policial militar afastado. **Comunicação & Inovação**, São Caetano do Sul – SP, v. 19, n. 39 jan./abr. 2018. Available: http://seer.uscs.edu.br/index.php/revista_comunicacao_inovacao/article/view/5132. Access: 20 Aug. 2023.

DEJOURS, C. **A loucura do trabalho**: estudo de psicopatologia do trabalho. São Paulo: Cortez, 1987.

DEJOURS, C.; ABDOUCHELI, E.; JAYET, C. **Psicodinâmica do trabalho**: contribuições da escola dejouriana à análise da relação prazer, sofrimento e trabalho. São Paulo: Atlas, 1994.

DEJOURS, C. Addendum da psicopatologia à Psicodinâmica do Trabalho. *In*: LANCMAN, S.; SZNELWAR, L. (org.). **Christophe Dejours**: da Psicopatologia à Psicodinâmica do Trabalho. 3. ed. rev. Rio de Janeiro: Fiocruz Brasília: Paralelo 15, 2011. p. 57-123.

FACAS, E. P.; SILVA, L. M.; ARAUJO, M. A. S. Trabalhar. *In*: VIEIRA, F de O.; MENDES, A. M.; MERLO, A. R. C. (org.). **Dicionário crítico de gestão e psicodinâmica do trabalho**. Curitiba: Juruá, 2013. p. 461-465

FERREIRA, J. B. **Do poema nasce o poeta**: criação literária, trabalho e subjetivação. Rio de Janeiro: 7 Letras, 2011.

FERREIRA, T. M.; GHIZONI, L. D. Mapeamento dos riscos psicossociais relacionados ao trabalho de servidores públicos do estado do Tocantins: o caso dos Policiais Militares de Arraias. **Revista Desafios**, [S. l.], v. 5, n. esp., 3-19, 2018. Available: <https://sistemas.uft.edu.br/periodicos/index.php/desafios/article/view/5825>. Access: 20 Aug. 2023.

HARTLEY, M. T. Examining the Relationships Between Resilience, Mental Health, and Academic Persistence in Undergraduate College Students. **Journal of American College Health**, [S. l.], v. 59, n. 7, p. 596–604. 2011. DOI: 10.1080/07448481.2010.515632

KRAFT, D. P. One hundred years of college mental health. **Journal of American College Health**, [S. l.], v. 59, n. 6, p. 477-481, 2011. DOI: 10.1080/07448481.2011.569964

LIU, C. H.; STEVENS, C.; WONG, S. H. M.; YASUI, M.; CHEN, J. A. The prevalence and predictors of mental health diagnoses and suicide among U.S. college students: Implications for addressing disparities in service use. **Depression and anxiety**, [S. l.], v. 36, n. 1, p. 8–17, 2019. DOI: 10.1002/da.22830

MACÊDO Silva, A. **Estudantes universitários**: entre ter saúde e adoecer. 2021. Trabalho de Conclusão de Curso. (Graduação em Administração) – Universidade Federal do Tocantins, 2021. Available: <https://repositorio.uft.edu.br/handle/11612/3316>. Access: 01 Sept. 2023.

MENDES, A. M. Da psicodinâmica à psicopatologia do trabalho. *In*: MENDES, A. M. (ed.) **Psicodinâmica do trabalho**: teoria, método e pesquisas. São Paulo, SP: Casa do Psicólogo, 2007. p. 23-48.

MENDES, A. M.; MULLER, T. Da C. Prazer no Trabalho. *In*: VIEIRA, F de O.; MENDES, A. M.; MERLO, A. R. C. (org.). **Dicionário crítico de gestão e psicodinâmica do trabalho**. Curitiba: Juruá, 2013. p. 289-296.

MORAES, R. D. Sofrimento Criativo e Patogênico. In: VIEIRA, F de O.; MENDES, A. M.; MERLO, A. R. C. (org.). **Dicionário crítico de gestão e psicodinâmica do trabalho**. Curitiba: Juruá, 2013. p. 415-419.

MORAES, R. D.; GHIZONI, L. D.; PINHEIRO, C. J. SILVA, J. V. Dimensão subjetiva do trabalho acadêmico de estudantes da pós-graduação *stricto sensu* no Brasil. In: MONTEIRO, J. K.; FREITAS, L. G.; RIBEIRO, C. V. S.; LÊDA, D. B. (org.). **Trabalho, precarização e resistências**. 1. ed. São Luis: EDUFMA, 2021.

NIQUINI, R. P.; TEIXEIRA, L. R.; SOUSA, C. A. D.; MANELLI, R. N.; LUZ, A. A. D.; TURTE-CAVADINHA, S. L.; FISCHER, F. M. Características do trabalho de estudantes universitários associadas ao seu desempenho acadêmico. **Educação em Revista**, [S. l.], v. 31, p. 359-381, 2015. DOI: 10.1590/0102-4698122477

PARREIRA, J. S.; GHIZONI, L. D. O trabalho em pauta: narrativas das jornalistas sindicalizadas no Tocantins. **Comunicação & Inovação**, São Caetano do Sul, SP, v. 22, n. 48, p. 23-42. 2021. Available: https://seer.uscs.edu.br/index.php/revista_comunicacao_inovacao/article/view/6695. Access: 01 Sept. 2023.

PEDRELLI, P.; NYER, M.; YEUNG, A.; ZULAUF, C.; WILENS, T. College students: mental health problems and treatment considerations. **Academic psychiatry**, [S. l.], 39, 503-511. 2015. DOI: 10.1007/s40596-014-0205-9

PEREZ, K. V.; BRUM, L. G.; RODRIGUES, C. M. L. Saúde mental no contexto universitário: desafios e práticas. **Trabalho En(Cena)**, Palmas, v. 4, n. 2, p. 357-365, 2019. Available: <https://sistemas.uft.edu.br/periodicos/index.php/encena/article/view/8093>. Access: 01 Sept. 2023.

SCHLINDWEIN, V. L. D. C.; MORAES, R. D.; GHIZONI, L. D.; OLIVEIRA, P. T. R. Espaços de escuta do prazer-sofrimento: práticas em psicodinâmica do trabalho nas IFES da Amazônia. In: CONGRESSO BRASILEIRO DE PSICODINÂMICA E CLÍNICA DO TRABALHO, 6.; SIMPÓSIO BRASILEIRO DE PSICODINÂMICA DO TRABALHO, 7., 2020, **Anais [...]**. São Luís: UFMA, 2019. v. 1, p. 19-26.

SILVA, E. P.; TODARO, A. P.; REIS, A. C. O sofrimento do universitário e suas relações com a dinâmica da universidade. **Farol – Revista de Estudos Organizacionais e Sociedade**, [S. l.], v. 7, n. 18, p. 37-75, 2020. Available: <https://revistas.face.ufmg.br/index.php/farol/article/view/5528>. Access: 01 Sept. 2023.

SILVA, J. V. “**Estudar, para um pós-graduando stricto sensu, é o trabalho!**” 2019. Dissertação (Mestrado em Comunicação e Sociedade) – Universidade Federal do Tocantins, UFT, Palmas, Brasil. Available: <https://repositorio.uft.edu.br/handle/11612/2954>. Access 01 Sept. 2023.

SILVA, J. L. L. da. A psicodinâmica do trabalho e as vivências de prazer-sofrimento na docência universitária: uma revisão sistemática da literatura. **Revista Educação em Páginas**, Vitória da Conquista, v. 2, e12977, 2023. DOI: 10.22481/redupa.v2.12977. Available: <https://periodicos2.uesb.br/index.php/redupa/article/view/12977>. Access: 9 Jan. 2024.

SILVA, J. V.; GHIZONI, L. D.; CECCHIN, H. F. G. O trabalho invisível: prazer e sofrimento na produção científica stricto sensu. **Revista Psicologia: Organizações e Trabalho**, [S. l.], v. 22, p. 1911-1991. 2022. Available: <https://submission-epsic.scielo.br/index.php/rpot/article/view/22912>. Access 01 Sept. 2023.

CRediT Author Statement

Acknowledgements: We would like to thank the Tocantins Research Support Foundation for granting the first author a scholarship for 6 months in accordance with FAPT notice no. 01/2019 - Research productivity scholarship.

Funding: There is none.

Conflict of interest: No conflicts of interest.

Ethical approval: The work respected all ethical precautions during the research. The Free and Informed Consent Form was used to explain the risks and benefits of the study.

Availability of data and material: The data and materials used in the work are available for access.

Authors' contributions: **Author 1:** Project Management, Obtaining Funding, Conceptualization, Data Curation, Writing: Final revision of the text and adjustments to the template. **Author 2:** Writing: analysis and conceptual review, discussion of results. **Author 3:** Statistical analysis of the data and explanatory writing on the analysis process. **Author 4:** Reviewing the data analysis, validating the results and editing the text.

Processing and editing: Editora Ibero-Americana de Educação.
Proofreading, formatting, normalization and translation.

