

Harassment among workers in a teacher training institution**Acoso entre trabajadores en una institución formadora de docentes**

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Abstract

Harassment in schools is a global problem, it is worrying that education workers are doing so and that there is really little research on this type of harassment. This study has as main objective to determine the measure which the harassment between workers of the education in an institution of superior level of Mexico appears. The subjects of study were a total of 63 workers, who develop different functions. The methodology that guided the research was: the quantitative approach; A hypothetical deductive method; Non-experimental and transverse design; As well as a descriptive correlation. The technique used was the questionnaire, which was designed exprofeso and had a reliability of Alfa de Crombach .971. Concerning the prevalence of harassment among workers is high ($\bar{x} = 1.6081$, $s = .5939$) compared to other research reports from different countries.

Harassment in schools, Modalities, Mobbing, Prevalence**Resumen**

El acoso escolar es un problema mundial, resulta preocupante que sean los trabajadores de la educación quienes lo estén realizando y que sean realmente pocas investigaciones sobre esa modalidad de acoso escolar. En ese tenor, este estudio tiene como objetivo principal determinar la medida en que se presenta el acoso entre trabajadores de la educación en una institución de nivel superior de México. Los sujetos de estudio fueron un total de 63 trabajadores, los cuales desarrollan distintas funciones. La metodología que orientó la investigación fue: el enfoque cuantitativo; un método hipotético deductivo; de diseño no experimental y transversal; así como un alcance descriptivo correlacional. La técnica que utilizada fue el cuestionario, el cual se diseñó exprofeso y tuvo una confiabilidad de Alfa de Crombach .971. En lo que respecta a la prevalencia del acoso entre trabajadores es elevado ($\bar{x}=1.6081$, $s=.5939$) en comparación con otros reportes de investigación de diferentes países.

Acoso escolar, Modalidades, Mobbing, Prevalencia

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Introduction

Harassment in schools is a serious problem that is emotionally affecting the educational actors who receive it and affecting institutional dynamics, unfortunately the research, protocols or policies that are being applied and developed worldwide mostly focus solely on harassment that occurs among students, which is known with the anglicism of bullying, leaving aside the other forms of bullying that occur in schools, so there is a risk that the protocols or policies you implement do not get the expected results .

For these to have greater benefit and continuity, it is necessary that they address and impact on all forms of bullying (between students, between workers, from the teacher to the student, from the student to the teacher ...), but mainly that they consider the workers, Since they are the main ones in setting the standard for the institutional environment and sometimes they serve as models of others, they are also those who remain for more years in the educational centers (sometimes they only work in one).

And since what is not measured cannot be managed, it is necessary to start from a diagnosis (investigation) to determine the magnitude of the problem, based on this, design the protocols or policies relevant to each educational center.

State of the art

To carry out the investigation of the state of knowledge on the subject addressed, complete research (thesis) and research reports of academic databases (dialnet, redalyc, scielo, iresie ...) and academic search engines (google scholar, journal ...) were chosen with a range of years of publication from 2008 to 2017 and that the publication would have been in different countries, as well as the origin of the study subjects. The above had several purposes, among which stand out: to know which countries are investigating psychological harassment or Mobbing, which recognizes that psychological harassment is a global problem and the need to generate preventive and reactive intervention policies or strategies to face it.

Of the investigations located for the elaboration of the state of knowledge, ten were considered, of which only one is National, which was carried out by Escalante, López and Gómez (2016), naming it: Workplace harassment in public universities: Mexico-Spain comparison . The other nine are International, the first one entitled: Mobbing and Stress Symptoms in University Teachers of the Public Sector, carried out in Chile by Lara and Pando (2014); two more were carried out in Colombia, these being: Determination of the mobbing and validation of the Inventory of Violence and Psychological Harassment at Work (IVAPT) for Colombia carried out by Pando, Aranda, Parra and Gutiérrez (2013) and the other investigation was carried out Alcides and Puentes (2010), naming it: Personality traits and self-esteem in victims of workplace harassment; from Brazil it was considered only one carried out by Moroz, Kruszielski and Cunha (2016), called Identification of the Moral Assumption in University Professors; Spain as one of the countries with the highest number of investigations related to the research topic, four were considered, the first one called Implications of psychological harassment (mobbing) on witnesses:

An observational study in nursing, being their Authors Cardoso, Fornés-Vives and Gili (2016), another investigation is called Profile of the victim of Mobbing in Galicia. Special attention to gender differences, who carried it out are: López, Vázquez and Montes (2012), also the investigation called Study of psychological harassment in the public university of Galicia de López, Picón and Vázquez (2008) and one more investigation in which the state of the art was supported was carried out by González, Delgado and Tejero (2013) to the titleholder Mobbing in Latin American workers employed in Spain: differences in the perception of harassment according to gender and finally it was taken as I support an investigation carried out in Ecuador, named: Mobbing and its Possible Relationship with the levels of work stress in the Administrative Area of a Telecommunications company, whose author is Arellano (2015).

The subjects of study of the mentioned investigations belonged to different labor sectors, being these: universities (Escalante, López and Gómez, 2016; Lara and Pando, 2014; Moroz, Kruszielski and Cunha, 2016; López, Picón and Vázquez, 2008), public sector jobs (Alcides and Puentes, 2010), telecommunications company (Arellano, 2015), nursing (Cardoso, Fornés-Vives and Gili, 2016) and in other investigations the sample was composed of people who developed different jobs (Pando, Aranda, Parra and Gutiérrez, 2013; González, Delgado and Tejero, 2013; López, Vázquez y Montes, 2012). Of the researches consulted 90% are based on a quantitative approach, they are cross-sectional, descriptive and correlational design (Escalante, López and Gómez, 2016; Cardoso, Fornés-Vives and Gili, 2016; Arellano, 2015; Lara and Pando, 2014 ; Moroz, Kruszielski and Cunha, 2016; López, Picón y Vázquez, 2008; Pando, Aranda, Parra and Gutiérrez, 2013; González, Delgado y Tejero, 2013; López, Vázquez y Montes, 2012). Only 10% have a qualitative approach and use the research case study as a strategy (Alcides and Puentes, 2010). Regarding the study variables, 100% of the researches consulted include gender (Escalante, López and Gómez, 2016; Cardoso, Fornés-Vives and Gili, 2016; Arellano, 2015; Lara and Pando, 2014; Moroz, Kruszielski and Cunha, 2016; López, Picón and Vázquez, 2008; Pando, Aranda, Parra and Gutiérrez, 2013; González, Delgado and Tejero, 2013; López, Vázquez and Montes, 2012; Alcides and Puentes, 2010), 80% of them include age (Cardoso, Fornés-Vives and Gili, 2016; Arellano, 2015; Lara and Pando, 2014; Moroz, Kruszielski and Cunha, 2016; López, Picón and Vázquez, 2008; Pando, Aranda, Parra and Gutiérrez, 2013 ; González, Delgado and Tejero, 2013; López, Vázquez and Montes, 2012), 44.44% correlated labor harassment with marital status, 33.33% seniority (Cardoso, Fornés-Vives and Gili, 2016; Moroz, Kruszielski and Cunha, 2016; Pando, Aranda, Parra and Gutiérrez, 2013), 44.44% considered the level of study (Arellano, 2015; Moroz, Kruszielski and Cunha, 2016; Lara and Pan do, 2014; López, Vázquez y Montes, 2012), 22.22% area or workplace (Moroz, Kruszielski and Cunha, 2016; López, Vázquez and Montes, 2012), only 11.11% considered the social class and the type of contract (González, Delgado and Tejero, 2013) as well as the variables victims of harassment and harassment who denounced it (Alcides y Puentes, 2010).

Once the balance of the state of the art has been carried out, it can be perceived that the problem of occupational psychological harassment is global and that research is being carried out in this regard, but few of them have been in the educational sector, resulting in the need to expand research in that space.

Problem

Bullying is a current global problem and in which all educational actors are getting involved, what is more serious is that workers are being involved and that they are serving students or colleagues as models of the disruptive behaviors they execute. The modality referred to is bullying among workers; Regarding this line of research, studies have been few, since research has focused on bullying among students. One of the reasons why it is considered that no research has been conducted on the subject is because many of the occasions it is mentioned that there is no harassment among education workers, this is because the problem is unknown and many of the behaviors or actions aggressive that develop, are seen normally by who receives them or as the faculties of those who carry them out.

It is worrisome that harassment occurs among workers, since due to this the school environment can be altered, the objectives of institutional development plans may not be achieved because some workers do not effectively carry out their functions because of being harassed. One way in which they can be harassed is that they are always boycotting the activities they organize. The case can also be presented in which a teacher uses students as "allies" to harass a fellow teacher and begins to discredit him spreading rumors about him that are not true and the teacher victim is rejected by the group or boycotting strategies to develop class. The origin of the harassment among workers in the education sector may be due to the envy of one of them towards another who is excelling, also because he has received an appointment for some headquarters that the stalker wanted, in these two examples the aggressor can only be one person. However, the harassment can also be executed by several workers towards a single individual and some of the causes can be when a group is threatened in: their comfort area, in losing some power reserve, because they disagree on the way in which his partner develops his function, etc ...

Group bullying can also be derived from the political groups that are in the institutions and the main objective they have is to conserve power. Derived from the above and that in educational institutions there is little research on bullying among workers, it is necessary to investigate this problem, this in order to implement action protocols, strategies or policies that seek to eradicate this evil that is affected school dynamics. In that tenor it is that the following arise:

Research questions

- To what extent bullying occurs among workers of the Normal Rural School J. Gpe. Aguilera (ENRJGA)?
- What is the role played by ENRJGA who are more likely to be harassed?
- What is the sex with the highest average of bullying among ENRJGA workers?
- What bullying actions among workers are most presented in the ENRJGA?

Objectives

- Determine the extent to which bullying occurs among ENRJGA workers.
- Identify what role ENRJGA plays in those who are more likely to be harassed.
- Determine the sex that presents the highest average of bullying among ENRJGA workers
- Determine which of the harassment actions among workers is presented to a greater extent in the ENRJGA.

Justification

Harassment is a problem that seriously affects the dynamics of any space, be it work, school or any other type. The one that appears in the educational centers is even more worrying, since it is supposed that in the schools it must be formed in a harmonious and integral way, but not in disruptive behaviors.

ENRJGA is an institution in which investigations (Estrada, 2015) carried out report that bullying occurs among students or bullying. However, no studies have been carried out to measure bullying in its other modalities, which is necessary to attend to the bullying.

Empirically, it can be said that Harassment among workers is a problem that is presented in the ENRJGA, which is limiting in some factors the growth and institutional projection. The results of this research may serve as a basis for the design and implementation of institutional policies that promote healthy coexistence among workers, since as a result, healthy working environments can be provided and therefore, collaborative work can be carried out and projected positively the ENRJGA.

Theoretical framework

The concept of harassment has repeatedly been used as a synonym for bullying, in that sense it is that in most people, including a large number of researchers has used the same definition for both concepts, which is totally wrong since the harassment is a broader problem than bullying. Estrada (2015, p. 4) defines harassment as: “as aggressive, repeated, intentional and for a period of time, which an educational actor performs towards another or towards his belongings and / or possessions; through acts of physical, verbal and / or psychological aggression ”. Also, Estrada (2016) specifies that when referring to “educational actor” it can be a director, teacher, student, secretary, mayor... that is, anyone who plays a role in the education sector and can be a victim or aggressor, even both. It also presents a classification of types of bullying, which are reflected in the following table.

Name	Actors
School Mobbing or Workplace Harassment	Workers
Bullying or harassment among students	Students
Harassment of the teacher towards the student	Teacher and student
Harassment of the student towards the teacher	Student and teacher

Table 1 Types of bullying
Source: Estrada (2016, p. 6)

In the present investigation the object of study is school mobbing or workplace harassment, which is the bullying in which the workers of the educational institutions are involved. The term mobbing "was used by the late Konrad Lorenz, ethologist, to describe the group behavior of animals. He called "mobbing" the attacks of a group of smaller animals that threaten a single larger animal "(Leymann, 1996). Subsequently, the term was transferred to psychology by Leymann, who also defines it as psychological terror and provides the following operational definition:

The psychological terror or mobbing in the working life implies a hostile and immoral communication, which is systematically directed by one or a few individuals mainly towards an individual who, due to mobbing, is pushed into a situation of helplessness and helplessness, being held there through continuous activities of logical psychological harassment. These actions occur very frequently (statistical definition: at least once a week) and for a long period (statistical definition: at least six months). Due to the high frequency and long duration of hostile behavior, this abuse causes considerable psychological, psychosomatic and social suffering (Leymann, 1996, p. 168).

From the aforementioned definition, it is emphasized that the aggression suffered by the victim is through a hostile and immoral communication, which is carried out systematically and that, as a result, feels and remains in a state of defenselessness. Likewise, the author mentions that in order to be considered as mobbing, the harassment must be at least once a week and for a period of time, a period that is considered very extensive, since the damages caused (considerable psychological, psychosomatic and social) that he himself points out, can be very serious or fatal.

It is necessary to point out that Leymann (1996, p. 168) clarifies that "The definition excludes temporary conflicts and focuses on a point in time where the psychosocial situation begins to cause psychiatric or psychosomatically pathological conditions"; which can happen without the attack occurring once a week and for a period of six months.

For his part Piñuel (2001, p. 52) defines mobbing as:

The continued and deliberate verbal and modal abuse that a worker receives from another or others, who behave with him cruelly with a view to achieving his annihilation or psychological destruction and to obtain his exit from the organization through different procedures. The definition provided by Piñuel (2001) as well as that provided by Leymann (1996) mentions that abuse must be continuous and morally or verbally.

In what they differ, it is that Piñuel (2001) does not indicate a period of time or periodicity of the aggression to consider it as mobbing, in addition it indicates that the victim performs his function in an appropriate way, therefore the first purpose of the aggressor is to decrease its effectiveness labor, to achieve its purpose is to remove it from the work space it occupies. The definitions of mobbing analyzed, only refer to verbal or modal aggressions, without integrating physical ones, Leymann (1996) mentions that "physical violence is very rarely found in the behavior of psychological harassment at work", however to the present investigation is considered important, so a definition that integrates this dimension will be coined. The definition will be called bullying among workers, the foregoing depending on the context in which the problem to be investigated develops and the classification of bullying presented by Estrada (2016).

Bullying between workers must be understood as aggressive, repeated, intentional and for a period of time, which a worker in the educational sector (or group) executes towards another in the same sector; through acts of physical, verbal or psychological aggression, which aims to discredit their work or damage their professional image, so that they leave the workplace, managerial, administrative or trade union position they occupy or not to reach it, since he intends to occupy it himself or a worker with similar interests; which generates psychological damage in the victim. Leymann (1996) makes a description of the phases of mobbing, which retakes Piñuel (2001), but the latter mentions that:

Each case of harassment has its own idiosyncrasy, depending on the specific aspects of those who participate in it, the tasks and type of work, the culture and the formal and informal norms of the organization in which it happens (Piñuel, 2001, p. 66).

Based on the above, the phases proposed by Leymann (1996) are resumed, but analyzed based on the definition of bullying among workers in previous paragraphs.

Critical Incidents. It is the phase prior to the harassment, consists of a disagreement of interests or objectives of education workers and that resulting from a conflict, which only lasts for a short period of time. Bullying between workers or stigmatization. Leymann (1996) indicates that harassment actions can integrate a large number of acts that in a normal interaction do not necessarily indicate ends of aggression or expulsion. Vgr When a director of a school draws attention to a teacher because of the way in which they develop their work, but they only have the purpose of improving the functioning of the Educational Institution, even if conflict is generated because the teacher does not agree, it is an act that It is not considered harassment. However, if the purpose of the principal is to do so by disturbing (harassing) the teacher and does not call attention to the same or more weaknesses at work to other teachers, then he is already in a situation of harassment.

Intervention of other workers in the education sector. In this phase other educational actors are integrated into the harassment and it may be the case that the stigmatization situation becomes a case to be treated by the institutional route, continuing with the previous example, it would be that the director mildly one or more notes of estrangement and delivery of the same to the supervisor or person in charge of human resources, with the purpose of imposing a sanction on the “unfulfilled teacher”. The decision around the case will already go with a tendency, in which the victim has all to lose, that derived from the stigmatization process that has previously developed against him. Abandonment of their functions or of the Educational Institution. This phase is where the bullying between workers ends, since the aggressor achieved his goal, which is that the victim leaves the workplace, the managerial, administrative or union position that he occupies or so that he does not reach it, since that he intends to occupy himself or that a worker with similar interests to his own. Leymann (1996) states that mobbing is a type of social and psychological aggression at work, which can cause legal, social, economic and psychological consequences for the individual.

Estrada (2016) classifies harassment among education workers into three types: ascending, descending or linear; This depends on the position or function played by the aggressor, it can also be presented in a mixed way (several types at the same time).

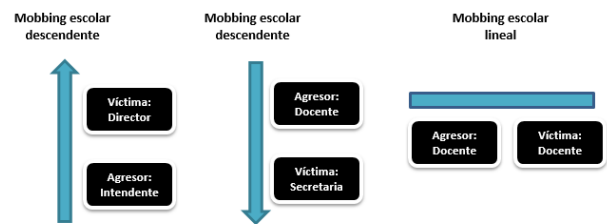


Figure 1 School Mobbing Modalities
Source: Estrada (2016, p. 7)

Methodology

The methodology used in an investigation is the backbone of the research and it must be chosen according to what you want to investigate, that is, according to the objectives. The approach used in the present investigation was the quantitative, the hypothetical deductive method. The design is characterized by being non-experimental and transversal. Regarding the scope, it is characterized by descriptive and correlational. The technique that was used was the survey and the questionnaire as an instrument.

Questionnaire: Harassment in Educational Centers between Workers (ACE-T)

The instrument used in the present investigation was the questionnaire Harassment in Educational Centers between Workers (ACE-T), which was designed expressly for this research. The ACE-T is composed of 35 items, the first 33 with a Lickert type scaling response format of four numerical values from 1 to 4, where it is never one, occasionally it is two, frequently it is three and it is always four, those quoted Items integrate a single dimension that is aggression between workers, items 1 to 29 are divided into two subcategories, being the discredit of work and damage of professional image, they are made up of three indicators that are verbal, physical and psychological aggression. Items 30 to 33 refer to some decisions that are made or thought of because of the fact of being harassed.

Item 34 presents an operational definition of bullying between workers or school mobbing and has a dichotomous format (yes / no), in which from a personal perspective the person answering the questionnaire states if he considers himself a victim. Regarding item 35, it is multiple selection, responding only if the answer to item 34 was affirmative, since the victim of mobbing must state the function (Administrative, general services, teaching or directive) played by who or those who harass him. The ACE-T was validated by experts in mobbing, who suggested editorial changes in some items, which were attended to. The instrument was also piloted and obtained a reliability in the Crombach Alpha of .97.

Population and sample

The ENRJGA in the 2016-2017 school year had a workforce of 131 workers, which are distributed as follows:

Function	Total Population
General services	42
Administrative	29
Teaching	55
Directive	5
Total	131

Table 2 Distribution of the ENRJGA workers' plant by function
Source: own elaboration

For the application of the ACE-T, a significant sample (98 workers) was obtained, which was distributed by conglomerate and strata, the way in which it was formed, the following table is presented.

Function	Población total	Muestra
General services	42	31
Administrative	29	22
Teaching	55	41
Directive	5	4
Total	131	98

Table 3 Sample of the ENRJGA to which the ACE-T was applied
Source: own elaboration

Results and conclusions

The objectives set out in the present investigation were four, the first of which was:

Determining the extent to which bullying occurs among ENRJGA workers, considering the items that refer to disruptive behaviors that are presented in the institution, results in that the measure in which it is presented is $\bar{x} = 1.6081$, $s = 5939$. While in the item that refers to whether the worker considers that he is a victim of harassment, the result rises considerably ($\bar{x} = 1.6667$, $s = 4752$). The previous average is very high compared to that reported by López, Picón and Vázquez (2008) in the research carried out at public universities in Galicia, since in their results they state that 8.7% of a sample of 321 people claim to be victims of mobbing. The following objectives were: Identify the role played by ENRJGA who are more likely to be harassed, to determine an ANOVA with a Duncan post hoc test, the results are presented in Table 4.

Role it performs	N	Subset for alpha = .05	
		1	2
Administrative	22	1.3719	
General Services	42	1.5485	1.5485
Teacher	55	1.7085	1.7085
Directive	4	2.1818	
Sig.		.338	.071

Table 4 General mean by disruptive behavior function
Source: own elaboration

The table above shows that managers are the most likely to be harassed ($\bar{x} = 2.18$) and those who are least exposed to it are administrative workers ($\bar{x} = 1.37$), the above was calculated taking into account the disruptive behaviors of which point to be object. It is also worth mentioning that the sample of managers is very small compared to that of the other educational actors.

Another objective was to determine the sex that presents the highest average of bullying among ENRJGA workers, the information collected is shown in table 5.

Sex	N	Mean	Standard deviation	Mean Standard Error	
Total	Masculine	53	1.8110	.5887	.1177
	Femenine	45	1.4746	.5657	.0917

Table 5 Comparison of victims of harassment according to gender
Source: own elaboration

As can be seen in the table above, male sex is the most likely to receive workplace harassment ($\bar{x} = 1.8110$, $s = 5887$). The results obtained are consistent with those reported by Escalante, López and Gómez (2016) who, in a comparative study of Mexican and Spanish universities mentioned in the Mexican university, men (3.2%) are slightly more harassed than women (2.7%). Know the actions of bullying among workers that occurs most in the ENRJGA, for this in table 6 shows the disruptive behaviors that are measured with the ACE-T.

ITEMS	Min.	Max.	Mean	Standard deviation
1. Limit the resources I need to do my job and not fulfill my duties.	1.00	4.00	1.9841	.8326
2. It gives me outdated information so that it does not fulfill my work activities in time.	1.00	4.00	1.9365	.8399
3. They hide the work instruments I use to develop my functions and make me look lazy.	1.00	4.00	1.5873	.8731
4. They damage or destroy my work instruments so that I can be blamed and punished.	1.00	4.00	1.2540	.5378
5. He pushes me in order to intimidate me and make me look bad in front of others.	1.00	4.00	1.3810	.7279
6. It damages or destroys my possessions so that it alters me and makes me look aggressive.	1.00	4.00	1.2540	.5948
7. Spread rumors that I do my job wrong.	1.00	4.00	2.0000	.8798
8. Criticize everything I do.	1.00	4.00	2.0952	.9455
9. They say I don't stay in my work area.	1.00	4.00	1.7302	.7450
10. Publicly potentiate any mistake I make in my work, however small.	1.00	4.00	1.8730	.9417
11. He treats me inferiorly, saying that I am inefficient in my work.	1.00	3.00	1.6349	.7890

ITEMS	Min.	Max.	Mean	Standard deviation
12. Shout at me to give me an indication or to make me see an error in my work.	1.00	3.00	1.2222	.5519
13. He mocks when they punish me or get my attention.	1.00	4.00	1.4603	.7997
14. Make comments that show that my activities are not important.	1.00	4.00	1.7460	.8974
15. Threatens me to report to Human Resources or with some authority some false event to be sanctioned.	1.00	4.00	1.4444	.7782
16. Spread gossip (lies) of my personal life.	1.00	4.00	1.9048	.9953
17. Spread lies that I have made negative comments from coworkers.	1.00	4.00	1.8889	.9177
18. I am falsely accused of stealing things from the workplace.	1.00	4.00	1.2063	.5724
19. When referring to me with other colleagues, he does so with an offensive nickname.	1.00	4.00	1.6508	.9008
20. Imitate everything I do in a mocking way.	1.00	4.00	1.4921	.8775
21. They request a sanction for any action related to my function or work, even if others are not sanctioned for the same action.	1.00	4.00	1.6190	.8877
22. They require me more than what corresponds to my functions, so that I do not fulfill the task.	1.00	4.00	1.6190	.8314
23. Prevent other colleagues from guiding me or helping me with some of my activities, so that I don't do them or do them wrong.	1.00	4.00	1.4286	.7974
24. Ignore my opinions or suggestions related to work.	1.00	4.00	1.9365	.9135

ITEMS	Min.	Max.	Mean	Standard deviation
25. Make mockery or anger gestures every time I am doing or delivering some of the work.	1.00	4.00	1.6032	.8335
26. Without prior notice and I am constantly assigned commissions outside of my work schedule, to refer or sanction when those commissions cannot be fulfilled.	1.00	4.00	1.6508	.8261
27. He leaves me targeted offensive messages (insults, defamation ...) in my work area.	1.00	3.00	1.1270	.3806
28. He humiliates me every time he has a chance.	1.00	3.00	1.2857	.6331
29. It excludes me from meetings that relate to my role or job.	1.00	4.00	1.6190	.8314

Table 6 Disruptive behavior measures that occur among ENRJGA workers

Source: own elaboration

The three items with the highest average, which ENRJGA workers report is that one or more colleagues in their workplace: negatively criticize everything I do ($\bar{x} = 2.0952$, $s = 9455$); It spreads rumors that I do my job badly ($\bar{x} = 2.0000$, $s = 8798$) and limits the resources I need to do my job and does not fulfill my functions ($\bar{x} = 1.9841$, $s = 8326$). The aforementioned items coincide with the disruptive behaviors that occur to a greater extent at the Public University of Galicia, which were obtained in an investigation conducted by López, Picón and Vázquez (2008, Pp. 47-48), who affirm: The most frequent manifestations of psychological harassment are: not transmitting useful information (66% of the harassed report suffering from this behavior) ... undervalue their professional effort (46.4%); critically exaggerate his work (46.4%), evaluating it negatively (42.9%); discredit the victim in front of others (42.9%) ... Derived from the results obtained in each of the objectives, it can be perceived that the harassment among ENRJGA workers is high, so it is necessary to design and implement a protocol and policies that reduce it, since not doing so has the risk of increasing, since the disruptive behaviors that occur can be seen as normal.

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