

## Job performance and psychosocial risks in teaching

### Riesgo psicosocial y desempeño laboral en la docencia

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#### Abstract

Psychosocial risk factors have greatly affected the performance of teachers. At the Niños Héroes School in the municipality of Ixhuatlán del Sureste in the state of Veracruz, the work of teachers is seriously affected due to interactions with different actors in the educational community, causing job dissatisfaction, as well as effects on health and in their job performance. Psychosocial risk factors have various repercussions in the psychological and psychophysiological fields, as well as behavioral reactions and work accidents. For this reason, the objective of this research is to diagnose psychosocial risk factors and their impact on the work performance of teachers at the Colegio Niños Héroes de Ixhuatlán del Sureste Veracruz through the application of evaluation instruments. The present study is based on a quantitative, descriptive, non-experimental, and cross-sectional investigation. The instrument is a questionnaire that allows us to realize that workers work in an environment that is harmonious for them, although their activities require constant attention and this leads to making difficult decisions, which cause stress and anxiety, but in very small amounts.

**Psychosocial risk, Job performance, Health**

#### Resumen

Los factores de riesgos psicosociales han repercutido en gran manera en el desempeño de los docentes. En el Colegio Niños Héroes del municipio de Ixhuatlán del Sureste en el estado de Veracruz, el trabajo de los docentes se ve gravemente afectado a causa de las interacciones con diferentes actores de la comunidad educativa, ocasionando insatisfacción laboral, así como afectaciones en la salud y en su desempeño laboral. Los factores de riesgos psicosociales tienen diversas repercusiones en el ámbito psicológico, psicofisiológico, así como reacciones en el comportamiento y accidentes de trabajo. Por esta razón, el objetivo de esta investigación consiste en diagnosticar los factores de riesgos psicosociales y su incidencia en el desempeño laboral de los docentes del Colegio Niños Héroes de Ixhuatlán del Sureste Veracruz mediante la aplicación de instrumentos de evaluación. El presente estudio se basa en una investigación cuantitativa, de tipo descriptivo, no experimental y de corte transversal. El instrumento es un cuestionario que permite darnos cuenta de que los trabajadores laboran en un ambiente que para ellos es armónico, aunque sus actividades requieren de una atención constante y esto conlleva a la toma de decisiones difíciles, las cuales causan estrés y ansiedad, pero en cantidades muy pequeñas.

**Riesgo psicosocial, Desempeño laboral, Salud**

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## 1. Introduction

Psychosocial risk factors are probable factors of damage to health, they are negative and can affect both physical and psychological health. They are stress factors that can alter and unbalance people's resources and abilities to manage and respond to the flow of activity derived from work. (Moreno, 2011).

Job performance is the behavior of the person being evaluated, aimed at effectively achieving the formulated objectives. This is the individual strategy to achieve the intended objectives (Chiavenato, 2007).

Psychosocial risk factors are of increasing concern to a large number of workers around the world. According to recent estimates published by the International Labor Organization (ILO) 2.78 million workers die each year from occupational accidents and diseases, of which 374 million workers suffer non-fatal occupational accidents. At the same time, many workers continue to face persistent work-related health and safety risks (ILO, 2019).

Being a teacher in Latin America, as an occupational activity, exerts greater exposure to stress due to its function, social organization and demand, among the common demands are: "The volume of working hours, the pace at which one works, deadlines, demands and time pressures imposed on the execution of tasks, schedules that regulate work activity, the various temporal aspects related to attention, distraction and other factors that influence performance, or the organization and management of time needed to carry out tasks. (Monroy & Juárez, 2019)

For years, the World Health Organization (WHO), the Mexican Social Security Institute (IMSS) and the National Autonomous University of Mexico (UNAM) have identified that mental and behavioral disorders are having a major impact on health, economically and occupationally. The WHO, for example, estimates that at least 25% of patients who use a health system do so because of a mental disorder, and the IMSS and the UNAM project that by 2025 mental disorders will be the leading cause of occupational disability.

Derived from this, the Ministry of Labor and Social Welfare (STPS) in our country, has determined that psychosocial risk factors are the cause of between 50% and 60% of all working days lost.(Ramos, 2019).

The state of Veracruz occupies the first places in one of the main psychosocial risk factors (occupational stress), therefore, experts recommend employers to become aware of the Mexican Official Standard 035, to increase labor efficiency, especially to promote and enhance the quality in the environment.(Meza, 2019)

Psychosocial risk factors have had a great impact on the performance of teachers mainly in the private sector. In the Colegio Niños Héroes in the municipality of Ixhuatlán del Sureste, the work of teachers is seriously affected due to interactions with the different actors of the educational community, this decreases their work performance, causing the deterioration of the proper development of their abilities and skills, which can cause negative psychological, physical and social results, such as work stress, burnout or depression. (AESST, 2021).

The present research will allow us to diagnose the psychosocial risk factors and their incidence in the work performance of the teachers of the Colegio Niños Héroes de Ixhuatlán del Sureste, Veracruz.

The specific objectives are the following: to use secondary sources on psychosocial risk factors immersed in previous research; to establish the bases of the research with respect to authors of topics related to psychosocial risk factors and work performance; to choose a data collection technique and instrument to obtain information; to apply the data collection instrument to human capital to obtain information on psychosocial risk factors presented within the work environment of the Colegio Niños Héroes.

## 2. Development

### 2.1. Theoretical foundation

For the study of the relationship between health and work in teachers there are several positions, of which we base ourselves on authors such as: Idalberto Chiavenato, Alisma Monroy, Arturo Juárez, Flor Meza, Daniel Rubén Tacca Huamán, Ana Luisa Tacca Huamán, Lucas Pujol Cols (Doctor in Administration, Master in Business Administration, Researcher of the National Council of Scientific and Technical Research (CONICET, 2022), Mariana Foutel (Master in Management and Administration of Health Systems and Services), Luis Porta (Doctor in Pedagogy), Nury Cáceres Villarroel, Jocelin Campillay Lira, Claudia Cvitanic Vergara and finally Mariana Bargsted Aravena.

### 2.2. Normative Foundations

#### Universal Declaration of Human Rights

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment....

Article 24. Everyone has the right to rest and leisure, to reasonable limitation of working hours and to periodic vacations with pay. (United Nations, 2018).

#### Political Constitution of the United Mexican States

Every person has the right to decent and socially useful work; to this end, the creation of jobs and the social organization of work will be promoted, in accordance with the law (Carranza, 2021).

#### Federal Labor Law

Article 330-J. The special conditions of safety and health for the work developed under this Chapter shall be established by the Ministry of Labor and Social Welfare in a Mexican Official Standard, which shall consider the ergonomic, psychosocial factors, and other risks that could cause adverse effects on the life, physical integrity or health of workers who perform in the modality of teleworking (Diaz Ordaz, 2022).

#### Federal Regulation on Occupational Safety and Health

Article 3 defines psychosocial factors as: "Those that may cause anxiety disorders, non-organic disorders of the sleep-wake cycle, severe stress and adaptation, derived from the nature of the job functions, the type of workday and exposure to severe traumatic events or acts of workplace violence".

Article 43 establishes the obligations attributable to the employer, who must comply in order to avoid or control the incidence of psychosocial risks within the organization.

Likewise, the Regulation establishes that psychosocial risk factors are also considered to be those deriving from dangerous conditions inherent to the work, when these imply the performance of the same in unsafe conditions, with high demand of responsibility or under a high demand of concentration during prolonged periods (Calderón Hinojosa, 2012). (Calderón Hinojosa, 2012)

Article 55 provides a series of obligations attributable to the employer (employer) regarding the prevention of situations of violence in the work environment (Calderón Hinojosa, 2012).

#### Mexican Official Standard NOM-035-STPS-2018

Regarding psychosocial risk factors at work, identification, analysis and prevention, are obligations of the employer: to establish in writing, implement, maintain and disseminate in the workplace a psychosocial risk prevention policy that contemplates:

- The prevention of psychosocial risk factors;
- The prevention of workplace violence, and
- The promotion of a favorable organizational environment (DOF, 2018).

### 2.3. Institution Background

#### Business Line of Business

The Educational Institution Colegio Niños Héroes (CONIHES) is an organization that since its inception has undergone transformation, with the aim of seeking continuous improvement and growth in the provision of educational services and search for increasingly satisfied students. It is necessary to mention that CONIHES Educational Institution is one of the most important in the sector, due to its location, its educational system (preschool, primary, secondary and high school level) and its good name in the city makes it more attractive to students (Hernández De la Cruz, 2022). (Hernández De la Cruz, 2022).

#### Quality Factors of the Institution

With the continuous growth of the Institution, many challenges have arisen for it, such as the constant training and motivation of its personnel, since the students change as well as the demands of the educational system and it is required to be at the forefront.

For this reason, different factors influence and are considered for its teaching staff: The individual aspect of the employees, in which attitudes, perceptions, personality, values, learning and stress that the employee may feel in the organization, the groups within the organization, structure, processes, cohesion, norms and roles; motivation, needs, effort and reinforcement; leadership, power, influences, style; organizational processes, evaluation, remuneration system, communication and decision making process are considered (Data provided by the institution). (Hernández De la Cruz, 2022). (Hernández De la Cruz, 2022).

### 2.4. Methodology

The present study is focused on quantitative research, with a descriptive scope. It is necessary to emphasize that it maintains a descriptive, non-experimental character and is subject to a cross-sectional scope, with data implication that corresponds to a specific moment of the psychosocial condition of the teaching staff of the Colegio Niños Héroes.

For the study of the psychosocial risk factors present in the work environment of the teachers under study, dependent and independent variables are defined, these are evaluated with psychometric indicators by means of the SUSESO/ISTAS21 Questionnaire.

The aforementioned instrument allows measuring the risk factors present in teachers, helps to define the risks they possess and the potential for causing somatic or psychological damage to the worker.

#### Population and Sample

The present research will specifically present the psychosocial risk factors of the Colegio Niños Héroes.

The educational institution is made up of four educational levels: preschool, elementary, middle school and high school; in which, the middle school and high school teachers have to attend to the students in these two levels and in the case of preschool and elementary teachers it is different, because they only attend one level each. The main purpose of this research is to diagnose the factors that influence their teaching performance.

The CONIHES teachers are a heterogeneous group of men and women between 30 and 45 years of age; each one works in different areas within the school. The teachers to be studied are from the preschool, primary, secondary and high school levels, with a total of 17 teachers.

The institution is located at 112 Hidalgo Street, in the municipality of Ixhuatlán del Sureste, Veracruz, as shown in Figure 1.



**Figure 1** Location of the school (*Google Maps, 2022*).

Most of the teachers of this private school are only dedicated to this profession, in which 90% of the teachers are engaged in this style of work and the other 10% have another profession in which they are employed in a particular way.

CONIHES has as its main objective a good education with principles and values for its students, so from teachers to students practice a discipline in ethics and values, with implementation of the theological faith that operates the school for the entire campus.

Sometimes, teachers who do not profess the same faith as the school and are hired knowing the school rules, have disagreements with these rules and contract, which are subject to these and in many cases is authoritarian for teachers; although it is a minimum percentage of teachers with these types of incidents, even so, they leave a negative record in the file of the administrative area of the institution, so it would be ideal to eradicate and provide solutions to these types of conflicts that may arise.

Most of the teachers in this area are women; they have problems in terms of their concerns and opinions, which can lead to conflicts, causing disunity among the teaching staff and affecting the fulfillment of their objectives as an institution.

### **Data Collection Technique and Instrument**

For the purposes of this research, the instrument was adapted and modified for the specific needs of the educational institution.

The instrument is a SUSESOS/ISTAS21 Brief Version questionnaire. Authors: Candia Macarena; Pérez Juan; González David.

It is a method to measure and modify psychosocial risks at work through a participatory methodology that includes all stakeholders (operational workers, managers, experts). The SUSESOS/ISTAS21 questionnaire is a measurement instrument that allows the evaluation and measurement of psychosocial risks at work (Candia, Pérez, & González, 2016).

The SUSESOS-ISTAS 21 questionnaire, short version, is designed to be used in companies or work groups of less than 25 workers, for diagnostic, prevention, control and training purposes. Its use does not require the participation of experts, and it can be applied in small companies. It can also be applied in larger companies in order to have an overall picture of the risk level of each company. This allows the design of prevention policies and epidemiological surveillance. It contains 20 psychosocial risk questions, one for each subdimension, which are grouped into five major dimensions (Superintendencia de Seguridad Social, 2020).

The questionnaire has five major dimensions and they are:

1. Psychological demands at work.
2. Active work and skills development.
3. Social support in the company and quality of leadership.
4. Compensation.
5. Dual presence.

The questionnaire is divided into the general section and the specific psychosocial risk section; the general section comprises the demographic data and units of analysis making a total of 5 questions, while, in the specific psychosocial risk section are the dimensions corresponding to 20 questions. (Suseso, 2019).

### **Procedure for Analysis of Results**

The application committee is responsible for data analysis. At this stage of the process, confidentiality in the handling of the data must be ensured at all times.

Once the scores and the prevalence of risk have been obtained, these results must be made known to the workers in the work center and by the previously defined analysis units. During the analysis of the results, under no circumstances may actions be carried out that could lead to the identification of the participants. The material form and type of data to be made available to workers will be defined by the implementation committee. For example, each unit analyzed should have access to its own results and those of the work center as a whole, but not necessarily to the results of all other units.

## Score Calculation and Interpretation

Questionnaire full version; the questionnaire scores must be calculated for each worker separately. Once this is done, it is possible to calculate the scores per work unit. The questionnaire has a general part and a specific part.

**General Section.** The demographic data section contains data on sex and age; it allows the frequency of each to be calculated and some correlations to be established with the indicators that appear later. It is possible to establish differentiated risks for men and women or by age group.

In the specific psychosocial risk section, all questions have answers on a Likert-type scale with a score from 0 to 4, where the higher the score, the higher the risk. Each subdimension should be calculated separately because it provides a better picture of the risk status of the workplace.

## Interpretation of Scores

Once the scores are obtained for each worker and knowing what level of risk he/she is at, a first approximation of the state of the workplace is to calculate the prevalence of risk in that workplace. This means calculating what percentage of workers are in each of the risk levels.

The analysis of the frequency of responses to each question can be a great help in interpreting the meaning of the risk factor measurement and in designing intervention measures. It is recommended to do this analysis for each subdimension (especially those with the highest risk) and note the frequency of responses at risk.

The score obtained in the calculation of the risk level in the complete version for the purposes of the Protocol for the Surveillance of Psychosocial Risks at Work allows the analysis by sub-dimensions, focusing the interventions or prevention measures. However, it is also possible to obtain the level of risk by dimension, results that are necessary to establish the overall level of risk according to what is indicated in the Protocol of Surveillance of Psychosocial Risks at Work of the Ministry of Health.

The scores obtained by each worker are added up by subdimension. The result is divided by the maximum number of points for that subdimension and multiplied by 100, as shown in Figure 2. To obtain the percentage score for each worker, proceed in the same way for each of the subdimensions that make up a dimension of the complete version of the questionnaire.

$$Ptje\ porcentual\ subdimension\ del\ trabajador = \frac{\sum Ptje\ preguntas\ subdimension}{Máximo\ de\ ptje\ subdimension} \times 100$$

**Figure 2** Formula for percentage score by subdimension (Candia, Pérez, & González, 2016).

Figure 3 shows that the percentage score of a Dimension for a worker is calculated by averaging the percentage scores of each of the subdimensions that make up that Dimension.

$$Ptje\ porcentual\ subdimension\ del\ trabajador = \frac{\sum Ptje\ porcentuales\ subdimensiones}{Número\ de\ subdimensiones}$$

**Figure 3** Formula for dimension percentage score (Candia, Pérez, & González, 2016)

To know the level of risk of the worker in a Dimension, the percentage score obtained in the Dimension must be compared with the percentage scores of the terciles table of the full version questionnaire.

Once the level of risk per dimension has been established for each worker, the prevalence of risk in the workplace is calculated by adding the number of workers for each level of risk and calculating their percentage.

In the case of the short version, the calculation of scores is done directly with the points obtained, without transforming them into percentages. The simple addition of the total points obtained gives the score for each major dimension (and not by sub-dimension) (Dissemination and Communications Division, 2013).

## Psychological Demands at Work

There are both qualitative (emotional, creative, sensory demands) and quantitative elements (quantity and pace of work, distribution of work). It contains the "demand" dimension of the demand-control-social support (DCAS) model.

Meaning of the dimension: It essentially represents the concept of "demand" of the demand-control-social support model. A high prevalence of people "in the red" means that the demands on workers are high, or that the effort they make is high, but also that the emotional demands are high. Similar to the full version of the questionnaire, another way to examine this is through the analysis of the responses.

### **Subdimension 1. Qualitative Psychological Demands (CU)**

Amount or volume of work demanded contrasted with the time available to perform it. If the time is insufficient, the high demands are presented as a fast work pace without pause, impossibility of keeping up with the work or accumulation of work or an irregular temporal distribution of tasks. The opposite situation may occur, in which the demands are limited or scarce. Very high quantitative demands are usually related to lack of personnel, inadequate work or technology planning.

### **Subdimension 2. Cognitive Psychological Demands (CO)**

Demands on different mental processes (attention, memory, decisions) and responsibility for the consequences of what is done.

### **Subdimension 3. Emotional Psychological Demands (EM)**

Emotional demands make demands on our ability to understand the situation of other people, especially when those people are themselves intensely emotional. For example, the care of victims of violence or rape, people who lose a loved one, or who lose their job or have suffered a serious accident or amputation, or know they have an incurable disease, or adults and children in a critical social situation, or in trouble with the law.

In all these cases there is a high emotional demand on the worker, which can occasionally lead to confusing his or her personal feelings with the demands of the users.

### **Subdimension 4. Psychological Demands to Hide Emotions (EE)**

In theory the requirement to hide emotions refers to all basic emotions (anger, sadness, fear, disgust, joy, surprise). In practice, the emotion that is most often required to be hidden for "professional reasons" (along with the opinions that accompany it) is anger, which is usually provoked by aggressive behavior from both users and co-workers. It can also be experienced as concealment of shame when having to perform activities that are in contradiction with the values of the worker (for example, communicating demoralizing news for the user such as communicating that his/her claim is not resolved or the rejection of a long-awaited request, the termination of a benefit, the change in the conditions of a service with which the worker himself/herself does not agree).

### **Subdimension 5. Sensory Psychological Demands (ES)**

Work demands that mean using the senses, especially vision, with high attention and alertness to detail.

### **Active Work and Skills Development**

In essence it is about the autonomy of the worker (how much he/she can decide about schedules, pace, methods, variety, initiative, quality). It can be equated to the "control" dimension of the demand-control-social support (DCAS) model. Meaning of the dimension: "Active work" is a job where it is possible to develop as a person, mainly through the autonomy and learning possibilities that workers have, i.e. the "control" concept of the demand-control model. A high prevalence of people "in the red" may mean that workers have little control over their tasks, or that these are irrelevant, and therefore the possibilities for learning are scarce. This can be clarified through the analysis of the responses.

### **Subdimension 6. Influence (IN)**

This is the margin of decision or autonomy that the worker has with respect to the content (what is done) and the working conditions (how it is done). It includes deciding the sequence or order in which tasks are performed, what methods are to be used, the amount of work that can be done, schedules, and the choice of co-workers.

**Subdimension 7. Control Over Working Time (TC)**

Possibility of pausing or momentarily interrupting the task, whether for a short break, to attend to personal obligations or to take a vacation. This dimension complements that of influence.

**Subdimension 8. Job Development Opportunities (PD)**

Opportunities offered by the job to put into practice and develop the knowledge and skills that the person has, and the degree of monotony of the task.

**Subdimension 9. Sense of Work (ST)**

Relationship that the worker establishes with values or purposes of his/her work that transcend the most immediate purpose of economic income. It does not refer to the worker's relationship with the company/institution. It is usually a source of strength for workers. It is usually associated with the social value of work ("my work serves others"). A high sense of work makes it easier to cope with the demands of work.

**Subdimension 10. Integration In The Company (EI)**

Identification of each person with the company or institution in general. It does not refer to the content of the work itself. It is an opposite and complementary dimension to that of sense of work.

**Social Support in the Company and Quality of Leadership**

This dimension is equivalent to "social support" in the DCAS model. It moderates the effects of the two previous dimensions. It also contains elements of leadership.

Dimension significance: This dimension primarily assesses leadership, and is roughly equivalent to the concept of "social support in the firm" in the demand-control-social support model. A high prevalence of people "in the red" may mean that leadership styles are inappropriate.

**Subdimension 11. Role Clarity (RL)**

Degree of definition of actions, responsibilities and resources available in the assigned task.

**Subdimension 12. Role Conflict (RC)**

Contradictory demands that arise at work that can generate professional or ethical conflicts, when the demands of what needs to be done are different from personal norms and values.

**Subdimension 13. Leadership Quality (LC)**

Behaviors and attributes of the boss or direct supervisor that allow for judging his or her value as a leader. It includes the ability to resolve conflicts, plan and distribute work in a fair manner, concern for the welfare of subordinates and communication skills. Dimension linked to the social support of superiors.

**Subdimension 14. Quality of Relationship with Superiors (SR)**

Attributes of both the direct boss and the organization in general that make it possible to receive the type of help and information that is needed and at the right time to do the job. It means having the right information, sufficient and on time to be able to perform the job correctly and to adapt to changes (future restructuring, new technologies, new tasks, new methods and similar issues).

**Subdimension 15. Quality of Relationship With Co-workers (CR)**

Relationships with co-workers that are expressed both in forms of communication and in the possibility of receiving the right kind of help to get the job done at the right time, as well as the sense of belonging to a team.

**Compensation**

It allows measuring the effort-reward imbalance, as well as status control (job stability, undesired changes).

Dimension significance: It mainly represents the recognition received by the worker for the effort made, and is more or less equivalent to the "rewards" dimension of the effort-reward imbalance model, but also measures job stability.



A high prevalence of people "in the red" may mean that they feel little recognition for their work, or that their work is unstable. In the same way as in the other dimensions, the frequency of "at risk" responses can be analyzed in the questions that constitute it.

**Subdimension 16. Esteem (ET)**

Recognition and support from superiors and colleagues for the effort made to perform the job. Includes being treated fairly.

**Subdimension 17. Insecurity Regarding General Conditions of Contract (IC)**

Concern about contract conditions, stability or renewal, salary variations, forms of salary payment, possibilities of dismissal and promotion.

**Subdimension 18. Insecurity Regarding Specific Job Characteristics (It)**

Includes insecurity about working conditions such as functional mobility (changes of tasks) and geographic mobility, changes in working hours and working time.

**Double presence**

It measures the concern for fulfilling household chores, in addition to work-related tasks. It can be partially equivalent to what some authors call "work-family interference".

Meaning of the dimension: It represents the synchronous or simultaneous demands of the worker's work and family environment. A high prevalence of people "in the red" may indicate that workers have incompatible demands in the two domains (e.g., due to long or incompatible work schedules).

**Subdimension 19. Worrying about housework (DP)**

Restlessness caused by domestic demands that may affect work performance. It is more frequent in women, thus producing a gender inequity.

**Data Analysis Instrument**

The survey is used to collect the required data. This data collection technique is used to establish contact with the observation unit by means of previously established questionnaires.

The modality of the survey to be applied is the online survey, this is a method of data collection in which questionnaires are sent to the sample being analyzed and they can answer this tool through the network in this case Google Form is used.

One of the main reasons for the implementation of online surveys is that they are cheaper, have a greater reach, are faster, have more control over the analysis of the data, and because of pandemic issues this method is the most practical. Respondents are sent online surveys through various means, such as email, embedding on a web page, distributing it on social networks such as WhatsApp and Messenger.

This type of survey was chosen because it is a type of self-administered survey in which the researcher does not have to participate in person, this provides us with more practicality and facilitates the research that is carried out. In addition, they allow the use of multimedia data collection, advanced functions such as logical jumps and branching, etc.

As for the data analysis in the Brief version, the calculation of scores is done directly with the points obtained. In addition, the simple summation of the total points obtained in each major dimension is considered.

With this score it is possible to calculate the prevalence, i.e. the percentage of workers who are in each risk level, low, medium or high, using the limits of each level according to Table 1.

Dimensión	Nivel de riesgo bajo	Nivel de riesgo medio	Nivel de riesgo alto
Exigencias psicológicas	0-8	9-11	12-20
Trabajo activo y desarrollo de habilidades	0-5	6-8	9-20
Apoyo social en la empresa	0-3	4-6	7-20
Compensaciones	0-2	3-5	6-12
Doble presencia	0-1	2-3	4-8

**Table 1** Table of results of dimensions (Own creation, 2021)

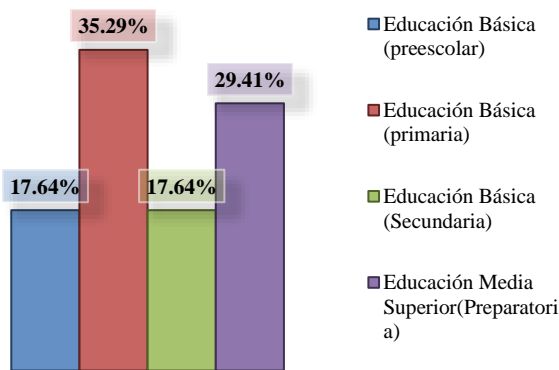
### 3. Results

The ages of the participants are as follows: 1 aged 25 years, 1 aged 27 years, 1 aged 29 years, 1 aged 30 years, 2 aged 37 years, 2 aged 38 years, 1 aged 41 years, 1 aged 43 years, 2 aged 45 years, 1 aged 46 years, 1 aged 48 years, 1 aged 51 years, 1 aged 54 years and 1 aged 63 years. The average age is 41 years.

Subjects taught: Social Sciences, Geography, History, Tutoring, History, Ethics, Psychology, Personal Development, Computers, Biological Sciences, Spanish, Literature, Reading and Writing Workshop and Communication Sciences, Mathematics, Knowledge of the Environment, Arts, English, Physics, Civic Education.

The respective graphs and, therefore, the interpretations are shown below.

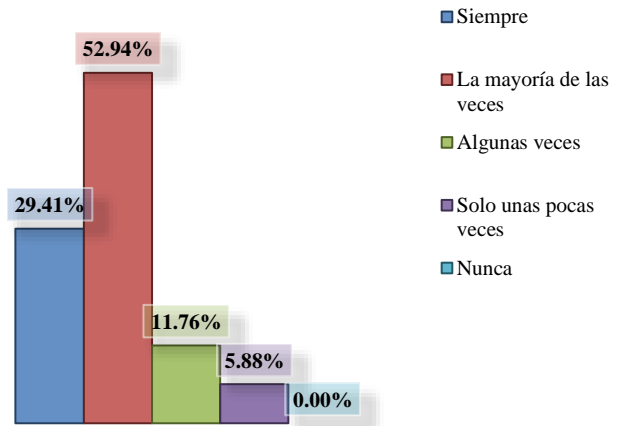
Graph 1 shows that the population is comprised of: basic education (preschool) with 17.4%, basic education (primary) with 35.29%, which occupies the highest percentage, basic education (secondary) with 17.64% and high school with 29.41%.



**Graph 1** Level of education provided  
*Own Elaboration, 2022*

### Psychological Demands Dimension

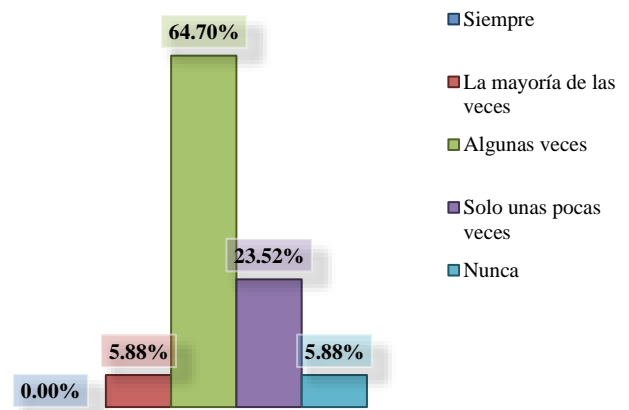
In Graph 2, 52.94% of the population affirms that most of the time they can do their work calmly, followed by 29.41% who mention that they can always do it calmly, 11.76% sometimes, 5.88% only a few times and 0.00% never, referring that within the activities they perform they have enough time to do them, without postponing them and have them in time and form.



**Graph 2** Can you do your work with peace of mind and keep it up to date?  
*Own Elaboration, 2022*

In Graph 3, 64.70% say that sometimes they have to make difficult decisions, 23.52% only a few times, 5.88% most of the time, 5.88% never and 0.00% took "always" as an option.

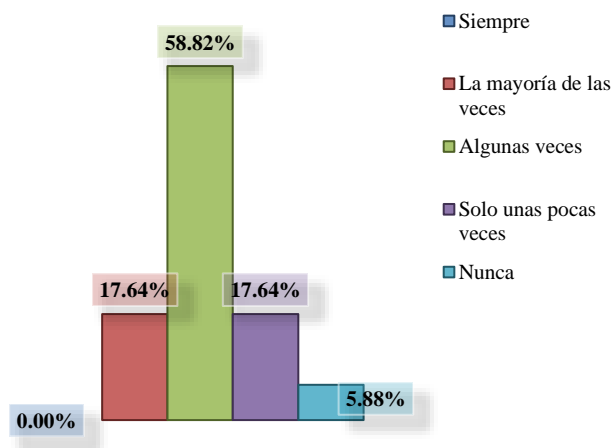
We clearly see that these difficult decisions arise when we are faced with situations in which we must make a choice, the result of which could cause us certain levels of stress and anxiety, however, our population reports that this is not the case for them.



**Graph 3** In your work, do you have to make difficult decisions?  
*Own Elaboration, 2022*

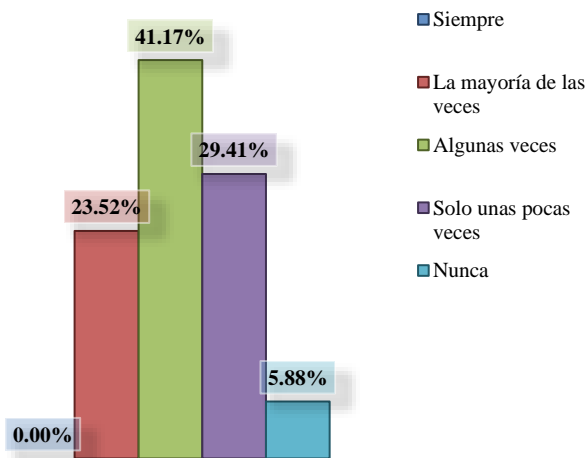
In Graph 4, 58.82% of the population commented that sometimes their work requires emotional exhaustion, 17.64% only a few times, 17.64% most of the time, 5.88% mentioned never, while 0.00% opted for always.

This burnout is a state reached by overload of psychic effort. In this case, we are not only talking about work excesses, but also about the burden of assuming conflicts, responsibilities or adverse emotional or cognitive stimuli, which means that sporadic situations may arise for which they may feel this way, however, it cannot be taken as a totality.



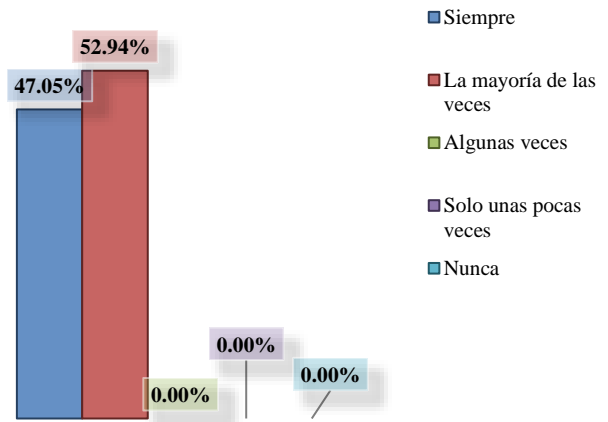
**Graph 4** Do you consider that your work causes you emotional exhaustion?  
Own Elaboration, 2022

In Graph 5, 41.17% chose that sometimes they keep their emotions and do not express them, 29.41% only rarely keep them and do not express them, 23.52% mention that most of the time they keep them and do not express them, 5.88% say that they never keep their emotions and do not express them; repressing emotions would only lengthen the physiological effects affecting health, however, 0.00% chose to keep their emotions and do not express them, this gives us an indication that in certain situations people will seek to express them, although they do not know how.



**Graph 5** In your work, do you have to keep your emotions bottled up and not express them?  
Own Elaboration, 2022

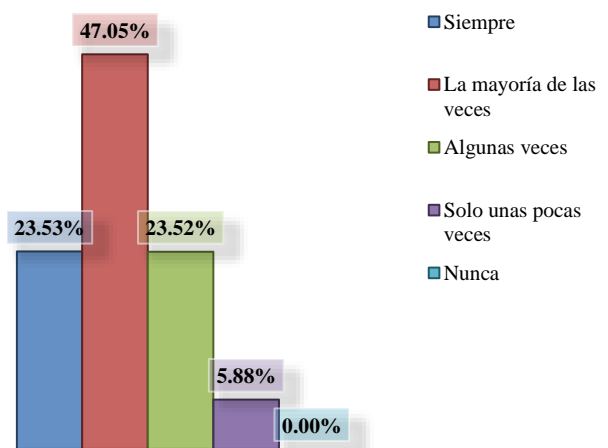
In Graph 6, in spite of the diverse activities and responsibilities of teachers, their work most of the time requires constant attention with a percentage of 52.94%, followed by 47.05% who almost always require it, and 0.00% chose the options sometimes, only a few times and never, which could indicate that they feel fatigued and tired when performing their work, since the results with their students will depend on this.



**Graph 6** Does your work require constant attention?  
Own Elaboration, 2022

### Active Work and Skills Development Dimension

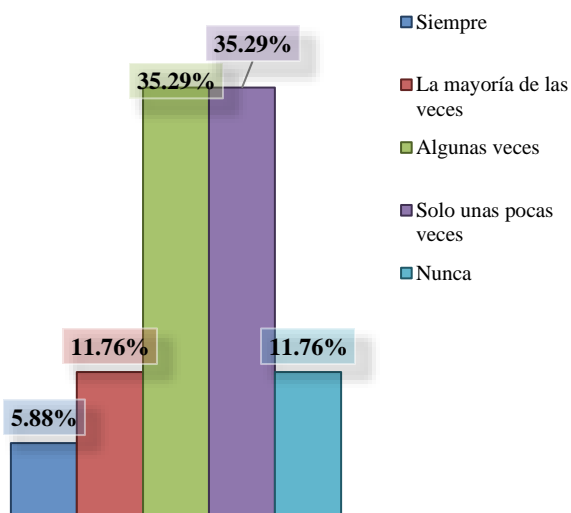
Graph 7 shows that most of the time, 47.05% of the population does have influence on the capacity of the work assigned to them, 23.53% always, 23.52% sometimes, 5.88% of the people only a few times and, finally, 0.00% never. At the highest percentage point comes the part of active work and skills development. In essence, it is about the autonomy of the worker (how much he/she can decide about schedules, pace, methods, variety, initiative, quality).



**Graph 7** Do you have influence over the work capacity assigned to you?  
Own Elaboration, 2022

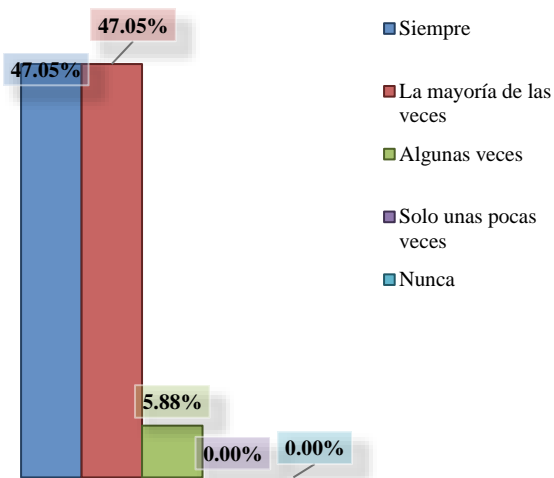
In Graph 8 we can observe that 35.29% sometimes and only a few times can leave their work for a moment to talk with a colleague, 11.76% mention that never and most of the time in other case, they can leave their work for a moment and, finally, 5.88% always.

This may refer to the fact that the levels of socialization are limited within the work, since it can only be done when it involves a collective activity, therefore, we cannot ignore that a certain level of socialization at work (with limits) is needed to de-stress a little, and also to increase the ability to relate to people younger than themselves.



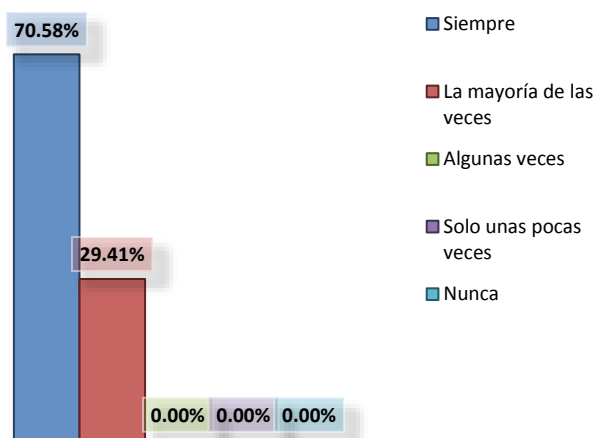
**Graph 8** Can you leave your work for a moment to talk with a colleague?  
*Own Elaboration, 2022*

Graph 9 shows that 47.05% chose always and most of the time their work allows them to learn new things, since this implies becoming aware of how the brain processes information, knowing how to use tools and resources to accelerate learning, and being able to learn more efficiently and autonomously, making professional growth possible for each one of them. 5.88% chose that sometimes and 0.00% only a few times and never their work allows them to learn something new.



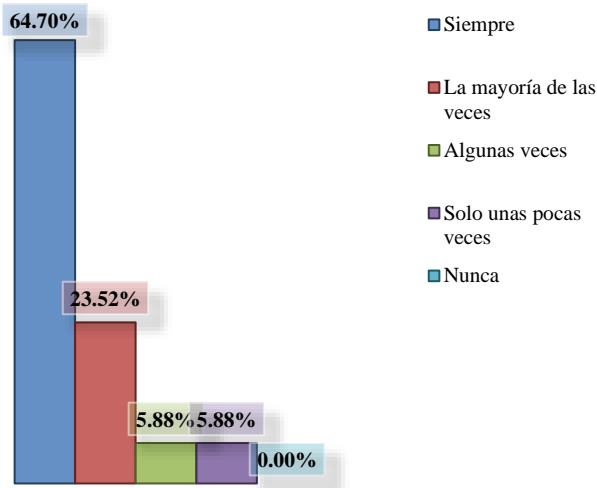
**Graph 9** Does your work allow you to learn new things?  
*Own Elaboration, 2022*

In Graph 10, the majority of respondents say that the tasks they perform always seem important, with a percentage of 70.58%, 29.41% most of the time and 0.00% sometimes, only a few times and never their tasks seem important; in this way they take into account the magnitude of what their work means and that leads to greater responsibilities.



**Graph 10** Do the tasks you do seem important to you?  
*Own Elaboration, 2022*

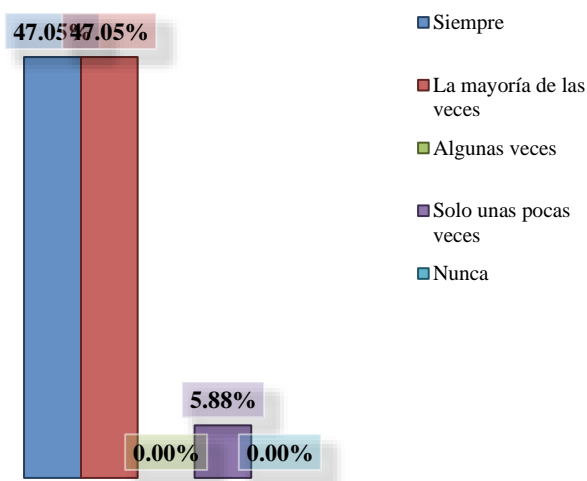
In graph 11, 64.70% of the personnel say that the institution where they work is always very important to them. This leads us to interpret that part of what they feel is the sense of belonging to the company, also known as work engagement, has to do, above all, with the feeling of being part of something, with feeling identified with the values of the company for which they work and with the team of which they are a part. 23.52% most of the time, 5.88% some of the time and only a few times and 0.00% of the time their institution is never important.



**Graph 11** Do you feel that your company or institution is very important to you?  
Own Elaboration, 2022

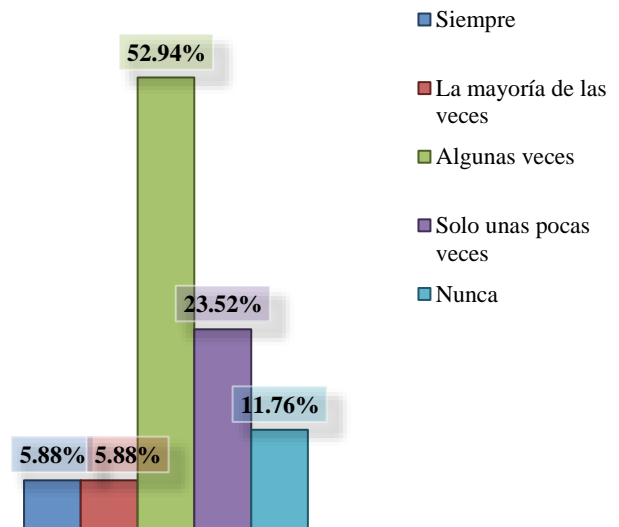
**Social Support in the Company and Quality of Leadership Dimension**

Graph 11 shows that there is a tie with 47.05%, where the sample refers that always and most of the time they know exactly what tasks they are responsible for, 5.88% that only a few times and 0.00% that sometimes or never know what tasks they are responsible for. This shows us that teachers have a sense of responsibility, and that it is important because it influences their abilities as leaders. These responsible leaders always watch over and protect the interests of the group, of their team, since they have placed their trust in them so that the objectives of the organization can be met.



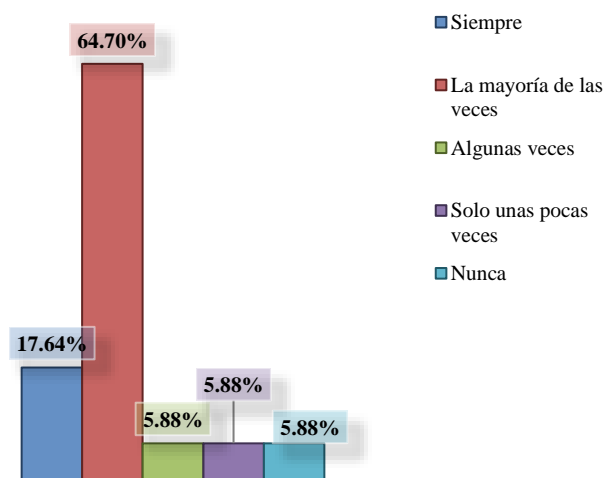
**Graph 12** Do you know exactly which tasks are your responsibility?  
Own Elaboration, 2022

In Graph 13, 52.94% opted for sometimes, 23.52% only a few times, 11.76% never and 5.88% always or most of the time the tasks they perform consider that they could be done differently. Here we are talking about the degree of proactivity of each employee to make decisions about alternatives in their tasks and thus accept full responsibility.



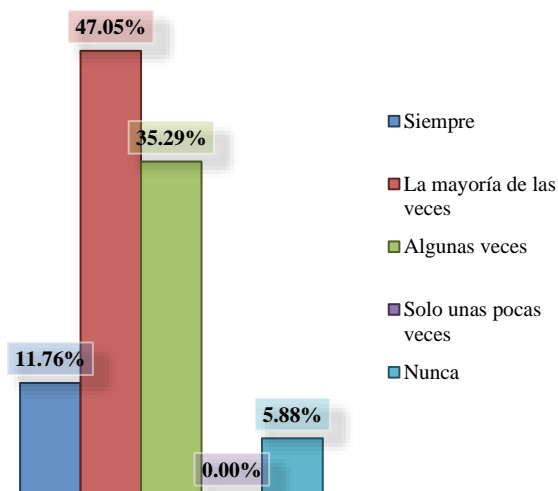
**Graph 13** Do you have to do tasks that you think should be done differently?  
Own Elaboration, 2022

Graph 14 shows that 64.70% opted that most of the time they receive help and support from their boss or immediate superiors, 17.64% always and 5.88% sometimes, only a few times or never receive help from their superiors. This suggests that the working relationship is harmonious, despite the place they have within the hierarchy, together they make the work collaborative.



**Graph 14** Do you receive help and support from your boss or immediate superior?  
Own elaboration, 2022

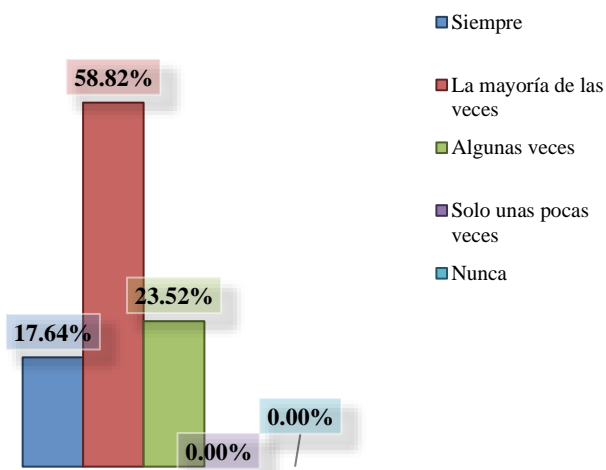
Graph 15 shows that 47.05% opted that most of the time they receive help and support from their coworkers, which gives us to understand that the working relationship is harmonious, together they make the work collaborative. 35.29% sometimes, 11.76% always, 5.88% never and 0.00% only a few times.



**Graph 15** Do male and female colleagues help each other at work?

*Own Elaboration, 2022*

In Graph 16, 58.82% of the participants say that most of the time their immediate bosses resolve conflicts well, 23.52% sometimes, 17.64% always and 0.00% only a few times or never their immediate bosses resolve their conflicts. While it is true, labor conflicts affect the productivity of the company, therefore, if the person at the top of the hierarchy does not know how to optimally manage conflicts, this will significantly affect their employees, causing stressful levels.



**Graph 16** Do your immediate bosses resolve conflicts well?

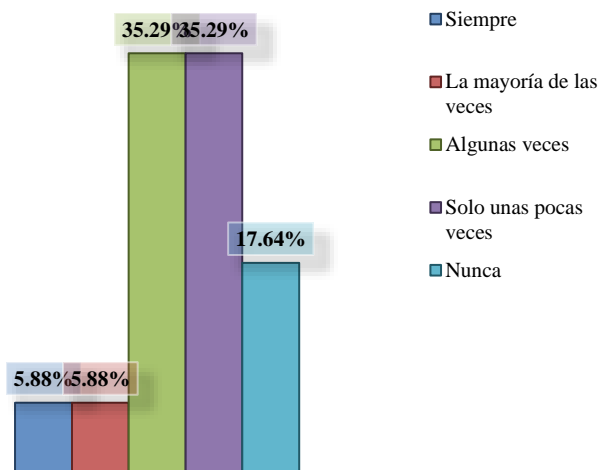
*Own Elaboration, 2022*

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## Compressions Dimension

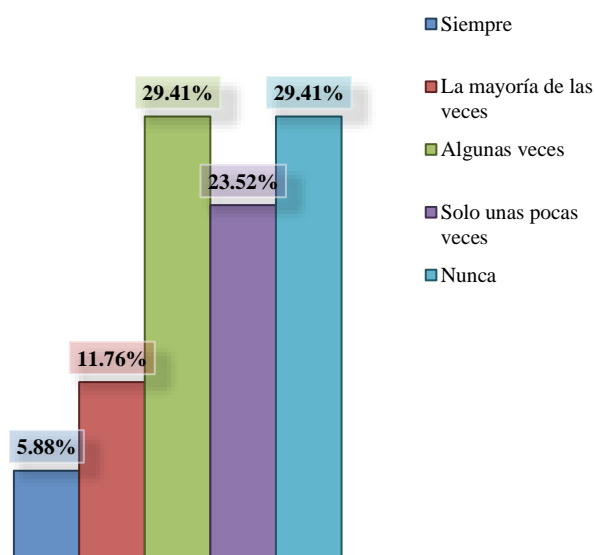
In Graph 17, 35.29% vote for most of the time and sometimes employees feel worried about dismissal, 17.64% never and 5.88% most of the time or always are worried.



**Graph 17** Are you worried about being fired or not having your contract renewed?

*Own Elaboration, 2022*

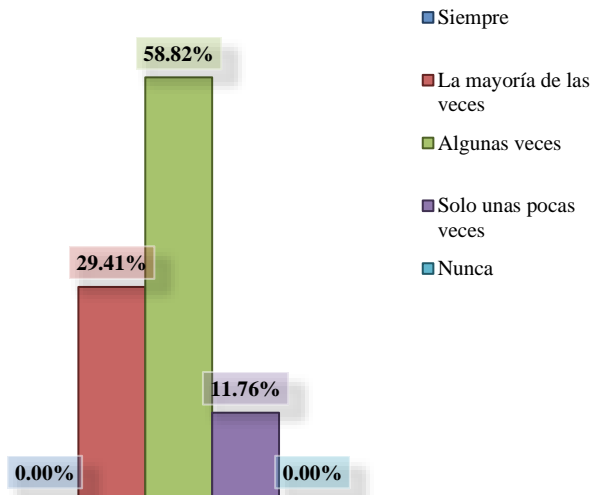
In Graph 18, the data show that 29.41% of the people who work there worry sometimes or never about the change of tasks, the other 23.53% say that only a few times, 11.76% that most of the time and 5.88% that they are always worried. We could deduce that this is because each one already has a role within the school and the boss respects the responsibilities and tasks that are assigned to each one.



**Graph 18** Are you worried about having your tasks changed against your will?

*Own Elaboration, 2022*

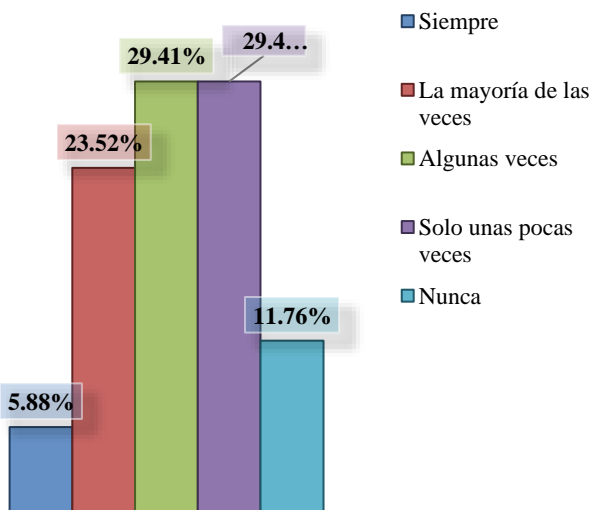
In Figure 19, 58.82% say that they are sometimes given the recognition they deserve for their effort or work, 29.41% most of the time, 11.76% only a few times and 0.00% never receive the recognition they deserve. It should be remembered that, according to Maslow, recognition is one of the needs of the human being and this greatly influences the motivation of each individual.



Graph 19 My superiors give me the recognition I deserve  
Own Elaboration, 2022

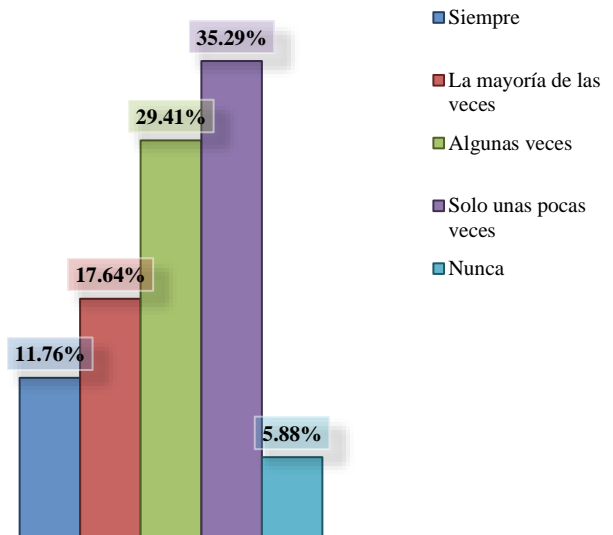
Dual Presence Dimension

In Figure 20, 29.41% sometimes and only a few times teachers are absent one day from home; those activities they already had in the day are left undone, this gives us the guideline to infer that they need to better organize the time they stay there to perform their activities or take short breaks so as not to avoid domestic activities. 23.52% mentioned that most of the time, 11.76% never and 5.88% always.



Graph 20 If you are absent from home for a day, are the household chores you do left undone?  
Own elaboration, 2022

In Graph 21, 35.29% of the people say that they only rarely think about domestic and family activities while at work, implying that they concentrate on what they have to do as workers and therefore, they focus only on that, without allowing it to affect them in a significant way. 29.41% sometimes, 17.64% most of the time, 11.76% always and 5.88% never think about domestic and family demands.



Graph 21 When you are at work, do you think about domestic and family demands  
Own Elaboration, 2022

3.1 Analysis

Thanks to the application of this questionnaire, we can analyze that the population is in an environment characterized by its harmony and synergy when working, since they can do the work with tranquility, despite the various activities, responsibilities that fall to teachers, their work most of the time requires constant attention, followed by the fact that it almost always requires it as well, especially in the aspect of making difficult decisions. These difficult decisions arise when we are faced with situations in which we must make a choice, the result of which could cause us certain levels of stress and anxiety, however, our population refers that this is not the case for them, this leads us to the affirmation that their work itself rarely requires excessive mental exhaustion, In this case, we are not only talking about work excesses, but also about the load that implies assuming conflicts, responsibilities or adverse emotional or cognitive stimuli, meaning that sporadic situations may arise for which they may feel this way, however, it could not be taken as a totality.

Another aspect to highlight is that an emotion is an affective state that we experience, a subjective reaction to the environment that is accompanied by organic changes (physiological and endocrine) of innate origin, influenced by experience, which is why, if they want to express them, they do so, there is no need to hide them, since the environment itself welcomes them.

The teachers of this institution report that, for them, the institution where they are working is very important, this gives us the guideline to interpret that part of what they feel is the sense of corporate belonging, also known as work engagement, has to do, above all, with the feeling of being part of something, with feeling identified with the values of the company for which they work and with the team of which they are a part, Responsible leaders always watch over and protect the interests of the group, of their team, since they have placed their trust in them so that the organization's objectives can be met.

Another aspect that should not be left out is: how the relationship between bosses - workers and even in the same colleagues has a significant impact on how they perform, on their motivation, on their sense of belonging, on how they solve conflicts, on how they relate, on how they work as a team, etc.

Unemployment also plays a role to some extent in the impact of each worker, but they do not worry to an excessive level, this goes hand in hand with how often they worry about problematic situations that may arise in their homes or families.

### **3.2 Recommendations**

After conducting this research, it is recommended that the management, teaching and service teams of the Adventist Educational System of Ixhuatlán del Sureste Veracruz (CONIHES) consider the following remedial actions to mitigate psychosocial risk factors in their teachers.

For the institution's management, it is recommended to analyze the risk factors that may be directly affecting the performance of the institution's teachers.

Provide training opportunities relevant to the teacher's area of performance, with a vision different from the Adventist one, without lowering the principles of the church's philosophy, but with a broader, innovative and active view.

It is very important to feel comfortable in the workplace, this helps to improve and expand the possibilities of performing the work correctly. Therefore, it is proposed to establish a warm atmosphere in the facilities, both classrooms and providing an adequate and equipped space where teachers spend their free time, for example, a conditioned teachers' lounge, this will greatly improve the coexistence among teachers, helping to create stronger bonds of friendship and helping to strengthen teamwork, generating that the objectives of the institution are met and reducing the work stress of workers.

Motivation on the part of the institution's directors plays a vital role in the teachers, therefore, it is proposed to follow up on the teacher's participation in the control and planning of their tasks, in order to feel more confident in their work and identify with the institution in social activities.

In order to have a high level of responsibility in the teachers, it is proposed to have a control area or committee, where teachers' work can be monitored, in order to measure their responsibility in achieving their assigned objectives.

It is proposed that in each educational level, social activities are carried out, where teachers actively participate, whether academic, spiritual retreats, such as recreational activities, in which interpersonal relationships between colleagues can be closely established and thus improve communication, in coordination with the work environment where they work, this will help to avoid generating rivalry between colleagues, helping to create healthy work environments.

To implement dialogue and reflection techniques that allow proposing changes and innovation for the improvement of the processes within the Adventist Educational System. With the participation of teachers, the management team and other levels.



Conduct workshops on teamwork, employee relations and forms of communication, in order to improve communication and linkage between the staff and the management team.

It is recommended that the institution's management create a system of incentives for staff and management teams associated with the achievement of goals and objectives.

In general, it is highly recommended to value, strengthen and not neglect those dimensions that are perceived as favorable, since this will have a positive effect on the degree of commitment of the personnel, degree of satisfaction, degree of work motivation, productivity; and ultimately on the quality of the educational service provided by the personnel of the Adventist Educational System (CONIHES).

### **Acknowledgements**

To the Universidad Tecnológica del Sureste de Veracruz, for having given us the opportunity to be part of this institution, which, without a doubt, has allowed us to acquire diverse knowledge that will be of great importance in the performance of our working life. As well as to each of the teachers who were part of each of the professional teachings.

To the Colegio Niños Héroes de Ixhuatlán del Sureste and the Administration of the Institution for giving us the authorization and making this research project possible.

### **Conclusions**

Psychosocial risk factors have diverse repercussions in the psychological and psychophysiological areas, as well as behavioral reactions and work accidents.

Psychosocial risk factors are a reality in the vast majority of organizations, since they are generated by the workload and the execution of tasks, causing effects ranging from the well-being of individuals and even causing physical, social and psychological health problems.

At present, psychosocial risk factors have had a great impact on the performance of teachers in the private sector, even more so with the new normality.

These changes to which they have been subjected, in which most of them were not prepared for this type of teaching, have subjected them to great work pressure, since, as teachers, they are obliged to ensure that students obtain adequate knowledge to continue their next stage in their studies.

Psychosocial risk factors are probable factors of damage to health, they are negative and can affect both physical and psychological health. They are stress factors that can alter and unbalance the resources and capabilities of the person to manage and respond to the flow of activity derived from work, thus, the work performance of each worker is reflected in that behavior which in turn is aimed at achieving.

This research we carried out was done with the purpose of diagnosing psychosocial risk factors and their incidence in the work performance of the teachers of the Colegio Niños Héroes de Ixhuatlán del Sureste, Veracruz, and thanks to our applied instrument, we realize that workers work in an environment that for them is harmonious, although their activities require constant attention and this leads to making difficult decisions, which cause stress and anxiety but in very small amounts, coupled with the fact that emotion in them corrodes.

This emotion is a subjective reaction to the environment that is accompanied by organic changes (physiological and endocrine) of innate origin, influenced by experience, which teachers express without repressing them. Despite the fact that the institution is very important to them, they demonstrate a sense of belonging to the company, feeling identified with the values of the company they work for and with the team they are part of, as well as a sense of responsibility.

We conclude that psychosocial factors are a determining factor in the worker's performance, since the quality of the work that each employee contributes to their daily tasks during a certain period of time will depend on this.

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