

Impact of Psychosocial Risk Factors in Post-Pandemic Times in a Colombian University Institution

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The study presented is the evaluation of psychosocial risk factors in The Antonio José Camacho University Institution in the city of Santiago de Cali, Colombia, where every 1 or 2 years the survey of psychosocial risk factors is applied where intra-work and extra-work factors of workers are measured, it is applied to teachers and administrative staff. The survey defined from the survey of psychosocial risk factors of the Colombian Ministry of Health and Social Protection applied to teachers (103) is used and the results are extracted quantitatively and qualitatively.

According to the results, the Antonio José Camacho University Institution still shows a satisfactory range of 75%, decreasing the percentages in comparison with the 2021 period. Where this decrease is most observed is in the demands corresponding to the intra-work factors. The Institution must continue with these measurements that lead to know the post-pandemic effects on workers. University institutions are called to further assess psychosocial risk factors in their organizations due to post-pandemic effects and draw intervention plans for their workers to have a healthy lifestyle.

Keywords: psychosocial risks, post-pandemic effects, health

INTRODUCTION

The Antonio José Camacho University Institution is a public entity of the city of Santiago de Cali, Colombia, self-manager of its own resources, which carries out its plans or objectives with the rules of the Civil Service and within its mission is the comprehensive training and social vocation in its community. In the search for sustainable development is to promote a healthy lifestyle in workers taking into account its diverse population.

METHODS

The study population was carried out with the application of the psychosocial risk factors survey defined by the Colombian Ministry of Health and Social Protection. Total number of participants: 103.

INSTRUMENT

The battery of instruments proposed by the Ministry of Health and Social Protection of Colombia was used for the identification and evaluation of psychosocial risk factors of an intra- and extra-occupational nature, as well as stress symptoms. Among these intra- and extra-work factors are rewards, leadership styles, mental and emotional load demands.

ETHICS

The survey proposed and required by the Colombian Ministry of Health and Social Protection was carried out in person to teachers with the accompaniment of institutional health professionals.

RESULTS AND DISCUSSION OF TEACHERS VOICES

The results of the survey showed the following:

The respondents were 55% men and 45% women. By schooling: 85% of the teachers already have a postgraduate degree, 10% have an incomplete postgraduate degree, 3% have a professional degree and 2% have an incomplete professional degree or are still studying a profession. By age, 26% are from 51 years of age and older. From 41 to 50 years old is 46%. From 31 to 40 years old is 26%. 20 to 30 years old is 2%. By marital status: single 26%, free union 17%, married 48%, divorced or separated 7%, widowed% 2.

FIGURE 1
COMPARATIVE INFORMATION 2019 TO 2022 OF PSYCHOSOCIAL RISKS AT THE UNIVERSITY INSTITUTION

Information of psychosocial risks 2019	Information of psychosocial risks 2021	Information of psychosocial risks 2022
Intra-work factors + extra-work factors 45,5% - 21,5% - 33,0%	Intra-work factors + extra-work factors 53,5% - 14,0% - 32,6%	Intra-work factors + extra-work factors 57%- 26%- 17%
Extra-work factors 44,0% - 20,5%- 35,5%	Extra-work factors 44,2% -17,1% -38,8%	Extra-work factors 42%-28%-30%
Intra-work factors 49,5%-19,5%-31,0%	Intra-work factors 54,5% - 15,9% -29,5%	Intra-work factors 63%-21%-16%

Risk level: low average – medium level- high level

The comparative shows that in 2022 the risks went down and its good for the institution.

The results of psychosocial risk factors in terms of work demands at the University Institution that have decreased are:

- **Quantitative demands:** These are the demands related to the amount of work to be performed in relation to the time available to do it.
- **Mental load demands:** Mental load demands refer to the cognitive processing demands involved in the task and involve higher mental processes of attention, memory and information analysis to generate a response.
- **Emotional demands:** Affective and emotional situations inherent to the content of the task that have the potential to interfere with the feelings and emotions of the worker.

- **Job responsibility requirements:** Direct job responsibility requirements refer to the set of obligations implicit in the performance of a position, the results of which cannot be transferred to other persons.
- **Environmental and physical demands:** The environmental and physical demands of the occupation refer to the conditions of the workplace and the physical load. The demands of this dimension are environmental conditions (noise, lighting, temperature, ventilation), chemical, biological (viruses, bacteria, fungi or animals), workplace design, sanitation (order and cleanliness), physical load and industrial safety.
- **Workday demands:** Workday demands are the demands made on the individual's working time in terms of the length and timing of the workday, as well as the periods set aside for breaks and rest periods.
- **Role Consistency:** This refers to the compatibility or consistency between the various requirements related to the principles of efficiency, technical quality and the service or product of a worker in congruence with his position.

Psychosocial risk factors in terms of job control in the university institution:

- **Control and autonomy over work:** This refers to the margin of decision that an individual has over aspects such as the order of activities, quantity, pace, form of work, breaks during the day and rest times.
- **Opportunities for the development and use of skills and abilities:** This refers to the possibility that work offers the individual to apply, learn and develop his or her skills and knowledge.
- **Participation and change management:** This is understood as the set of organizational mechanisms aimed at increasing the workers' capacity to adapt to the different transformations that occur in the work context.
- **Role Clarity:** It is the definition and communication of the role that the employee is expected to play in the organization, specifically regarding job objectives, functions and results, the margin of autonomy and the impact of the position on the company.
- **Training:** Induction, training and education activities provided by the organization to employees to develop and strengthen their knowledge and skills.

Psychosocial risk factors regarding leadership in the university institution:

- **Leadership characteristics:** This refers to the attributes of the immediate supervisor's management in relation to work planning and assignment, achievement of results, conflict resolution, participation, motivation, support, interaction and communication with his/her collaborators.
- **Social relations at work:** These are the interactions that are established with other people at work, particularly with regard to: The possibility of establishing contact and quality with other individuals in the exercise of the work activity and with their boss.
- **Performance feedback:** writes down the information a worker receives about how he/she performs his/her job. This information allows him/her to identify his/her strengths and weaknesses and take actions to maintain or improve his/her performance.

Psychosocial risk factors in terms of rewards at the University Institution:

- **Rewards derived from belonging to the organization and the work performed:** These refer to the feeling of pride and the perception of job stability that an individual experiences by being linked to an organization. Set of rewards such as welfare services, incentives, etc.

Extra-occupational risk factors at the University Institution:

- **Time away from work:** This refers to the time that the individual dedicates to activities other than work, such as resting, spending time with family and friends, attending to personal responsibilities, recreation and leisure activities, among others.
- **Characteristics of the dwelling and its surroundings:** This refers to the infrastructure conditions, location and environment of the physical facilities of the worker's usual place of residence and that of his or her family group.

- **Influence of the extra-work environment on work:** This corresponds to the influence of the demands of family and personal roles on the well-being and work activity of the worker.
- **Home - work - home commute:** The conditions under which the worker travels from his or her home to his or her workplace and vice versa. It includes the ease and comfort of transportation and the duration of the trip.
- **Family relationships:** Properties that characterize the interactions of the individual with his or her family nucleus.
- **Communication and interpersonal relationships:** Qualities that characterize the individual's communication and interactions with friends and family
- **Economic situation of the family group:** This refers to the availability of economic means for the worker and his family group to meet their basic expenses.

This contributed to the development of an intervention plan with trainings that were carried out within the framework of the institutional training plan, including interviews or individual and group meetings to deepen in these risks, in addition to the development of an epidemiological system protocol.

CONCLUSIONS

The Antonio José Camacho University Institution must continue to evaluate psychosocial risk factors and create intervention plans and follow-ups so that these psychosocial risks continue to decrease, which allows its workers to have a better healthy lifestyle and thus contribute to their mental health, and continue to carry out individual follow-ups through the psychosocial risk surveillance system.

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