Implications of Psychosocial Risk Factors on Absenteeism from Work in the Education Sector

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ABSTRACT:

Currently, work environments impose demands that can compromise the psychological well-being of workers and, at the same time, increase work absenteeism. This article presents the results of an investigation conducted with higher education teachers, in which the relationship between psychosocial risk factors and work absenteeism was analyzed through a correlational design with a quantitative approach. Intra-labor, extra-labor, and individual conditions of each teacher, and how these can influence their mental and physical health, generating work absences that affect both the educational sector and students, were examined. The measurement was carried out through the application of the Psychosocial Risk Battery of the Ministry of Labor of Colombia, where risks such as stress, academic workload, interpersonal relationships, and job insecurity that can affect the mental health of teachers were identified. Theoretical perspectives by Karasek, R., & Theorell, T. (1990) with their Demand-Control model, and Tatamudez Tarapues, Domínguez & Matabanchoy (2018), addressing the issue of work absenteeism, were considered. The findings highlight the need to implement preventive strategies to mitigate their effects on health and optimize human talent management in academic institutions.

Keywords: Psychosocial risks, work absenteeism, university professors, job stress, preventive strategies.

Introduction

The work environment poses complex challenges, with various pressures that affect the mental health and performance of workers. Among the factors that affect psychological well-being are Psychosocial Risks, defined as working conditions that can negatively impact the mental and physical health of employees (World Health Organization [WHO], 2020). In particular, in the education sector, teachers face challenges such as academic and administrative demands and interactions with students, colleagues, and parents, which increases exposure to risks such as work stress, work overload, and lack of social support (Hernández & Pérez, 2019). For this reason, it is essential to analyze how these factors influence teachers' quality of life and work performance. In addition, the identification of the main risk factors allows the design of effective strategies to reduce their adverse factors (Rodríguez et al., 2021).

In this context, the present study analyzed the relationship between Psychosocial Risks and Work Absenteeism in teachers at the University of Pamplona, considering variables such as work environment, academic load and interpersonal relationships. The research identified key patterns that showed how these conditions impact the well-being of educators and institutional functioning, highlighting the need to develop preventive strategies and effective interventions to mitigate their negative effects on mental health and also reduce absenteeism from work.

Psychosocial Risks

Within the framework of research on psychosocial risks, absenteeism and their main causes, various theories are presented that explain the relationship between the work environment and workers' health. The International Labour Organization (ILO) defines psychosocial risks as the interactions between the content, management and organization of work, and the skills and needs of workers. These interactions can have negative effects on health, as pointed out by the National Institute of Safety and Health at Work (INSST, 2018). In addition, the European Agency for Safety and Health at Work (EU-OSHA, 2021) highlights that deficiencies in the design and organisation of work can lead to stress, burnout and depression, affecting both the physical and mental health of employees.

According to Leka, Griffiths and Cox (2003) cited by INSST (2018), these risks arise from work situations such as workload and work rhythm, working hours, control and work environment, among other factors. The interaction of these elements generates negative effects on the well-being of workers, which is reflected in lower performance and an increase in absenteeism and accidents, affecting both the company and society. The Demand-Control Model, proposed by Robert Karasek in 1990, argues that the level of psychological demand at work, combined with the lack of control on the part of the worker, directly impacts his or her health. Franco (2023) argues that, during the 70s, various studies showed that high work demands, together with a lack of control, contribute to stress, depression, and symptoms of psychological tension.

As for occupational hazards, they encompass a variety of workplace hazards that can cause damage to health, such as accidents, exposure to toxic substances, or health problems arising from work activity. Oliver & Monfort (2020) highlight that these risks, in addition to psychosocial risks, constitute threats that require effective preventive measures to ensure the safety of workers. Psychosocial risk, according to Muñoz, Orellano & Palma (2018), is related to organizational factors, such as work culture and interpersonal conflicts, which can generate stress, anxiety, and other emotional disorders, affecting workers' performance and mental health.

To mitigate these risks, the importance of prevention and control is emphasized, which must be a shared responsibility between employers and workers. The implementation of appropriate strategies is crucial to create healthy work environments that promote general well-being (National Institute of Safety and Hygiene at Work, 2022). At the individual level, factors such

as age, gender, personality, and work experience are relevant, as they influence employees' ability to handle the demands of the job (INSST, 2018). In addition, intra-occupational factors such as workload, leadership style, and labor relations also impact the health and well-being of workers, as highlighted by Beltrán (2014).

On the other hand, extra-work factors, such as family and social situations, also play a significant role in employees' mental health. These factors can influence their work performance and contribute to greater stress if they are not properly managed, according to Beltrán (2014) and the National Institute of Safety and Hygiene at Work (2022). García and De la Hoz (2019) add that non-work components, such as financial difficulties or family problems, can affect the quality of life of workers, directly influencing their performance and well-being.

Absenteeism from work

On the other hand, absenteeism from work, understood as the absence of workers from their jobs, is a significant problem that can affect both employees and companies. Tatamudez Tarapues, Domínguez & Matabanchoy (2018) highlight that the reasons for absenteeism can be diverse, such as illnesses, family emergencies or even work problems. Excused absences, due to illness or medical appointments, are considered acceptable, while unexcused absences may carry sanctions. In addition, occupational diseases, those caused by risk factors at work, are a major concern, as they can seriously affect the health of workers (OSHAS, 2023).

Workplace accidents, as defined by the Ministry of Labor (2023), are unexpected events that occur during work activities and can cause physical or mental injuries. It is essential to implement prevention measures to avoid these accidents and reduce their impact on the health of employees. Domestic calamity, which can involve serious situations at home that prevent a worker from continuing with their tasks, is also a factor that can justify absence from work. According to Rodríguez (2019), situations such as fires or health problems of a close family member can generate paid leave, in accordance with Colombian labor regulations (Law 50 of 1990, Decree 1045 of 1978).

Finally, the leave system, which allows employees to be absent for justified reasons such as illness, domestic calamity or vacations, is an important mechanism to ensure that workers can attend to their needs without affecting their employment relationship. Leaves must be properly managed, ensuring that employees' rights are not violated or the company's productivity is affected (Tatamudez, Domínguez, & Matabanchoy, 2018). In conclusion, the management of psychosocial and occupational risks, together with the implementation of preventive measures, is essential to ensure the well-being of workers and the proper functioning of organizations.

However, absenteeism from work represents a significant challenge in the field of public health, with direct implications for the economy and business productivity. According to Tatamuez & Domínguez (2019), this phenomenon affects not only organizational efficiency, but also the mental well-being of workers, who are unable to perform to the best of their abilities. Sánchez (2015) highlights that the prevalence of absenteeism has increased by 30% in the last 25 years, which has generated increasing costs in occupational health and reduced the economic sustainability of companies.

Among the main causes of absenteeism from work are psychosocial risks, defined as negative interactions between the work environment and the characteristics of the worker. Polanco & García (2017) explain that factors such as work overload, lack of clarity in responsibilities, job insecurity, and poor organizational support contribute to triggering stress, burnout, and other mental disorders. According to Eurofound (2021), these risks affect not only the health of employees, but also their performance and organizational dynamics.

In the Latin American context, work-related mental illnesses have been the subject of analysis due to their direct relationship with the work environment. In Colombia, Resolution No. 2646

of 2008 establishes that companies must assess and mitigate psychosocial risks, in line with efforts to prevent diseases such as depression, stress, and anxiety (Díaz & Gómez, 2016). These regulations reflect a comprehensive approach to protecting workers' health and improving working conditions, a priority that has gained prominence in recent years.

A particularly notable example is found in Colombian teachers, who face high workloads and physical problems derived from inadequate posture and deficient furniture. Lemos et al. (2019) identify high levels of stress among this group, while Gómez et al. (2014) highlight the incidence of musculoskeletal injuries as a result of the lack of active breaks and adequate ergonomic resources. These conditions not only affect their health, but also their ability to generate an optimal educational environment.

On the other hand, national data confirm the relevance of psychosocial risks in the work environment. The third national survey on occupational safety and health (OISS & Ministry of Labor, 2021) showed that activities such as customer service and repetitive tasks are common sources of stress for Colombian workers. In addition, the Ministry of Health (2022) reported more than 24,000 consultations related to mental health problems between 2020 and 2021, a clear indicator of the need to strengthen preventive strategies to protect the well-being of the workforce.

In Colombia, absenteeism from work in the education sector, especially among teachers, is a growing concern that is linked to various pathologies related to psychosocial risks. According to the National Teachers' Social Benefits Fund, the diseases that most affect teachers include respiratory, musculoskeletal, neurological, mental and various occupational infections, many of which are a direct consequence of stress and adverse working conditions (Tatamuez et al., 2018). This situation not only affects the physical and mental health of teachers, but also has an impact on the productivity of the education sector and generates a considerable economic cost for institutions.

Among the most common causes of these pathologies, Fernández (2014) highlights factors such as work overload, interpersonal conflicts, lack of institutional support, and pressure to fulfill multiple academic tasks. Stress derived from student indiscipline, lack of respect and excessive working hours are key factors that contribute to the psychological distress of teachers. However, psychosocial risks are not limited to the teacher-student relationship, but also involve working conditions within educational institutions, such as lack of resources and instability in employment contracts.

Absenteeism from work in the education sector

According to the National Higher Education Information System (SNIES, 2023), there are more than 320,000 teachers in Colombia, of which 38% work for teaching hours. This high percentage of temporary contracts generates a climate of uncertainty and stress, as it does not guarantee job stability. In this context, Piedrahita (2018) proposes that universities establish fixed-term contracts for professors, in order to mitigate the negative effects of instability on the mental and physical health of professors. This suggestion is aligned with Judgment 6 of 1996 of the Constitutional Court, which advocates the protection of workers' labor rights.

The economic impact of absenteeism from work in the education sector is considerable, as it can generate indirect costs due to staff turnover, re-induction and loss of productivity. According to research by Arrieta et al. (2019), absenteeism in companies in various sectors, including education, generates high costs, which by 2018, represented an additional 61.9% of workers' wages due to disabilities. This phenomenon is also reflected in the United Kingdom, where stress-related illnesses cause the loss of millions of working days and affect the competitiveness of companies (INSST, 2018).

Absenteeism from work also affects higher education, as evidenced by a study in Ecuador (García & Morales, 2019), where it was found that 51.3% of workers did not attend their job due to medical illnesses and psychosocial factors. Chronic stress, work pressure, and lack of motivation are common among university employees, affecting their well-being and performance. In addition, Monroy Castillo and Juárez (2019) show that psychosocial factors, such as emotional exhaustion, anxiety, and stress, are common among university teachers, which highlights the urgent need to address these risks in educational institutions to improve the quality of work life and academic performance.

Methodology

The research was developed under a quantitative approach, allowing the collection and analysis of numerical data to find answers to the formulation of the research, meet the objectives and obtain conclusions, using statistical and mathematical techniques. This approach is characterized by the measurement and quantification of variables using standardized instruments such as questionnaires, surveys, or controlled experiments (Hernández, Fernández, & Baptista, 2014).

The paradigm adopted is the positivist one, which is based on the objective observation and measurement of reality, seeking to identify causal relationships and formulate general laws. This paradigm emphasizes the objectivity and quantification of data (Hernández, Fernández, & Baptista, 2014). In this sense, a quantitative approach and a correlational design were used to analyze the relationship between psychosocial risks and absenteeism from work.

The study population was composed of the staff teachers of the University of Pamplona, Villa del Rosario campus, including men and women between 30 and 60 years old, for the choice of the sample the teachers linked to work and active at the time of the application of the battery of instruments were taken into account. with at least two years of experience in the institution. This selection seeks to ensure a homogeneous and representative group for analysis.

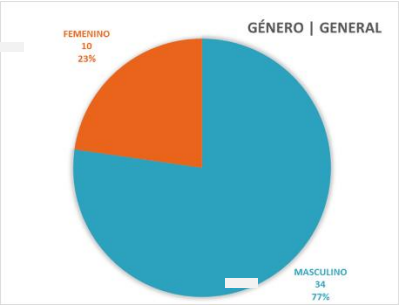
The information collection was carried out through the Psychosocial Risk Battery, a tool designed by the Pontificia Universidad Javeriana and the Ministry of Social Protection to identify and control psychosocial risks in the workplace. This battery includes several instruments: a general data sheet on the socio-demographic and occupational situation of the worker; a questionnaire on intra-occupational psychosocial risk factors (form A), aimed at professionals and managers, with 123 questions grouped into four key domains; a questionnaire of extra-work factors that evaluates personal and family aspects that can influence the worker's well-being; and a questionnaire to measure stress in different areas of life.

Form B of the intra-occupational questionnaire, intended for operational workers, was not applied because it did not fit the study population. These instruments allow a quantitative analysis of risks and the identification of areas for improvement for the prevention of negative effects on health.

Results and discussion

The results obtained from the evaluation of psychosocial risk factors are presented below in order to identify the levels of intervention, from intra-work conditions, extra-work conditions and symptoms associated with stress, according to the instruments used.

Figure 1. Distribution of the sample by type of gender

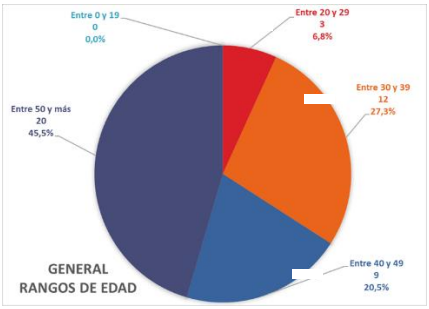


Source: Own elaboration (2024)

It can be seen that the percentages of gender are not equitable, since 77% of the population are

men and 23% are women, it is important to clarify that this disproportion between gender may be due to the type of professions in the teachers linked to the headquarters of the University of Pamplona in Villa del Rosario.

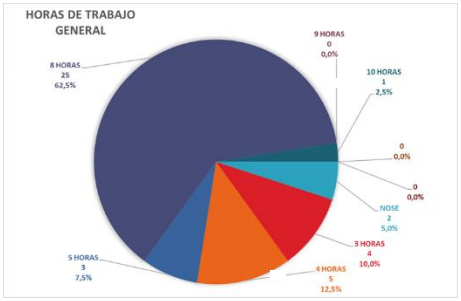
Figure 2. Distribution of samples by age



Source: Own elaboration (2024)

27.3% of the participants were between 30 and 39 years old, 6.8% between 20 and 29, 20.5% between 40 and 49, and 45.5% over 50 years old. Most are over 30 years old, which reflects the profile of the position and suggests generational variations that can influence social relationships. It is recommended to prepare employees of pre-pension age for their pension process.

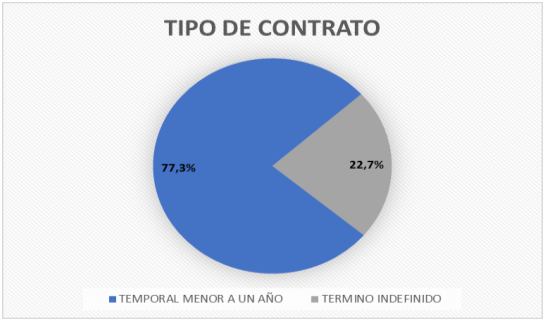
Figure 3. Distribution of the sample by working hours



Source: Own elaboration (2024)

According to the survey, 56.8% of employees work 8 hours a day, 13.6% 6 hours, 17.3% 3 to 5 hours, and 2.3% work 10 hours. The distribution of hours is not perceived as a risk, since it complies with Law 2101 of 2021, which establishes a maximum working week of 46 hours. Some teachers reported that they performed additional administrative tasks, but not exceeding 8 hours per day, which is considered a protective factor.

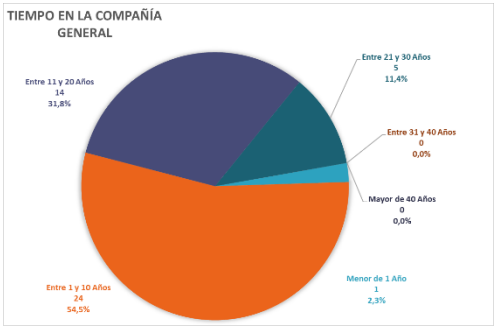
Figure 4. Sample Distribution by Contract Type



Source: Own elaboration (2024)

According to the graph, 77.3% of the population has a fixed-term contract of less than one year, including occasional full-time teachers and by teaching hourly tenure, while 22.7% have an indefinite term contract as permanent professors. Thus, when cross-referencing this information with intra-occupational risk in the dimension of work rewards, a risk level of 50% is observed due to job instability.

Figure 5. Distribution of sample by time worked in the university



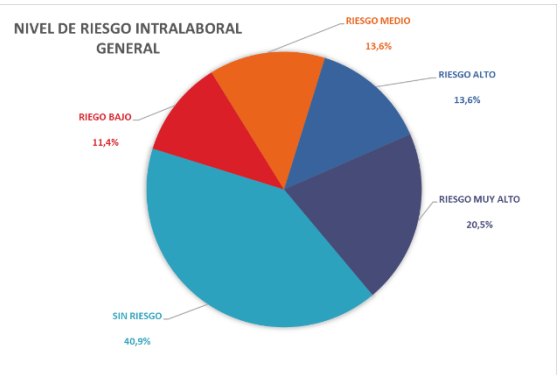
Source: Own elaboration (2024)

Intra-Labor Conditions

Working conditions influence the health and well-being of the employee, with the overall results initially presented and then broken down by domains: work demands, control, leadership, social relationships and rewards. The data for each domain are analyzed by dimensions to identify psychosocial risk factors according to the established risk levels.

General Intra-Occupational Risk Level

Figure 6. Relationship of results of intra-occupational risk



Source: Own elaboration (2024)

According to the scales, the average of employees is 26.1, which indicates a Medium Risk at the intra-occupational level. This suggests that teachers experience moderate stress, so intervention actions should be implemented to prevent negative effects on their health.

46.2% of workers do not perceive intra-occupational risk, while 53.9% perceive it as high or medium, which could affect their health and performance. Therefore, it is recommended to intervene those at high risk through an epidemiological surveillance system and others with programs to promote psychosocial risk.

Table 1. Leadership and social relationships at work

Liderazgo y Relaciones Sociales en el Trabajo	Forma A	Jefatura y profesionales			
Dimensiones	Riesgo Muy Alto	Riesgo Alto	Riesgo Medio	Riesgo Bajo	Sin Riesg
Características del liderazgo	13,6%	13,6%	18,2%	9,1%	45,5%
Relaciones sociales en el trabajo	9,1%	18,2%	34,1%	20,5%	18,2%
Retroalimentación del desempeño	25,0%	9,1%	4,5%	27,3%	34,1%
Relaciones con los colaboradores (subordinados)	2,3%	0,0%	0,0%	0,0%	97,7%

Source: Own elaboration (2024)

Leadership characteristics are perceived positively, highlighting adequate planning and communication on the part of the bosses. However, social relationships between peers are seen as poor, which affects teamwork, while relationships with subordinates are perceived as respectful and supportive. It is recommended to train the teaching staff in leadership, teamwork, and conflict resolution.

Table 2. Demand for work

Demandas del Trabajo	Forma A	Jefatura y profesionales			
Dimensiones	Riesgo Muy Alto	Riesgo Alto	Riesgo Medio	Riesgo Bajo	Sin Riesgo
Demandas cuantitativas	11,4%	9,1%	11,4%	18,2%	50,0
Demandas de carga mental	11,4%	18,2%	20,5%	9,1%	40,9
Demandas emocionales	15,9%	22,7%	22,7%	9,1%	29,5
Exigencias de responsabilidad del cargo	6,8%	13,6%	9,1%	38,6%	31,8
Demandas ambientales y de esfuerzo físico	29,5%	20,5%	15,9%	20,5%	13,6
Demandas de la jornada de trabajo	15,9%	27,3%	20,5%	20,5%	15,9
Consistencia de rol	11,4%	9,1%	13,6%	22,7%	43,2
Influencia del ambiente laboral sobre el extralaboral	38,6%	13,6%	18,2%	13,6%	15,9

Source: Own elaboration (2024)

Teachers perceive that they have enough time to execute their work and attend to the volume of tasks assigned, which avoids pressures for pace or additional hours, although some experience an increase in load at the end of the semesters. However, mental and emotional load demands are risk factors, since they require concentration effort and can generate work stress, so teachers should be trained in time management and emotional control.

In addition, environmental demands, such as physical exertion, noise, and classroom conditions, also affect their performance. Although they do not perceive risks in the working day, some teachers argue that they dedicate extra time to activities such as grading and class preparation (a phenomenon that can be seen in the union). In this context, it is possible that work demands affect their personal and family life, making it difficult to disconnect from work.

Table 3. Control over work

Control sobre el Trabajo	Forma A	Jefatura y profesionales			
Dimensiones	Riesgo Muy Alto	Riesgo Alto	Riesgo Medio	Riesgo Bajo	Sin Riesgo
Control y autonomía sobre el trabajo	4,5%	29,5%	25,0%	20,5%	20,5%
Oportunidades de desarrollo y uso de habilidades y conocimientos	4,5%	22,7%	9,1%	18,2%	45,5%
Participación y manejo del cambio	15,9%	27,3%	18,2%	13,6%	25,0%
Claridad de rol	9,1%	31,8%	9,1%	13,6%	36,4%
Capacitación	18,2%	18,2%	18,2%	15,9%	29,5%

Source: Own elaboration (2024)

In the domain of Control and Autonomy over Work, participants perceive that they have autonomy in aspects such as order, quantity, rhythm and work breaks, which reduces intra-occupational risk. In addition, the University of Pamplona offers development opportunities and assigns tasks according to the skills of the

teachers. However, some employees consider that the lack of clear and timely information affects their performance. Finally, in terms of training, teachers value the spaces provided to strengthen their skills.

Table 4. Result Domain Reward

Recompensas	Forma A	Jefatura y profesionales			
Dimensiones	Riesgo Muy Alto	Riesgo Alto	Riesgo Medio	Riesgo Bajo	Sin Riesgo
Reconocimiento y compensación	11,4%	9,1%	13,6%	18,2%	47,7%
Recompensas derivadas de la pertenencia y el trabajo que realiza	22,7%	11,4%	15,9%	25,0%	25,0%

Source: Own elaboration (2024)

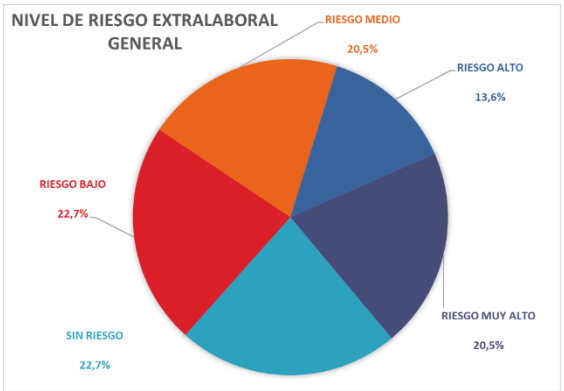
Teachers feel that their effort and achievements are recognized and rewarded, which generates opportunities for development and self-realization. However, some perceive job instability due to fixed-term contracts.

Extra-Labor Conditions

This section presents the results on the extra-labor conditions evaluated, covering the family, social and economic environment of the worker, as well as the conditions of their housing. Aspects such as family relationships, economic situation, housing infrastructure and their influence on work were evaluated. The results reflect the global measure of these conditions and their impact on the health and well-being of the individual.

Based on the above scales, at a general level and according to the average of the percentages transformed, employees had a total of 20.8 that represents a Medium Risk (see t) in Extra-occupational Risks, therefore, the symptoms of stress presented are associated with this category, so they should be included in the promotion and prevention programs. in order to prevent harmful effects on health. The following are specific risk levels according to their percentage per teacher evaluated.

Figure 7. Extra-occupational risk level



Source: Own elaboration (2024)

Regarding the overall results of the evaluation of extra-occupational factors, it can be seen that 45.7% of employees have a perception of low or no risk, 20.5% medium risk and 34.1 as high or very high risk. The results by domain evaluated are presented below.

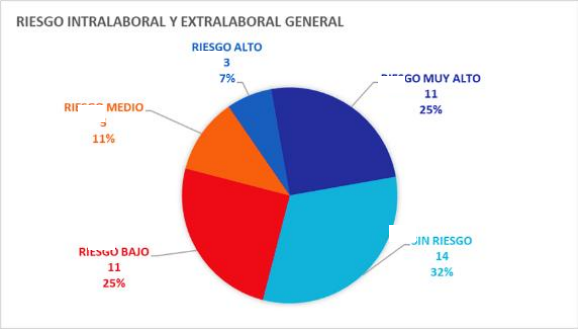
Table 5. Results by Extra-Work Domains

Extralaboral	Forma A	Jefatura y profesionales			
Dimensiones	Riesgo Muy Alto	Riesgo Alto	Riesgo Medio	Riesgo Bajo	Sin Riesg
Tiempo Fuera Del Trabajo	9,1%	25,0%	13,6%	29,5%	22,7%
Relaciones Familiares	15,9%	9,1%	13,6%	13,6%	47,7%
Comunicación Y Relaciones Interpersonales	11,4%	20,5%	25,0%	15,9%	27,3%
Situación Económica Del Grupo Familiar	18,2%	13,6%	18,2%	31,8%	18,2%
Características De La Vivienda Y Su Entorno	20,5%	29,5%	11,4%	20,5%	18,2%
Influencia Del Entorno Extralaboral Sobre El Trabajo	25,0%	22,7%	18,2%	18,2%	15,9%
Desplazamiento Vivienda - Trabajo - Vivienda	6,8%	31,8%	15,9%	15,9%	29,5%

Source: Own elaboration (2024)

The teachers of the Villa del Rosario campus perceive that, at an extra-work level, they have spaces for rest and family social support, although they present a level of risk in their interpersonal relationships, due to the little interaction with friends and relatives. Despite being satisfied with their remuneration, the family's economic difficulties and the impact on their work performance are worrying. In addition, the home and the environment do not favor their rest, and commuting to work represents a risk due to long distances and transportation difficulties.

Figure 8. Result of Intra and Extra-Labor Conditions



Source: Own elaboration (2024)

As evidenced in the table above, when presenting a general analysis of the intra- and extra-occupational risk to which employees are exposed, it can be seen that 57% of the population perceives that their risk is low or no risk. Therefore, this population should be trained in promotion and prevention programs in order to reduce the possible risk present, as for the personnel who scored medium, high or very high risk, it is suggested to include them in an epidemiological surveillance program in order to mitigate the risk that generates stress.

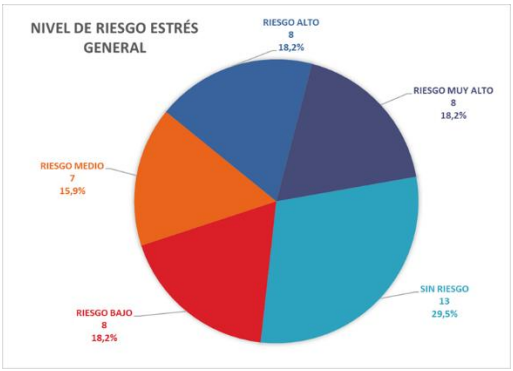
Analysis of Stress-Associated Symptomatology

It is considered important to carry out an evaluation of the symptoms associated with stress since this is the consequence of the most immediate exposure to psychosocial risks, for the purposes of this research a total average of the teachers evaluated is taken and contrasted with the scales of the "Questionnaire for the Evaluation of Stress".

Based on the above scales, at a general level and according to the average of the percentages transformed, employees had a total of 17.1 that represents a Medium Risk (see figure 9) in the symptomatology associated with stress, which means that they have symptoms or responses of moderate stress, so the most frequent or critical symptoms should be evaluated to prevent harmful effects on health. through promotion and prevention programs.

The following are specific risk levels according to their percentage per teacher evaluated.

Figure 9. Analysis of stress symptoms



Source: Own elaboration (2024)

Likewise, a review was made of the symptoms associated with stress, most common in the teaching staff, so only the most common symptoms with a high or very high risk level will be described, within the most common symptoms associated with stress and described in the previous tables, we find

Table 6. Symptoms associated with stress

Síntoma	Siempre	Casi siempre	A veces	Nunca
Dolor de cuello, espalda y músculos	17%	4%	79%	
Problemas digestivos	12%	9%	37%	42%
Dificultades respiratorias			28%	72%
Dolor de cabeza	7%	56%	14%	23%
Dificultad para dormir		16%	51%	33%
Cambios en el Apetito	2%	5%	30%	63%
Problemas de comunicación familiar		2%	30%	68%
Malas relaciones interpersonales		5%	25%	70%
Aislamiento desinterés	2%	7%	21%	70%
Sobrecarga de trabajo	2%	12%	26%	60%
Dificultades de Concentración		7%	33%	60%
Frustración	2%	5%	23%	70%
Cansancio		12%	42%	46%
Poco rendimiento laboral		9%	26%	65%
Deseo de no asistir a trabajar		2%	30%	68%
Deseo de cambiar de trabajo	2%	2%	19%	77%
Irritabilidad		5%	30%	65%
Consumo de alcohol, café, o cigarrillo	7%	2%	51%	40%

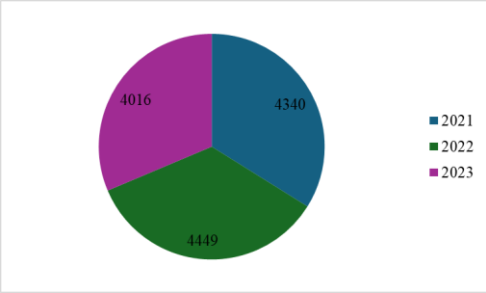
Source: Own elaboration (2024)

Thus, once each of the symptoms has been reviewed, it can be identified that they are associated with mental pathologies that may be present or may occur in the teachers of the University of Pamplona, such as anxiety, depression, stress and sleep disorders, these data will have to be compared with the main reasons for absenteeism from work.

List of the causes of absenteeism from work in the teaching population

Absenteeism from work among the teaching population is a multifactorial phenomenon that impacts both the work performance of professionals, as well as the efficiency of institutions. This point focuses on analyzing the various causes that lead to the absence of teachers in their workplaces, through a detailed review, identifying factors that affect this problem, including aspects related to physical and mental health, working conditions, psychosocial factors and organizational elements. Therefore, a total of 1762 records of absenteeism from work in the last 3 years were analyzed, where a total of 12805 days not worked were identified.

Figure 10. Number of days of absenteeism per year



Source: Own elaboration (2024)

Table 7. Causes of absenteeism from work in the population under study

Etiquetas De Fila	Suma De Días	Porcentaje
Aislamiento Preventivo Covid-19	112	1%
Dia Por Jurado Electoral	93	1%
Enfermedad Profesional	156	1%
Incapacidad Por Accidente De Trabajo	26	0%
Incapacidad Temporal Por Enfermedad General	4392	34%
Licencia De Maternidad O Paternidad	5902	46%
Licencia No Remunerada O Suspensión De Contrato	13	0%
Licencia Remunerada Por Luto	201	2%
Medio Dia Por Votación	105	1%
Permiso Médico	402	3%
Permiso Para Capacitación	156	1%
Permiso Por Calamidad Domestica	92	1%
Permiso Remunerado	1112	9%
Permiso Sindical	43	0%

Source: Own elaboration (2024)

As can be seen in Table 7, it can be determined that maternity and paternity leave represent the largest cause of absenteeism, with 46% of the days of absence. This is due to the paid leave granted by law, which, due to its duration, increases absenteeism rates. Disabilities due to general illnesses are in second place, with 34% of absenteeisms, suggesting that there are areas of occupational health that require attention, such as the optimization of the work environment and the implementation of preventive health programs.

The third factor contributing to absenteeism is paid leave, at 9%, reflecting the institution's favorable policies, which support teachers in various personal situations without affecting their income. However, it is essential that the organization balances these policies so that they can impact productivity. Finally, medical leave accounts for 3%, suggesting that teachers often need time to attend to medical issues, possibly associated with chronic or recurring diseases.

The analysis reveals that the main psychosocial risks affecting teachers include poor social relationships at work, high mental load, emotional demands, and problems with the influence of the work environment on the non-work environment. These conditions are related to symptoms of stress, such as muscle pain, digestive problems, tiredness, and consumption of substances such as coffee, which can generate mental illnesses, such as anxiety and depression, contributing to absenteeism from work.

One of the main risks identified in the teaching environment is the lack of social support, both inside and outside the workplace. The absence of support from colleagues and superiors makes teamwork difficult and increases stress, contributing to absenteeism. In addition, limited interaction with friends and relatives negatively impacts teachers' emotional health, especially as they age and their extra-work relationships become more distant. Added to this is the difficulty of disconnecting from work, since many teachers dedicate their rest time to academic activities, which affects their general well-being.

Likewise, the high cognitive and emotional demands of the teaching work are associated with greater burnout and absenteeism rates. The need

to maintain a constant effort of memory and concentration, along with the management of negative emotions, represents a significant psychosocial risk. In addition, environmental conditions, such as excessive heat, noise, and lighting or ventilation problems, affect their performance and well-being. Factors such as job instability derived from short-term contracts and extra-work situations, such as family or economic problems, also influence the motivation and productivity of teachers, increasing their propensity for absenteeism.

Based on the findings, it can be determined that there is a close relationship between absenteeism from work and psychosocial factors in the educational context. Showing how stress, work overload, and job instability can significantly affect the health of teachers. This can be corroborated by previous research that shows that prolonged exposure to high levels of work stress would increase the likelihood of suffering from psychological disorders such as anxiety and depression (Leka, Griffiths & Cox, 2003 cited by INSST 2018).

In the Latin American context, Díaz Bambula and Gómez (2016) stress the need to adapt working conditions to the personal and family demands of employees in order to reduce the negative impact of work-related stress. This study reinforces the importance of considering these factors when designing organizational interventions, since a flexible and balanced work environment can improve both teacher performance and well-being.

Finally, the relationship between the type of contract and absenteeism from work exposed in the study is consistent with what was pointed out by Piedrahita (2018), who warns that temporary contracts generate a greater sense of insecurity and stress in workers. In Colombia, the high percentage of teachers with fixed-term contracts of less than one year contributes to a perception of job instability, affecting their mental health and academic performance.

Likewise, some characteristics observed according to the population and object of study have been reflected, however, the background consulted suggests that it is possible to find that some higher education institutions share some of these findings given the particularities of the profession analyzed.

Conclusions

The analysis of psychosocial risk factors and their relationship with absenteeism from work in teachers at the University of Pamplona, Villa del Rosario campus, reveals a series of significant findings that allow us to understand the complexity of this problem and propose appropriate intervention strategies.

Psychosocial risks, such as work-related stress, high academic load and job insecurity, are directly related to absenteeism among teachers. These factors negatively affect the mental and physical health of teachers, increasing absenteeism rates. Intra-work conditions, including job demands, control over work, leadership and social relationships, significantly influence teachers' well-being. A high percentage of teachers perceive a medium to high risk in these areas, suggesting the need for interventions to improve the work environment.

Non-working conditions, such as family relationships, economic status and housing conditions, also play a crucial role in the health and well-being of teachers. Problems in these areas can exacerbate stress symptoms and contribute to absenteeism from work. Teachers exhibit symptoms of moderate to high stress, including anxiety, depression, and sleep disturbances. These symptoms are closely related to psychosocial risks and affect both teachers' health and their work performance.

The main causes of absenteeism among teachers include maternity and paternity leave, disabilities due to general illnesses and paid leave. These absences reflect both institutional policies and the health conditions of teachers. It is essential to develop preventive strategies and intervention programs to mitigate the negative effects of psychosocial risks. This includes the continuous assessment of workload, the strengthening of

social and organizational support, and the implementation of comprehensive welfare policies.

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