

Psychosocial risks among vocational training teachers

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- **Introduction**
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- **Material and Methods**
- **Results**
- **Conclusions**

- The identification of new and emergent risks
- Analyze of tendency, to be ahead of changes in the workplace and possible consequences for health and safety at work
- Encourage a thought exercise, reflection and provide a discussion platform

“Emergent and new risks”

- A **new** risk, or
- A known factor that now it's considered a risk because of changes in the **public perception**, or
- A known factor that new **researches** show like a emerging risk with health consequences

- **Psychosocial risk**
 - **Negative health consequences related to the stress**



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General aim

Identify and measure the psychosocial risk factors of vocational training teachers related to working conditions at their workplace, in order to detect psychosocial risk situations

Specific aims

- ✓ Descriptive analysis of the psychosocial risk factors in vocational training teachers
- ✓ Descriptive analysis of the stress symptoms and the satisfaction for this teaching staff
- ✓ Assess using multivariate models those psychosocial scales associated with stress symptoms and levels of satisfaction



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Material and Methods

- **Study design**
 - Descriptive study, individual and cross-sectional analysis
 - Target group → Vocational training teachers in Málaga in 2009 (n=422)
 - Cluster-sampling multistage method
 - Total sample: 129 teacher staff
 - Confidence level ($\alpha = 0.05$)
 - Error (E=3 %)
- **Field work**
 - After a meeting with the Headmasters, initial contact with participants selected in the sample
 - Filling out the survey via web (lime-survey application) or paper
 - Confidentiality and anonymity were guaranteed
- **COPSOQ-ISTAS21**



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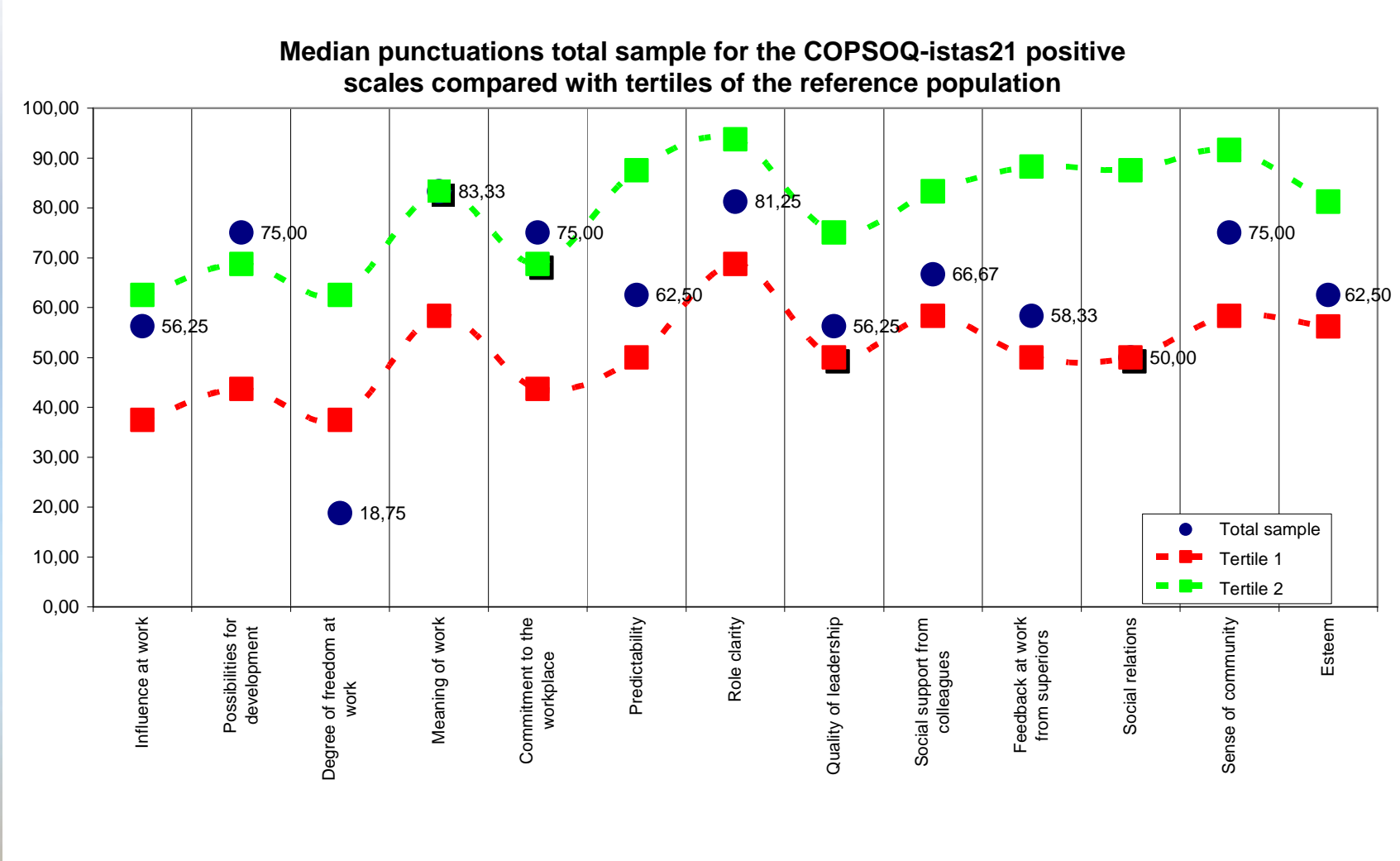
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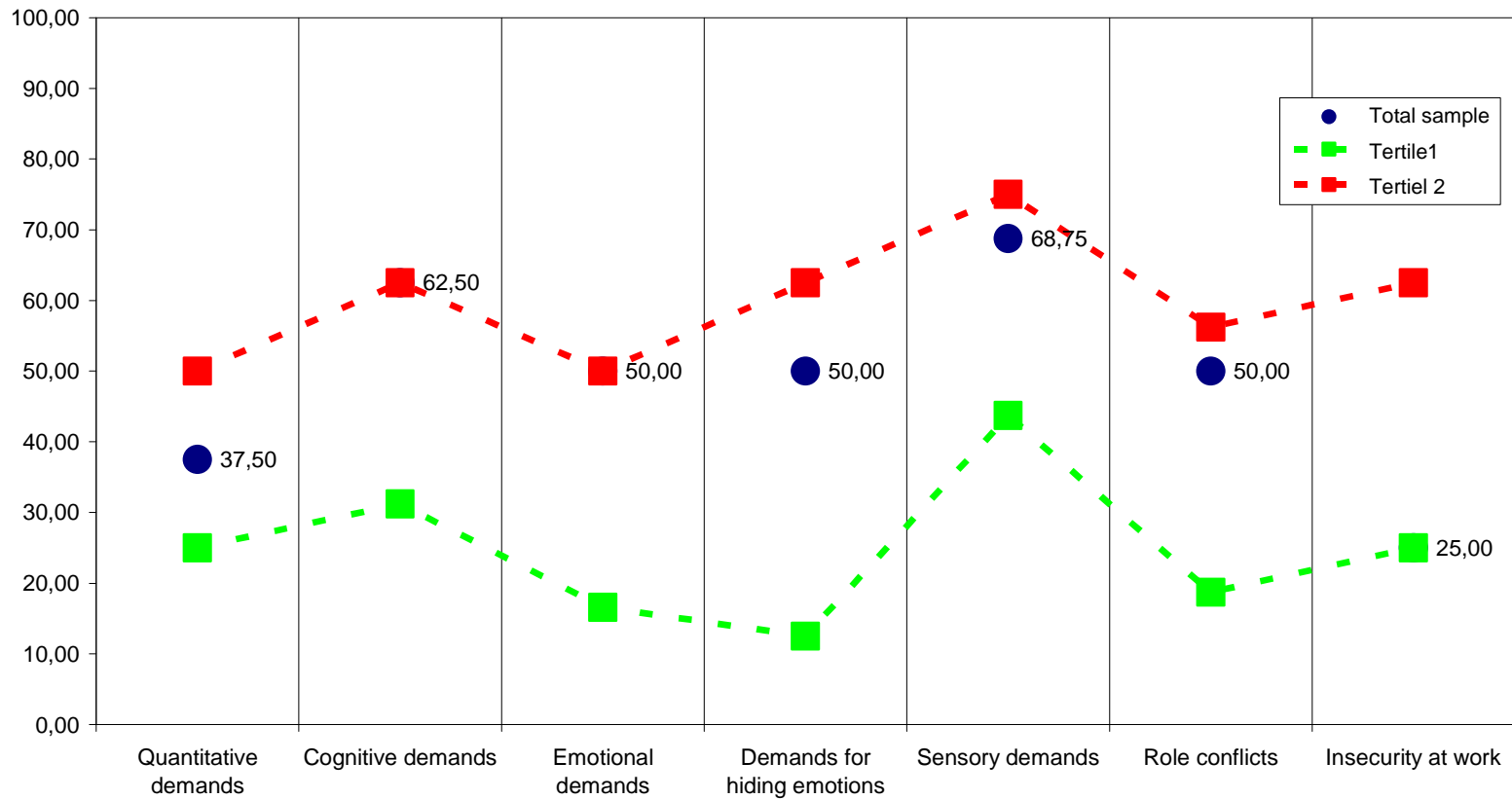
Results

- Reply rate
- Psychosocial scales analysis
 - Positive scales assessment
 - Negative scales assessment
 - Graph comparing the risk situation with the reference Spanish population
- Multivariant analysis

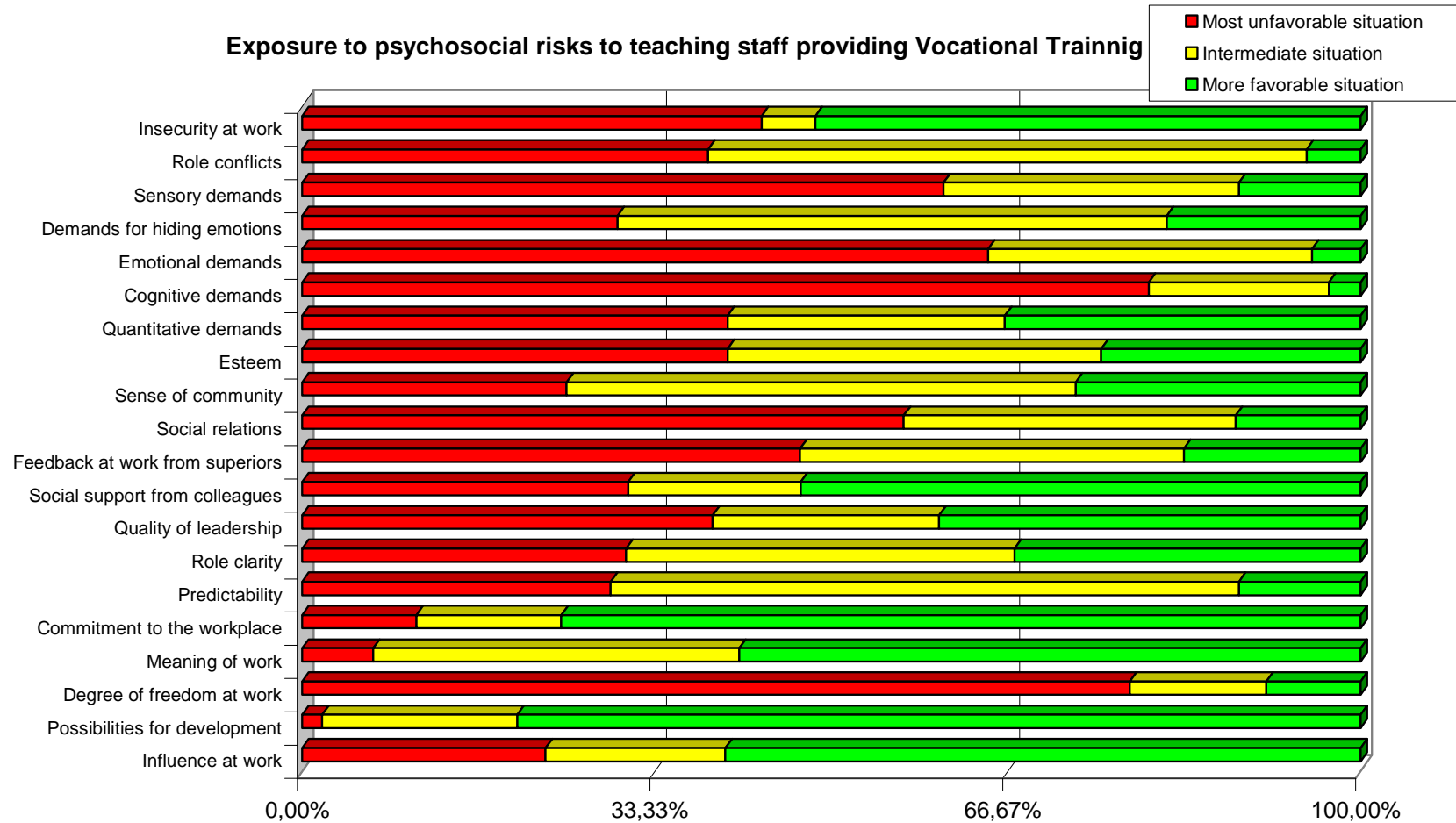
Reply rate: 90.7%



Median punctuations total sample for the COPSOQ-istas21 negative scales compared with tertiles of the reference population



Exposure to psychosocial risks to teaching staff providing Vocational Trainnig





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Multivariate analysis

High levels of stress symptoms

| Significant variables/Scales | P | OR | IC 95% |
|---------------------------------------|--------------|--------------|--------------------|
| <i>Age</i> | <i>0,016</i> | <i>0,849</i> | <i>0,738-0,969</i> |
| <i>Sense of community</i> | <i>0,024</i> | <i>0,936</i> | <i>0,885-0,991</i> |
| <i>Quantitative demands</i> | <i>0,002</i> | <i>1,056</i> | <i>1,021-1,093</i> |
| <i>Emotional demands</i> | <i>0,009</i> | <i>1,070</i> | <i>1,017-1,126</i> |
| <i>Social support from Colleagues</i> | <i>0,043</i> | <i>1,062</i> | <i>1,002-1,126</i> |

OR, IC and statistical relevance of the independent variables in the multivariate analysis

Low levels of Satisfaction

| Significant variables/Scales | p | OR | I.C. 95% |
|------------------------------------|--------------|--------------|--------------------|
| <i>Esteem</i> | <i>0,037</i> | <i>0,825</i> | <i>0,689-0,988</i> |
| <i>Demands for hiding emotions</i> | <i>0,034</i> | <i>1,115</i> | <i>1,008-1,234</i> |
| <i>Sensory demands</i> | <i>0,051</i> | <i>0,919</i> | <i>0,845-1,000</i> |

OR, IC and statistical relevance of the independent variables in the multivariate analysis



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Conclusions

1. Our methodological process has been very effective to obtain a reply rate of 90.7%, higher than other similar research studies.



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Conclusions

2. The main psychosocial risks to vocational training teachers in Málaga are: the degree of freedom at work and the level of psychological demands as cognitive, emotional, sensory and quantitative.



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Conclusions

- 3. The most significant and flattering aspect of psychosocial and work well-being for this collective were the high integration at the educational establishment and the possibilities for development at work.*

Conclusions

- 4. As regards the aspects related to stress, these overall results show intermediate values in respect of somatic stress symptoms, however behavioral and cognitive stress symptoms show higher levels than are shown in the second tertile of the reference population.*



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Conclusions

- 5. The vocational training teachers in our survey have better indicator values for the stress scales than a similar population in Germany.***

Conclusions

6. Regarding job satisfaction, we have not found any association with gender, age or level of influence at work.

Conclusions

7. In the multivariate analysis of the psychosocial scales, we note a direct link between high levels of symptoms related stress and the increase of emotional demands, quantitative demands and low levels of social support from colleagues. In addition we observe a negative relationship between age and high levels of behavioral stress symptoms



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Conclusions

8. In the degree satisfaction multivariate analysis, the level of respect is the most important psychosocial factor, followed by the sensory demands and demands for hiding emotions.



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Thank you for your attention!

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