Leadership Styles that generate Risk Factors in teaching work: High School Education

Estilos de Liderazgo generadores de Factores de Riesgo en trabajo docente: Educación Media Superior

Estilos de liderança que geram factores de risco no trabalho docente: Educação Média

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Abstract

Introducción: Psychosocial Risk Factors (PRF) in the workplace are a current topic that is visible in any type of organization, and the causes that originate them are diverse. **Objective:** The purpose of the present study is to demonstrate the correlation between certain leadership styles and the generation of Psychosocial Risk Factors in teaching work at a public high school educational institution located in Guadalupe, Zacatecas, México. **Method:** The research approach is quantitative, non-experimental, cross-sectional, with a descriptive-correlational scope. For the collection of information, a self-developed instrument with a Cronbach's alpha of 0.865 was used, applied to a random sample of 50 teachers. **Results:** The findings reveal a statistically significant correlation between permissive and bureaucratic administrative styles and teacher harassment in three of its dimensions: physical, psychological, and economic aggression, the last two being the most recurrent. **Conclusion:** Leadership styles or administrative styles have a transcendent influence, affecting the physical and psychological health of the recipient.

Keywords: Teaching; Harassment; Educational environment; Leadership; Educational system; Occupational psychology.

Resumen

Introduction: Los Factores de Riesgo Psicosociales (FRP) en el ámbito laboral, son un tópico de actualidad que se visibiliza en cualquier tipo de organización y que las causas que los originan son diversas. **Objetivo:** el propósito del presente estudio es demostrar la correlación que existe entre ciertos estilos de liderazgo y la generación de Factores de Riesgo Psicosociales en el trabajo docente en una institución de educación de nivel medio superior pública, ubicada en Guadalupe, Zacatecas, México. **Método:** El enfoque de investigación es cuantitativo, de diseño no experimental, transversal, con un alcance descriptivo-correlacional. Para la recolección de la información se utilizó un instrumento de elaboración propia con un alfa de Cronbach de 0.865, aplicándose a una muestra aleatoria de 50 docentes. **Resultados:** Los hallazgos encontrados es que existe una correlación estadísticamente significativa entre los estilos administrativos permisivo y burocrático con el de acoso docente en tres de sus dimensiones: agresión física, psicológica y económica; siendo las dos últimas las más recurrentes. **Conclusión:** Los estilos de liderazgo o estilos administrativos influyen de manera trascendental afectando la salud física y psicológica del receptor.

Palabras clave: Docencia; Acoso; Ambiente educacional; Liderazgo; Sistema educativo; Psicología ocupacional[1].

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1 Los términos clave han sido recuperados a partir del Tesauro UNESCO (Ciencias Sociales y Humanidades).

Resumo

Introdução: Os Fatores de Risco Psicossociais (FRP) no local de trabalho são um tema atual, visível em qualquer tipo de organização, e as causas que os originam são diversas. **Objetivo:** O objetivo deste estudo é demonstrar a correlação que existe entre determinados estilos de liderança e a geração de Fatores de Risco Psicossociais no trabalho docente em uma instituição pública de ensino médio, localizada em Guadalupe, Zacatecas, México. **Metodologia:** O enfoque da pesquisa é quantitativo, não experimental, transversal, com escopo descritivo-correlacional. Para coletar as informações, foi usado um instrumento autodesenvolvido com um alfa de Cronbach de 0,865, aplicado a uma amostra aleatória de 50 professores. **Resultados:** Os resultados indicam que há uma correlação estatisticamente significativa entre os estilos administrativos permissivos e burocráticos e o assédio moral dos professores em três de suas dimensões: agressão física, psicológica e econômica, sendo as duas últimas as mais recorrentes. **Conclusão:** Os estilos de liderança ou os estilos administrativos têm uma influência transcendental sobre a saúde física e psicológica de quem os recebe.

Palavras-chave: Ensino; Bullying; Ambiente educacional; Liderança; Sistema educacional; Psicologia do trabalho; Ambiente educacional; Bullying.

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INTRODUCTION

Since ancient times, man has been aware that the attainment of satisfactions can only be achieved through the order and coordination of a social organism. This social organism has evolved over time to such a degree that contemporary society is more than ever determined by the type of organizations that make it up, which affect both collective and individual behavior.

This reality is linked to a consequence of an ethical nature: man is destined and called to work; but, above all, work is a function of man and not man a function of work. That is to say, if one is marginalized, mistreated, humiliated, threatened, harassed, mocked, subjected to stressors, and/or pathological work environments in which certain leadership styles can be glimpsed, these can be the source of Psychosocial Risk Factors, also known by their acronym PRF.

Educational institutions are not exempt from the suffering of certain FRP, since according to Señoriño and Bonino (2017) the perception of such entities is based on the "intrinsic or immanent" representation that seeks to define them, placing them in the scope of the theories of institutional specificity whose vision is the social factor of organizations and how they can act according to their environment. This highlights the importance of observing educational institutions as organizations that establish clear and precise goals, in a concrete and unambiguous practice, which must be managed with the constant objective of optimizing or improving the effort, time and money invested in their personnel. From this perspective, they are subjected to institutional analysis of their efficiency and efficacy, examining themselves from conservationist, positivist, Taylorist, Fayolist and bureaucratic perspectives, placing less emphasis on learning and more on the ideal actors to achieve these institutional goals and objectives.

This leads to consider an educational institution as an organizational entity with its own functional administrative structure capable of being explained under the lens of rational models. Rational choice theory in the social sciences holds that actions follow a sequential plan to achieve specific objectives, omitting the subjective aspect and considering activities as technical acts (Carrillo, 2010). Therefore, the rational paradigm leads to mechanisms of domestication, from the worker to the worker, that is, from managers to subordinates, from those who have the authority to command because it is a function of the job to those who have the need to have or keep a job, it implies losing sight of the reality of working with human beings. But above all, we lose sight of the fact that we are not working with just another number, but with a trainer of a citizen.

In this sense, it is justified to approach educational institutions as an organization with specific structure and processes, as proposed by Sautu (2005). In which managers and subordinates, leaders and followers converge and intertwine collective efforts aimed at curriculum development, seeking to achieve effective teaching and learning processes aligned with the educational offer (Contreras, 2016). Leaders should inspire a shared vision oriented towards the continuous improvement of the institution (Cerdas et al., 2020), and not managers who, beyond seeking a collective good, seem to be in charge of undermining the satisfaction of their dependents, hence the importance of studying the types of leadership that are exercised in the educational organization, being the most important for this research the Transformational or Co-laborational, Bureaucratic, Permissive or laissez faire, noting that the last two mentioned are the types of administrative styles that can influence the prevalence of Psychosocial Risk Factors.

And what are Psychosocial Risk Factors? The International Labour Organization (ILO, 2019).

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The World Day for Safety and Health at Work emphasizes the need for both developed and developing countries to be attentive to the prevention and, if necessary, attention to FRPs, since workers in no sector, profession or trade are exempt from suffering from them.

It is because of the above that Mexico has shown interest and has responded to the various studies that exhi- ben the relevance of establishing regulations that foresee the emergence of Psychosocial Risk Factors that expose the mental and physical health of the Mexican worker, giving rise to the Mexican Official Standard NOM-035-STPS-2018 published in the Official Journal of the Federation (DOF) of October 23, 2018. This speaks of the identification, analysis and prevention of risk factors and, in turn, promotes a favorable organizational environment (Villagrán, 2022).

NOM 035 is mandatory for all types of organizations, whether public or private, since PRFs can occur in any archetype of structure and even more so if there is an inadequate administrative style of leadership. Studies have been inclined to study this phenomenon in private organizations, i.e., in companies, but there are few investigations that confront leadership styles in relation to PRFs in educational institutions, with very few related to the upper secondary level, i.e., what is known as high schools, a step before the bachelor's degree.

Within the framework of the preceding argumentation, the objective of this article is to demonstrate the correlation between certain leadership styles in the generation of harassment and Psychosocial Risk Factors in the teaching work in a public high school located in Guadalupe, Zaca- tecas, Mexico.

For which the following research hypothesis is proposed: there is a correlation between the styles of Transformational, Bureaucratic, Permissive or laissez faire leadership in a Public High School Educational Institution in Guadalupe, Zacatecas, Mexico and its influence on the presence of harassment and psychosocial risk factors in the teaching job.

The methodology used to achieve the objective and test the research hypothesis is quantitative, with a descriptive-correlational scope, applying a self-developed instrument called Evaluation of Mobbing in Educational Institutions (EMIE) with a Cronbach's alpha of 0.865.865, which made it possible to demonstrate the correlation that the permissive leadership styles reviewed from the chaos theory and the bureaucratic style of Weber's model (1977) are prone to influence the existence of certain risk factors, visible in physical, psychological and economic aggressions, as well as workload affectations, decision making, among other factors causing alterations in the physical and mental health of teachers at the upper secondary level of a public institution in Guadalupe, Zacatecas, Mexico.

THEORETICAL FRAMEWORK

From the rational choice theory, the educational institution is seen as an organization, which is defined as the process through which the indispensable activities are grouped to carry out the work plans, defining the hierarchical relationships between bosses and subordinates, taking into account priorities and needs to achieve a certain objective (Salazar, 2022).

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Organizations, especially labor organizations, have undergone changes through the times, that is why Drucker (2001) has proposed an evolution of these, dealing with how its structure can change the future, as has happened in the past, for it is essential to train leaders who meet the expectations of tomorrow and not with the tasks that have happened, he speaks of a knowledge society in which he reveals that the workers of this elite, will be a unique group in the new era, due to their ethics, possibilities and social position; that they will be able to transcend more than any other leading group in history.

And in this tenor, it is important to talk about leadership in the educational field, this has been investigated, both nationally and internationally, as evidenced in the work of Garcia and Cerdas (2020). These studies detail analytical elements that contribute to a deeper understanding of the dynamics of management in educational centers, establishing a direct connection with the leadership necessary to foster collaborative work and achieve shared goals, seeking to embody principles of excellence (Ibarra, 2002).

In this order of ideas, Higher Secondary Education in Mexico has the enormous commitment of having directors and teachers who play fundamental roles in the integral formation of their students. Educational leaders must demonstrate a solid commitment to academic quality and the effective management of resources, promoting an environment conducive to learning and student participation. Likewise, teachers are expected to be facilitators of knowledge, stimulating critical thinking, creativity and the development of practical skills relevant to life. Adaptability to innovative educational methodologies and the inclusion of emerging technologies are essential qualities to guarantee an upper secondary education that responds to the changing demands of society and prepares students for future challenges.

For this reason, the present study focuses on the Mexican middle school education, also known as high school or baccalaureate, directed substantially to adolescents and young people between 15 and 18 years of age, considering that in this period the constructivist bases of the personality are laid, and it is where vocation is defined, therefore, it is important that they possess the knowledge, skills, attitudes, discipline, values, and skills to take responsibility for their lives in full use of their freedom.

From the above, there is a need to study the leadership of those in charge of administering educational processes, since this human resource is indispensable in the assertive formation of young educators, so that if this resource fosters risk factors caused by leadership styles that endanger teaching practice, but above all occupational health, they permeate the teaching and learning processes, promoting a pernicious institutional environment.

Institutions apply knowledge and techniques to achieve their objectives. They involve structural and composite activities; that is, subjects that collaborate or cooperate in interdependent relationships that involve a social system and are represented in organizational structures.

These organizational structures entail the act of organizing, which can be seen as the backbone that brings together different functions according to a scheme that proposes order and empathetic relationships, i.e., a fundamental part of organizing is to harmonize a group where different personalities converge and it is a function of those who occupy positions of power and exercise leadership.

Leadership is an expression commonly used in the social sciences, in the political, business and educational spheres, being located in the same axis of research for conceptual and conceptual approaches.

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practices (García and Cerdas, 2020). In the educational environment, leadership is related to collective efforts in accordance with the development of the curriculum to achieve authentic teaching and learning processes aligned with the educational offer (Contreras, 2016).

In this same sense, Bolívar (2015) refers that pedagogical leadership is linked to the power of the management staff to forge a common vision for the permanent improvement of the educational center, emphasizing the learning processes (García and Cerdas, 2020). For his part, Rodríguez (2011) emphasizes that pedagogical leadership has an impact on the teaching staff and the student body. From this logic, three types of leadership are studied: permissive or laissez-faire style, bureaucratic style, and collaborative style.

Permissive or laissez-faire leadership style.

According to Pacsi et al. (2015) the permissive or laissez-faire leadership style intentionally manages the horizontality of power and authority, an element that transcends in the progress of an organization by the will of its members, without there being a guide for the achievement of common goals. This results in isolated efforts that dissolve among the bureaucracy and administrative chaos derived from the permissiveness of the style that brings disorder, lack of control, lack of planning, without anyone taking direct responsibility for the achievements or failures (Campos and Campos, 2014; Yang, 2015; Zuzama, 2015; Martínez, 2018).

Bureaucratic leadership style.

The bureaucratic style is the most formal way of leading a group of people, since in this case the leader is in charge of directing his employees towards the achievement of a series of tasks and objectives, previously set, strictly following specific rules aimed at institutional policies. In this context, an inflexible work environment is created between leaders and employees, so that the latter must comply with regulations and follow instructions strictly, just as they have been given by the former (Perrow, 1972).

The sociologist Weber (1977) was the one who contributed the concept of bureaucratic leadership as a way of leading an organization in a hierarchical manner under the charge and control of a supervisor, which could develop stress, diminished social sense, resistance to change in employees, and favor burnout syndrome, which is when the employee suffers from emotional exhaustion, depersonalization, and low personal fulfillment at work, can occur in individuals whose daily tasks are limited to the service of people (Maslach and Jackson, 1981, cited by Villagrán, 2022).

Principals of educational institutions are inclined to exercise a bureaucratic leadership style, in order for the educational center to function and comply with reporting to external agencies, thus limiting the possibility of establishing a collaborative environment that stimulates decision-making as mentioned by Moral et al. (2016).

Transformational or collaborative leadership style.

Spontaneous collaboration and voluntary participation are encouraged, work times and spaces are not pre-set, and there is a sense of community, support and mutual relationship in the solution of different situations. Power is based on intellectual and practical problem-solving skills (experts).

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rather than position or personal power. Teamwork tends to erase individual, status and style differences, members have great control over their work, and its evaluation is based on results. Overall control of the institution is exercised by assigning projects, courses and team members in charge (Hoy and Miskel, 2008). The administrative style prevailing in an educational institution, in this case at the upper secondary level, will have a great impact on the teaching evaluation, as well as on the work environment, which is often perceived as traumatic, synonymous with arbitrariness, subjectivity, irrationality and authoritarian and overwhelming power that can be seen in physical, psychological and/or economic aggressions, better known as mobbing, in addition to other psychosocial risk factors that expose the physical and mental health of the recipient.

Psychosocial Risk Factors (PRF).

Therefore, it is important to define Psychosocial Risk Factors, in accordance with Standard 035 approved on October 23, 2018 in the Official Gazette of the Federation (DOF) entitled "NORMA Oficial Mexicana NOM-035-STPS-2018, Factores de riesgo psicosocial en el trabajo Identificación, análisis y prevention." (DOF, 23/10/2018). And whose objective is to "Establish the elements to identify, analyze and prevent psychosocial risk factors, as well as to promote a favorable organizational environment in workplaces" (DOF, 23/10/2018) defines Psychosocial Risk Factors (PRF) as follows:

Those that can cause anxiety disorders, non-organic disorders of the sleep-wake cycle and severe and adaptive stress, derived from the nature of the job functions, the type of workday and exposure to severe traumatic events or acts of workplace violence to the worker, due to the work performed.

They include hazardous and unsafe conditions in the work environment; workloads when it exceeds the worker's capacity; lack of control over the work (possibility of influencing the organization and development of the work when the process allows it); working hours longer than those provided for in the Federal Labor Law, shift rotation including night shift and night shift without recovery and rest periods; interference in the work-family relationship, and negative leadership and negative relationships at work (DOF, 10/23/2018).

It is necessary to break down the definition given here in order to understand how the type of leadership exercised in an educational institution can promote the existence of PRFs.

"Those that can cause anxiety disorders" the teacher, understanding anxiety as an unpleasant emotional state whose origin is not clear; it usually presents with physiological and behavioral alterations similar to those caused by fear (World Health Organization WHO, 2019).

This can cause in teachers "non-organic alterations of the sleep-wake cycle", resulting in insomnia, "and severe and adaptive stress", "derived from the nature of the functions of the job" as a result of the functions involved in the teaching job, since Nefa (2015) argues that the teaching profession is one of the most exposed to stress, mobbing, burnout and depression. He considers "the type of workday and exposure to severe traumatic events or acts of workplace violence" which, for the study in question, is handled under the variable workplace harassment or also known as mobbing and is measured in three dimensions, psychological, physical and economic aggression or harassment.

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Continuing with the analysis of the components of the definition of Psychosocial Risk Factors of NOM-035-STPS-2018, it is the turn of the second paragraph that begins with: "They include dangerous and unsafe conditions in the work environment", issues related to the infrastructure and/or ergonomics of the institutions that may cause some type of accident in teachers. On the other hand, the "workload", if it is excessive, that is to say, that not only do they not have to comply with their substantive activity of teaching classes, but also cover other activities of management, liaison, research, and also that these activities are exhausting for all that they imply and even more, if the teaching staff is not contracted with cubicular hours for this, it becomes fertile ground for FRP.

It is important to explain the type of contracting that is applied in the upper secondary school (high school) attached to an autonomous system of the State of Zacatecas and which is therefore regulated under the regulations of said organization, for which purpose the type of contracting presented in Table 1 is described.

Tabla 1

Tipos de contratación

Tipos de contratación	Horas/Semana/Mes (H/S/M) Frente a Grupo	Horas/Semana/Mes (H/S/M) Cubiculares
Tiempo Completo (TC) + 10 de base	30 h/s/m	20 h/s/m
Tiempo Completo (TC) de base	20 h/s/m	20/h/s/m
Medio Tiempo (MT) + 10 de base	20 h/s/m	10 h/s/m
Medio Tiempo (MT) de base	10 h/s/m	10 h/s/m
Tiempo Determinado	Materias disponibles no basificadas	No Aplica
Suplencias	Solo de que existan materias que pertenezcan a un titular y no genera derecho	No Aplica
Honorarios	Solo en caso de que existan materias disponibles	No Aplica

Nota: Elaboración propia basada en el Contrato Colectivo de Trabajo 2022-2023.

The information in Table 1 allows us to identify when the workload is exceeded, in addition to the fact that the manager immersed in responding to the quality indicators may fall into the perception of "lack of control over the work". Regarding the "workday" that exceeds that established in the Federal Labor Law, as well as the "shift rotation that includes night shifts and night shifts without recovery and rest periods", this rotation does not occur in an educational institution, as it does in companies, since according to Table 1, teachers have hours and schedules to comply with the activity in front of the group; however, if overtime and shift rotation could be compared, it would be equivalent to the work that teachers take home and perform after class hours, Finally, the teaching activity can be permeated by the exercise of "negative leadership and by negative relationships at work". Note then how the teaching work analyzed in detail in each of the elements that make up the concept of FRP contemplated in NOM- 035-STPSS-2018 shows that the work of educators is indeed subjected to the

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The data collection conducted in this research is intended to prove that the patients suffer from these PRFs.

METHODOLOGY

The approach of this research is based on the positivist paradigm, from a quantitative or empirical-analytical approach, with a non-experimental, cross-sectional design since there was no manipulation of variables, as well as the collection of information was carried out in a single moment (Hernández et al., 2014). With a descriptive-correlational research scope, since it seeks to measure the variables to then observe whether there is a relationship between them.

Instrument.

The data collection technique was through a self-developed instrument called Evaluation of Mobbing in Educational Institutions (EMIE) with a Cronbach's alpha coefficient of 0.865, which demonstrates its internal consistency.865, which demonstrates its internal consistency, and which measures two dimensions, the first is Teacher Harassment, which consists of four indicators that assess the manifestation of the following behaviors: (a) intentional harmful act of a physical nature or physical aggression, (b) intentional harmful act Economic or economic aggression with respect to Security and permanence at work, (c) intentional harmful act psychological or psychological aggression (indifference, drastic scolding, insults, inequity at work, direct or indirect threats, control, damage to self-esteem in general) and (d) affectations on the recipient's health.

The second dimension is Administrative Leadership Style, which identifies the following leadership styles: Bureaucratic a) Excessive control over tasks and activities b) Excessive personnel records and controls c) Resistance to change. Permissive: a) Little control over work b) Individual rather than institutional benefits are pursued c) Administrative chaos d) Tense work environment, and finally Collaborative:
a) Teamwork b) Support and backing for the work performed c) Support for staff development.

Sample.

The sample was calculated using the Simple Random Sampling (SRS) formula, with a reliability of 95%, applying to an n= 50 teachers, whose inclusion criterion was to be a High School teacher assigned to the high school under study located in the municipality of Guadalupe, Zacatecas, Mexico, and that for ethical and anonymity reasons the name of the institution is not disclosed:

$$n = \frac{N * Z_\alpha^2 * p * q}{e^2 * (N - 1) + Z_\alpha^2 * p * q}$$

Ethical responsibility

The participants were informed in writing that the research is confidential for academic purposes and that it would not put their integrity at risk, defending their privacy and that of the institution where they work, since their

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At the request of the authorities, the name of the educational institution was requested to be kept anonymous, guaranteeing the protection of their data and their right to non-participation.

RESULTS

The data collected were processed in the statistical software Statistical Package for Social Sciences (SPSS), to identify the relationship between the variables of leadership styles and psychosocial risk factors in the teaching work, constructed variables were made, classifying them into physical aggressions, economic, psychological and health of the recipient, which would be grouped into macro variables of teacher harassment and risk factors, In order to identify the relationship between the variables leadership styles and psychosocial risk factors in the teaching profession, variables were constructed, classifying them into physical, economic, psychological and health aggressions of the receiver, which would be grouped into the macro variables teacher harassment and risk factors, and those items that are represented in bureaucratic, permissive and constructive leadership style variables were also grouped for subsequent correlation analysis.

The profile of the teachers is presented below, showing in Table 2 the sex of the participants, with 54% of the academic staff in question being female and 46% male.

Teacher profile.

Tabla 2

Sexo

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Femenino	27	54.0	54.0	54.0
Masculino	23	46.0	46.0	100.0
Total	50	100.0	100.0	

Nota: Elaboración propia con datos obtenidos del instrumento EMIE.

Table 3 shows the academic degrees held by the teaching staff of the institution at the upper secondary level, showing that 42% have a master's degree and 24% have a doctorate degree, which reflects that, for a medium level, the profile of the teaching staff in terms of academic training exceeds what is required for this level, i.e. 66% of teachers who have postgraduate studies are training pre-university students.

Tabla 3

Grados Académicos.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Licenciatura	16	32.0	32.0	32.0
Maestría	21	42.0	42.0	74.0
Doctorado	12	24.0	24.0	98.0
5	1	2.0	2.0	100.0
Total	50	100.0	100.0	

l*Nota:* Elaboración propia con datos obtenidos del instrumento EMIE.

Table 4 shows the type of contract with which the teachers have a job security of 36%, which implies a full-time position + 10 hours per week per month (TC+10 H/S/M), which is the maximum contract for this type of high school, followed by 34% with a full-time position (TC) on a basic basis, giving a total of 70% exclusive of high school base and 24% have a part-time position (MT) on a basic basis and only 6% are MT without access to a base.

Tabla 4

Tipo de contratación

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Medio tiempo base	12	24.0	24.0	24.0
Tiempo completo de base	17	34.0	34.0	58.0
Medio tiempo +10 sin base	3	6.0	6.0	64.0
Tiempo completo +10 de base	18	36.0	36.0	100.0
Total	50	100.0	100.0	

Nota: Elaboración propia con datos obtenidos del instrumento EMIE.

After presenting the descriptive analysis of the data that allowed us to know the profile of the participating teachers, we proceeded to perform the Kolmorov-Smirnov goodness-of-fit test for a sample, identifying that the distribution is normal and using Pearson's parametric test. Therefore, only those variables where there is a correlation between them are shown, finding that in the constructed variable of Teacher Harassment in the indicator Physical Aggression where the correlation is observed that the greater the exercise of the leadership style, the greater the possibility that the subordinated teachers will suffer physical aggression, since there is no manager who establishes policies and/or norms that promote dignified treatment in the vertical and horizontal relationships (See Table 5).

Tabla 5

Agresión física

		Estilo Burocrático	Estilo Permisivo	Estilo Colaborativo
Agresión Física	Correlación de Pearson	.194	.385**	-.308*
	Sig. (bilateral)	.178	.006	.029
	N	50	50	50

Nota: Elaboración propia.

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We continue with the constructed variable of Teacher Harassment, but now we show in Table 6 the variable of Economic Aggression, where we can see that the greater the practice of permissive and bureaucratic leadership styles, the greater the economic aggression translated into this intentional harmful act in relation to the security and permanence at work of the teachers at the upper secondary school.

Tabla 6

Agresión Económica

		Estilo Burocrático	Estilo Permisivo	Estilo Colaborativo
Agresión Económica	Correlación de Pearson	.329*	.529**	-.199
	Sig. (bilateral)	.020	.000	.165
	N	50	50	50

Nota: Elaboración propia

On the other hand, Table 7 shows the psychological aggression indicator, finding the correlation that the exercise of permissive and bureaucratic leadership in the educational institution increases psychological harassment through indifference, drastic scolding, insults, inequity in work, direct and/or indirect threats, control, damage to self-esteem in general on the part of the leader under the aforementioned styles.

Tabla 7

Agresión Psicológica

		Estilo Burocrático	Estilo Permisivo	Estilo Colaborativo
Agresión Psicológica	Correlación de Pearson	.281*	.436**	.258
	Sig. (bilateral)	.048	.002	.071
	N	50	50	50

Table 8 shows the statistically significant correlation between the constructed variable of Do- cient Harassment also known as mobbing in relation to the greater exercise of permissive or laissez-faire and bureaucratic leadership styles, This shows that effectively those who practice or lead their staff under these leadership styles will be the main harassers or those who allow harassment in any of the three indicators reviewed and demonstrated, such as physical aggression (Table 5), economic aggression (Table 6) and psychological aggression (Table 7) towards the teaching staff.

Tabla 8

Acoso Docente

		Estilo Burocrático	Estilo Permisivo	Estilo Colaborativo
Acoso Docente	Correlación de Pearson	.466**	.656**	-.053
	Sig. (bilateral)	.001	.000	.716
	N	50	50	50

Nota: Elaboración propia

The data show that when a permissive leadership style prevails, organizations, including educational institutions par excellence, are immersed in skepticism derived from the different variables that affect the evolution of different attractors, and that due to the sensitivity to which they are exposed, a small change can have undesired consequences (Cambel, 1993).

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leadership, far from being permissive, should manage the chaos in order to achieve greater dynamism and reduce the issues that can lead to aggression or teacher harassment.

Administrative chaos is perceived since the asymptotic significance of .006 shows a lack of or- den, control and strategic planning for the realization of academic and administrative activities, thus Levy (1994) recognizes that one of the origins is long-term planning.

In the bureaucratic style it is observed that the more it is exercised, the greater the economic aggression, since an autocratic type of leadership is practiced in which there is no margin to consider the needs of the teachers, reflected especially in the workload with $\alpha = .039$ for the EB and $\alpha = .002$ for the PE, it can be observed how the workload is left to the discretion of the principal, especially for those teachers without a base who are adrift of what "there is", since by custom and usage, the one with the most seniority is first in time and right, in addition, the empirical data shows that some teachers suffer continuous corrections in their workload, which expresses the existence of a permissive leadership. The significant correlation between PD with $\alpha = .002$ and EB $\alpha = .048$ with respect to psychological aggression, symbolizes that the greater the practice of these leadership styles, the greater the psychological harassment suffered by teachers.

Although teacher harassment or Mobbing is a risk derived from certain factors, we now proceed to review in Table 9 what these factors are and their correlation with the prevailing administrative leadership styles in the upper secondary educational institution located in Guadalupe, Zacatecas. Mexico. We found that the more Permissive and Bureaucratic leadership styles are exercised, the more Psychosocial Risk Factors are generated in the teaching work with a significance level of $\alpha = .002$ for the Bureaucratic Style and $\alpha = .000$ for the Permissive Style.

Tabla 9

Factores de Riesgo Psicosociales

		Estilo Burocrático	Estilo Permisivo	Estilo Colaborativo
Factores de Riesgo Psicosociales	Correlación de Pearson	.421**	.593**	.007
	Sig. (bilateral)	.002	.000	.961
	N	50	50	50

Nota: Elaboración Propia

Table 10 shows that the greater the combination of Permissive and Bureaucratic Styles, the greater the effects on the health of the teacher's receiver at the high school located in Guadalupe, Zacatecas, Mexico.

Tabla 10

Salud del receptor

		Estilo Burocrático	Estilo Permisivo	Estilo Colaborativo
Salud del Receptor	Correlación de Pearson	.530**	.649**	-.146
	Sig. (bilateral)	.000	.000	.313
	N	50	50	50

Nota: Elaboración propia.

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In summary, there is a statistically significant positive correlation at the .05 level (bilateral) with respect to permissive and bureaucratic leadership styles and their interference with the variables physical, economic and psychological aggression that make up teacher harassment, and also detecting the influence of the variables workload, decision making, training and information about the work in the configuration of the macro variable Psychosocial Risk Factors and affectations on the health of teachers.

DISCUSSION

Relationship of Bureaucratic and Permissive or Laissez Faire Leadership Styles with indicators of Teacher Harassment.

López et al. (2019) conducted a research regarding the directive management in the improvement of the organizational climate and coexistence in higher secondary education institutions, highlighting that the types of leadership influence the management of the organizational climate and coexistence with the different actors that coexist in the school, so that such research coincides with the empirical findings of the present research, since it is discovered with empirical data that the types of bureaucratic and permissive leadership, also known as laissez faire, have a statistically significant correlation with the origin of teacher harassment in its dimensions of physical, economic and psychological aggression, in addition to other risk factors found, as indicated below.

Teaching Harassment Dimension. Physical Aggression

Dessler (2011) in his research obtained that, with respect to physical aggression, this cannot be considered as a "risk map" and much less preventive actions, an issue that should be attracted to the institution. It points out that an accident goes beyond the obvious; it is not only a matter of "he did not pay attention, he did not pay attention, he was distracted", the main thing is why he was distracted and the answer could be because he suffers some kind of harassment that keeps him in a state of total distraction that is reflected in falls and stumbles. In this regard, the empirical data in this research show that the personnel do not feel fear of being assaulted; but it is considered that more than 50% of the high school base are women, and referring to the National Institute of Statistics and Geography (INEGI, 2010), where it states that seven out of every ten women suffer some type of violence, it raises suspicion of the existence of a problem that is being hidden, in fact if ten women were gathered and asked in their workplace if they are afraid of being assaulted, surely the most repeated answer would be that they are not; Cognitive psychology explains that when a person speaks, at the same time they are not saying things, one way of not speaking about something is precisely by speaking. Therefore, it is subjective to identify whether or not teachers suffer from physical aggression.

Teacher Harassment Dimension. Economic aggression

This dimension yielded identifiable results associated with Risk Factors, in two aspects, a type of economic harassment among equals where TC workers, who represent 70%, tend to consciously affect their peers in vulnerable hiring conditions at the time of tendering those subjects of the teaching profile without a base, as well as demanding schedules with the sole purpose of altering the workload of those who have fewer rights than those career teachers, together with the prevalence of

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A permissive administrative style facilitates conditions conducive to the existence of PRFs, as pointed out by Cornejo in 2008 and alluding to the paradigm of the Chaos theory, which proposes: without chaos there is no order, but also without order there is no chaos.

In the face of the administrative chaos, the discomfort is justified, the data show the irrationality of what rational models are supposed to be, which leads to reflect on the essential sense of the school of human relations in the face of this rational choice in educational institutions, and how the teacher should be seen, not only as a means to achieve institutional goals, but as human beings, people who have a series of needs, who have a series of expectations of interest and a potential to develop that is not possible to achieve or at least is very complicated with permissive and somewhat bureaucratic leadership.

Flores and Luna (2023), for their part, mention the importance of how leadership is managed in such a way that they propose consolidating teacher motivation through economic incentives that reduce possible economic aggression by peers and impact on student academic performance and institutional quality accreditation.

Teaching Harassment Dimension. Psychological aggression

The teaching job in comparison with those who perform physical activities involves dealing with different personalities so that one's own subjectivity is being built with the interaction with other subjectivities, generating higher levels of stress and being exposed to psychological harassment; it is not surprising because based on this, what Martínez et al. (2017) mention that teaching is one of the professions that produces more stress precisely because of the existence of negative relationships within the labor organization and is evidenced by the empirical data found in the present inves- tigation, where the presence of psychological damage is shown, marked in aspects such as labor jealousy among peers that orillan to talk behind their backs, the management of gossip, rumors, which often makes teachers want to be elsewhere, which implies constant absenteeism and leads to depression, frustration, anger, stress of those who suffer from it, so that coworkers are crucial and breeding ground for horizontal harassment, so Rizo (2003) cited by Villagrán (2017), alludes that threatening attitudes limit the teacher to express his or her opinion regarding his or her own performance.

They feel that their work is minimized and that there is a manipulation of the students in their charge to turn them against them, in addition to receiving constant criticism of their ability in the classroom for the teaching-learning process, perceiving a certain boycott in their teaching work.

This is supported by the findings of Colligan and Higgins (2008) who emphasize that an in-depth analysis of the etiology and consequences of stress in work environments overlooks certain determining factors that can lead to psychological and physiological disorders, These are translated into a harmful work environment, work overload, isolation, schedule interchange, role conflicts and ambiguities, among others, which can lead to absenteeism, organizational dysfunction, psychosomatic illnesses, and in short, pathological organizational environments.

With the above analysis, the findings of the present research are presented, being that the following are the most important ones.

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The main characteristic of the leadership style exercised in the high school is a mixture of a permissive and bureaucratic style, with faint traces of a collaborative style, and this mixture is causing a certain institutional disorder.

CONCLUSIONS

The present research work under the so-called scientific method (hypothetico-deductive), has a starting point, which leads to the reflection of the work done; and that certainly does not imply exhausting the subject matter addressed, but it does imply a reflection based not only on theoretical knowledge but also through empirical data that allow a new starting point for future research.

The general objective was achieved, since it can be conclusively concluded that there is a correlation between permissive and bureaucratic leadership styles in the generation of Psychosocial Risk Factors in the teaching work of a public high school located in Guadalupe, Zacatecas, Mexico.

Theoretical models applicable to productive processes whose general principles and perspective of rationality are not far removed from educational institutions were identified. It was understood how these institutions are caught up in a maelstrom characterized by a string of demands and short-term trends that disrupt not only life in academic communities, but also cause damage to the health of teachers due to the types of bureaucratic and permissive leadership that prevail and unleash administrative chaos, turning the institution into fertile ground for economic and psychological aggressions, which were the most evident. In addition, in light of NOM-035, the existence of FRP in the work of teachers is substantiated.

As for the research hypothesis, this is tested with the use of Pearson's parametric test, where it was found that there is a statistically significant correlation between the predominant permissive and bureaucratic leadership styles in a middle-level educational institution in Guadalupe, Zacatecas, Mexico and its influence on the generation of psychosocial risk factors in the teaching work. By proving the research hypothesis, it is intended to make contributions in the field of education, organizational and work psychology, and of course for the sociology of work, which allow to contribute to the understanding of structures and administrative styles that generate risk factors and the "butterfly" effect of the chaos theory and complexity management.

Therefore, research such as the one presented here invites us to row against the current, to promote leadership that recovers principles and fundamental values and promotes and encourages them, to design strategies with a less negative impact on the teaching staff, to mediate conflict situations, for example through the subjective management of change, In view of this, it is inevitable to reflect on the question: Is it necessary to study organizational culture in order to understand leadership styles and prevent psychosocial risk factors in the workplace?

Conflicts of interest

The author declares that there is no actual or potential conflict of interest that could result in bias in the publication of this work.

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