

Relationship between resilience and bullying in elementary school teachers in the Municipality of Achocalla

Relación entre resiliencia y mobbing en profesores de educación básica del Municipio del Achocalla

David Max Olivares Alvares

address@cidecuador.org

<https://orcid.org/0000-0002-6281-7951>

Research and Development Center, Guayaquil, Ecuador

Peter Henry Escobar Callejas

escobarpiter6@gmail.com

<https://orcid.org/0000-0001-5219-5354>

Public University of El Alto, El Alto, Bolivia

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ABSTRACT

Bullying and resilience are antagonistic factors with a great impact on the economy of organizations and affect the physical and psychological health of individuals. Therefore, the objective of the study was to determine the type of relationship existing between them, taking as a reference the elementary education teachers of the Municipality of Achocalla, Bolivia. The methodology had a quantitative approach with a descriptive level and a non-experimental design. Among the results, it is noted that 57% of male teachers have suffered from bullying, while 43% of female teachers have; likewise, 74.8% of the teaching staff have perceived psychological violence, and although 50.4% of teachers show average resilience, only 23% demonstrate a high level of resilience. It was concluded that there are inverse relationships between: "Resilience and Bullying"; "Self-Vision and Bullying"; "Problem Vision and Bullying"; "Resilient Response and Bullying".

Keywords:

Mobbing; Resilience; Teachers; Basic Education; Work Environment

RESUMEN

El mobbing y la resiliencia son factores antagónicos de gran impacto sobre la economía de las organizaciones que inciden en la salud físico-psicológica del individuo. Es por ello que el objetivo del estudio fue determinar el tipo de relación existente entre ellas, tomando como referencia a los profesores de educación básica del Municipio del Achocalla, Bolivia. La metodología tuvo un enfoque cuantitativo con nivel descriptivo y un diseño no experimental. Entre los resultados se tiene que el 57% de los profesores han sufrido de mobbing, mientras que las profesoras han alcanzado el 43%; asimismo el 74,8% del cuerpo docente ha percibido violencia psicológica y aunque el 50,4% de los profesores presentan una fortaleza promedio para sobreponerse, sólo el 23% demuestran un alto nivel de resiliencia. Se concluyó que existe relaciones inversas entre: "Resiliencia y Mobbing"; "Visión de sí mismo y Mobbing"; "Visión del problema y Mobbing"; "Respuesta resiliente y Mobbing".

Palabras clave:

Mobbing; Resiliencia; Profesores; Educación Básica; Ambiente Laboral

INTRODUCTION

Etymologically, the word "work" comes from the Latin "trabis," meaning difficulty or impediment. This word arises from the need for human evolution and development, for and in support of one's family and oneself. According to some authors, work is the performance of tasks that require physical and mental effort; the purpose of carrying out these tasks is to produce goods and services that satisfy a human need for subsistence. It can be said that work may or may not be remunerated, depending on each specific situation.

From this last statement arises the word Employment, which for Neffa, Panigo and Pérez (2000) is the work aimed at obtaining an income either as a salaried employee or self-employed, with the purpose of obtaining a remuneration that allows one to satisfy psychosocial needs.

This is why organizations are built worldwide, as they need employees to achieve their goals. However, in this process, there are many factors that influence the success or failure of a company. Among them are interpersonal relationships in the work environment. This is because human beings have different types of behaviors, attitudes, and beliefs that permeate their interactions. Therefore, it is essential to maintain and promote healthy interpersonal relationships that allow for the establishment of a good work environment and thereby increase productivity in an organization.

However, the lack of a work climate in the organization can give rise to a term in the social psychology of organizations that has been studied in the last decade by European researchers called "Mobbing", although research on the subject has shown that it is as old as work itself and has recently intensified in educational environments.

According to the (International Labour Organization-ILO, 2021), one in five employed people have experienced violence and harassment at work, whether physical, psychological or sexual.

Globally, 17.9% of employed women and men reported having been victims of psychological violence and harassment during their working lives; and three out of five victims reported experiencing bullying multiple times, with the most recent episodes occurring within the past five years.

Similarly, 8.5 percent of victims had faced physical violence and harassment, with men being the most affected in this statistic. It was also possible to identify that the groups most likely to be affected by different types of violence are young people, migrant workers, and women and men in paid and salaried employment. Regionally, the Americas had the highest prevalence of psychological violence and harassment (29.3%), followed by Africa (20.2%).

In the case of Bolivia, according to a 2022 report by GenderLab's Workplaces Without Harassment (ELSA), 27.7% of women and 22.1% of men were victims of physical workplace sexual harassment. The report states that the most common manifestations of workplace sexual harassment among women were sexual or sexist comments (50.51%) and 43.18% were comments about their physical appearance that made them uncomfortable, including gestures, whistling, or sounds. Among the most common manifestations of male harassment, 54.49% were related to sexual or sexist comments.

One of the most worrying results of this study is that 41% of people reported that the harassment came from colleagues or coworkers; while 34% reported that it came from their bosses or other superiors; 13% were harassed by their clients; and 7% reported that it came from employees at another organization.

The above-mentioned makes it necessary to consider the negative effects that underlie the individual, but also the institutions and/ or organizations where they work, since internal factors determine external factors to a certain extent.

Despite the varying degrees of workplace harassment (mobbing) occurring at different times and places, it is now a global problem as the most serious form of psychological and/or moral violence and applies to all levels and institutional settings, whether private or public.

Generally, when we address the topic of health and work, we also refer to issues of quality of life, job satisfaction, and well-being. On the other hand, both collective and individual behaviors that enable to cope with crises and ultimately boost results generally take a backseat.

The way of interpreting crises and responding to them is a source of both individual and collective construction from which learning and strengthening processes are derived, in other words, Resilience.

Resilience at work according to (Cortés V., 2021), "is the ability to adapt and overcome adverse situations, taking advantage of problems to learn and develop new skills that allow facing similar situations in the future." Now, the importance of work resilience according to what is stated by (Carranza A., 2023) prevents work stress, burnout syndrome or job exhaustion, these are conditions that employees are very frequently prone to develop, due to the constant pressure they are under in organizations.

On the other hand, resilience at work can also impact employees' personal lives, motivating them to be more communicative, with higher self-esteem and more positive thoughts.

Today's workplaces place a significant strain on most people, that is why understanding the relationship between resilience and bullying means promoting good interpersonal relationships, quality of work life, performance, and productivity, despite the challenges involved.

In response to this situation, it is pertinent to carry out research on resilience and its relationship with bullying, which allows to explain coping styles to occupational risk factors and consequently improve health and reduce the development of occupational diseases, that is why it is proposed to carry out research with the objective of determining the existence of the relationship between resilience and bullying, taking as a reference point an exhaustive analysis of primary and secondary education teachers in the Municipality of Achocalla, La Paz, Bolivia.

METHOD

Research Focus

The study had a quantitative approach, since data collection and analysis were carried out to answer research questions and test the hypotheses of the type of relationship between resilience and mobbing, relying on numerical measurement and the use of statistics to accurately establish patterns of behavior in the population analyzed.

Research Level

This study was descriptive, because it consisted of the characterization of a situation that is of social interest, the impact of which directly affects the work activity of any individual. It is also a correlational research because the ultimate goal established was to determine the degree of relationship between Resilience and Mobbing, which would allow explaining coping styles to occupational risk factors and consequently improve health and reduce the development of occupational diseases.

Research design

The research was field-based, also known as non-experimental, because the data were collected directly by elementary school teachers in the Municipality of Achocalla, without manipulating or controlling any variables or altering the conditions existing in their normal environment.

Population and sample

Based on the nature of the research, it was determined that the target population, which would be a valuable source of primary information, consisted of 280 elementary school teachers from the Municipality of Achocalla.

Based on the sample, a selection of study units was made using simple random sampling, and the product of the selection was made up of 163 primary and secondary education teachers from the Municipality of Achocalla.

It is worth mentioning that in the end, the results will be based on the response of 135 teachers in the area under study, because during the development of the research there were cases in which the participant did not agree to be part of the research or also that the teacher did not provide the required information when filling out the instruments provided in the survey.

Definition of the Variables under Study

According to the present research, it is considered appropriate to mention the concepts of the variables that give meaning to the present study.

Resilience: The term was adapted to the social sciences to characterize those people who, despite being born and living in high-risk situations, develop psychologically healthy and successful

(Rutter, 1993).

Mobbing: Situation in which a person exerts extreme psychological violence; systematically, repeatedly and for a prolonged period on another person or persons in the workplace with the aim of destroying the victim's communication networks.

Data Collection Technique and Instrumentation

IVAPT Scale (Pando, 2002). In 2012 (Pando, Aranda, Olivares, 2012). Pando, Aranda Olivares, carried out the research that had the objective of carrying out the confirmatory factor analysis of the Inventory of Violence and Psychological Harassment at Work "IVAPT-PANDO" in a working population of Bolivia and Ecuador. For the purposes of this study, an adaptation of the instrument was made which, according to its structure, has twenty-two (22) items and five (5) response options: "Never", "Almost Never", "Sometimes", "Frequently", "Very Frequently".

Resilience Scale (Saavedra, 2007). It consists of sixty (60) items, divided into 12 specific resilience factors. The validity study yielded an $r = 0.76$ and reliability measured through Cronbach's alpha is 0.96. The instrument was applied by students of the Social Work career, trained for this study.

Instrument Validation. The instrument was validated through expert judgment by a group of three specialists, who evaluated the clarity, conciseness, and relevance of the statements.

Data Processing and Analysis Techniques

The SPSS (Statistical) program was used (Package for the Social Sciences) because it is one of the most powerful software for advanced statistical analysis of large amounts of data and is excellent for managing quantitative studies through descriptive and inferential statistics.

In relation to data analysis, the research was carried out according to that proposed by (Saavedra E & Villalta M., 2008), which developed an emerging model from the case study where it indicates that 1) the Resilient Response is a goal-oriented action, a response supported or linked to 2) an approachable Vision of the problem; as a recurring behavior in 3) Vision of oneself, characterized by positive or proactive affective and cognitive elements in the face of problems; which

have as a historical-structural condition 4) Base Conditions, that is, a system of beliefs and social ties that permeate the memory of basic security and that recursively interprets the specific action and the results.

Table 1. 12 resilience factors proposed by Saavedra E. & Villalta M

	Base Conditions	Vision of self-same	Vision of the problem	Answer resilient
I am	F1: Identity	F2: Autonomy	F3: Satisfaction	F4: Pragmatism
I have	F5: Links	F6: Networks	F7: Models	F8: Goals
I can	1. F9: Affectivity	F10: Self-efficacy	F11: Learning	F12: Generativity

Source: Saavedra E. & Villalta M. (2008)

For the purposes of this research, only the factors related to “I am” were developed and are described below:

F1: Identity. (I am - basic conditions). Refers to general judgments taken from cultural values that define the subject in a relatively stable way. These general judgments refer to particular ways of interpreting facts and actions that constitute the subject in a stable way throughout its history.

F2: Autonomy. (I am – self-perception). These are judgments that refer to the connection the subject establishes with himself or herself to define his or her particular contribution to his or her sociocultural environment.

F3: Satisfaction. (I am – problem-solving approach). Refers to judgments that reveal the particular way in which the subject interprets a problematic situation.

F4: Pragmatism. (I am – resilient response). It refers to judgments that reveal the way of interpreting the actions that are carried out.

RESULTS

This section provides a description of the implications of both resilience and bullying among elementary school teachers in the study sector. The data obtained are presented below in logical order.

Description of Mobbing in elementary school teachers in the Municipality of Achocalla.

Intensity of Mobbing

In order to obtain a better understanding of the intensity of Mobbing, it was considered necessary to clarify that the information was broken down into four (4) modalities; “Not a victim of Mobbing”, “Less than coworkers”, “Same as coworkers”, “More than coworkers”.

Having clarified the previous point, we will begin to describe the intensity of Mobbing

according to sex, age, marital status, academic training, years of work in the educational institution and the shift in which the teachers work, in which the following findings were observed:

Global Information

Overall, it was determined that only 6.7% of educators had not been victims of bullying, while 93.3% had experienced at least one traumatic event within their organization in their working lives. Another relevant finding is that no teachers reported experiencing significantly more workplace bullying than their colleagues within the organization.

Likewise, 57.8% of those surveyed reported experiencing less bullying than their coworkers, and 35.6% reported being mistreated at work, just like their colleagues on staff.

The sex factor in the study

In this regard, 57% of men experience workplace harassment, while 43% of women report bullying in their workplaces; although both groups reported being mistreated less than their male colleagues.

The age factor in the study

The group with the highest incidence of workplace bullying is teachers aged 31 to 40, representing 35.6%, followed by the 41 to 50 age group with 27.4%, and in third place is the 51 to 60 age group, with 16.3%.

On the other hand, it is observed that the majority of respondents report being bullied less than their peers (57.8%), regardless of age group; with the exception of respondents aged 61 and over, who report being treated the same as their peers (8.1%).

The marital status factor in the study

The majority of respondents were married, at

60%, while the lowest proportion was widowed, at 0.7%. Furthermore, the majority of separated teachers reported being mistreated at work, although to a lesser extent than their colleagues.

The academic training factor in the study

Forty-three percent of respondents have higher technical education, and most report having suffered bullying, although to a lesser extent than their colleagues. Another interesting group was the one with a high school diploma, accounting for 22.2% of them. They all reported having been abused at work, although to a lesser extent than their colleagues.

Equally, 60% of university professors reported having suffered bullying on campus, although to a lesser extent than their peers, and 30% stated they had suffered workplace harassment to the same extent as their colleagues.

The years of service factor in the study

34.8% of respondents have been working at the educational institution for 1 to 5 years and have reported being victims of bullying, although less intensely than their colleagues.

Another revealing piece of information is that the group, made up of teachers who have worked at the school for six to ten years, claims that most of them have been harassed at work, just like their colleagues.

The academic shift factor in the study

53.3% of respondents who have experienced workplace bullying work only the morning shift, while the smallest proportion work the night shift and other shift types, at 2.2% respectively. The most notable are teachers who work rotating shifts (morning-afternoon), as they all reported being victims of bullying, although less intensely than their colleagues.

Detailed information

Levels of Psychological Violence

According to the opinions of elementary school teachers from the Municipality of Achocalla who participated in the study, it was revealed that 74% have experienced high levels of psychological violence in their workplace, and only 8.9% have not experienced any type of abuse. Furthermore, 16.3% of those surveyed reported experiencing moderate levels of psychological violence.

Mobbing Intensity Levels

Of the total number of teachers surveyed, 92.6% reported having been victims of moderate-intensity bullying, 6.7% reported having been harassed at work but at low intensity, and 0.7% reported having suffered high-intensity bullying in their workplace.

Baseline Conditions of Resilience

The results reflected that 51.9% have a mid-level of basic resilience conditions, followed by 25.2% with low basic resilience conditions and finally 23% consider that they have high basic resilience conditions.

Vision of oneself

In this segment of the research, it was found that 53.3% of the teachers surveyed show moderate autonomy in their environment, while 29.6% of teachers show a low self-perception in their environment, and finally, 17% of those surveyed have a high degree of autonomy in their actions.

Problem Vision

The results show that 48.9% of the teachers in the study have an average view of the problem, while 27.4% show little interest in the problem in the workplace, and 23.7% show a high value on the problem at work.

Resilient Response

These findings reveal that 48.9% of teachers in the study have an average level of resilience in the face of workplace adversity, 22.2% have a high level of resilience at work, and 28.9% of teachers are not pragmatic in the face of problems.

Resilience

Regarding this topic, the results obtained were quite interesting, as 50.4% of respondents presented an average level of resilience to workplace adversity, 23% also showed high resilience in the classroom, while 26.7% of teachers reflected low workplace stoicism.

Presence of Psychological Harassment with respect to peers

Regarding this fraction of the research, it is found that 57.8% of the teachers surveyed reported being psychologically harassed, although in a lower proportion than their colleagues. In addition, 35.6% of the teachers stated that they had experienced this type of workplace harassment

episodes, as had their peers at the educational institution. On the other hand, 6.7% of those analyzed stated that they had been victims of psychological harassment with greater intensity than their colleagues.

Resolution of the Hypotheses raised in the Study

Specific Hypothesis No. 1

Ho: There is a directly significant relationship between resilience and bullying among elementary school teachers in the municipality of Achocalla, La Paz, Bolivia.

H1: There is an inversely significant relationship between resilience and bullying among elementary school teachers in the municipality of Achocalla, La Paz, Bolivia.

Regarding the relationship between Resilience and Mobbing, the test of independence chi square = 22.609 with 4 degrees of freedom and the p value = $.000 < \alpha = .05$ indicates that the relationship between the variables is significant; which is corroborated by the Spearman Rho coefficient = .431 of direct correlation between the variables and the p value = $.000 < \alpha (.05)$.

On the other hand, regarding the relationship between “Resilience” and “Mobbing Intensity”, the chi-square test of independence = 6.094 with 4 degrees of freedom and the p-value = $.192 > \alpha = (.05)$ indicates that the relationship between the variables is not significant, therefore it was determined that there is an inverse relationship between resilience and mobbing in basic education teachers in the Municipality of Achocalla, La Paz, Bolivia; however, there is no relationship of any kind between “resilience” and “mobbing intensity”.

Specific Hypothesis No. 2

Ho: There is a significant direct relationship between self-image and bullying among elementary school teachers in the municipality of Achocalla, La Paz, Bolivia.

H2: There is an inversely significant relationship between self-image and bullying among elementary school teachers in the municipality of Achocalla, La Paz, Bolivia.

Regarding the relationship between self-image and bullying, the chi-square test of independence

= 10.666 with 4 degrees of freedom and the p-value = $.031 < \alpha = .05$ indicates that the relationship between the variables is significant; this is corroborated by the Spearman Rho coefficient = .348 of direct correlation between the variables and the p-value = $.000 < \alpha (.05)$.

On the other hand, regarding the relationship between Self-Vision and Mobbing intensity, the chi-square test of independence = 1.542 with 4 degrees of freedom and p-value = $.819 > \alpha = (.05)$ indicates that the relationship between the variables is not significant.

Based on the above results, it can be concluded that there is a significant inverse relationship between self-image and bullying among elementary school teachers in the municipality of Achocalla, La Paz, Bolivia. Furthermore, it was found that there is no relationship between self-image and the intensity of bullying among the teachers studied.

Specific Hypothesis No. 3

Ho: There is a significant direct relationship between problem-solving and bullying among elementary school teachers in the municipality of Achocalla, La Paz, Bolivia.

H3: There is an inversely significant relationship between problem-solving and bullying among elementary school teachers in the municipality of Achocalla, La Paz, Bolivia.

Regarding the relationship between problem-solving and bullying, the chi-square test of independence = 11.542 with 4 degrees of freedom and the p-value = $.021 < \alpha = .05$ indicates that the relationship between the variables is significant; this is corroborated by the Spearman Rho coefficient = .337 of direct correlation between the variables and the p-value = $.000 < \alpha (.05)$.

On the other hand, regarding the relationship between the “vision of the problem” and the “intensity of mobbing”, the test of independence chi square = 2.029 with 4 degrees of freedom and the p value = $.370 > \alpha = (.05)$ indicates that the relationship between the variables is not significant.

Based on the above, it is concluded that there is an inverse and significant relationship between the view of the problem and bullying among

elementary school teachers in the municipality of Achocalla, La Paz, Bolivia. It was also shown that there is no relationship between the view of the problem and the intensity of bullying.

Specific Hypothesis No. 4

Resilient response and bullying among elementary school teachers in the municipality of Achocalla, La Paz, Bolivia

Regarding the relationship between resilient response and bullying, the chi-square test of independence = 10.479 with 4 degrees of freedom and the p-value = $.033 < \alpha = .05$ indicates that the relationship between the variables is significant; this is corroborated by the Spearman Rho coefficient = .335 of direct correlation between the variables and the p-value = $.000 < \alpha (.05)$.

On the other hand, regarding the relationship between the Vision of the problem and the intensity of mobbing, the test of independence chi square = 2.646 with 4 degrees of freedom and the p value = $.619 > \alpha = (.05)$ indicates that the relationship between the variables is not significant.

Therefore, it was found that there is a significant inverse relationship between resilient response and bullying among elementary school teachers in the municipality of Achocalla, La Paz, Bolivia. It was also found that there is no significant relationship between resilient response and bullying intensity.

DISCUSSION

Regarding the intensity of Mobbing, it can be said that although the majority of basic education teachers in the Municipality of Achocalla lead the statistics of workplace harassment, the percentage reflected in the teachers in the study cannot be underestimated, since they obtained 43% with respect to the total, this result is striking because the (International Labor Organization-ILO, 2020), mentioned in its publication that women are more than twice as likely to suffer violence and sexual harassment in the workplace.

Regarding the most vulnerable ages of mobbing in the study, they range between 31 and 50 years of age, a figure that is very similar to the research carried out by (Cadavid A., Bernal V. & Alzate L., 2016), who assert that although anyone can be a victim of workplace bullying, there is a

profile of people who are likely to be victims: they are between 35 and 45 years of age with great respect for social norms, concerned about their image, autonomous and professional.

Another predominant factor in the study that reflected feelings of workplace harassment were married individuals with higher technical qualifications. In this case, it is very common for educational institutions to take into consideration the teacher's academic level in terms of remuneration, participation in special activities, or other topics inherent to the educational sector.

A highlight in the investigation is that the vast majority of teachers who have been victims of mobbing have between 1 and 10 years of service in the educational institution and work predominantly in the morning shift, in relation to this situation (Cadavid A., Bernal V. & Alzate L., 2016), they mention that according to the people who may be victims of workplace harassment are those who have more seniority in the company.

Regarding the presence of Gaslighting in the workplace, it was learned in the study that 74% of teachers have suffered high levels of psychological violence, and unfortunately this situation has already been occurring in Bolivia because according to the study conducted by (Herranz J., Reig A. & Cabrero J., 2006) called The presence of mobbing and its labor determinants in university professors, it was observed that 22.6% of the population under study suffered from mobbing.

Regarding the intensity of bullying, most teachers reported having been victims of these situations with a medium intensity, and a smaller percentage of teachers reported having suffered workplace bullying with a fairly high intensity.

In this regard, the research conducted by (Gonzales D. & Delgado S., 2011) makes sense because their study focused on bullying among Spanish and Latin American workers. It was found that Latin American workers perceive a greater number of bullying behaviors and a greater intensity of the perceived bullying than Spanish workers. Furthermore, Latin American workers report higher levels of intimidation and loss of professional and personal reputation.

Regarding the resilience of the teachers in the study, more than 50% exhibited resilience

characteristics based on their personal and behavioral beliefs, which makes interpersonal relationships more bearable, with emotional intelligence playing a key role in difficult situations.

Different studies have shown that resilience is related to better job performance both at an individual level (Youssef & Luthans, 2007) and at a team level (Meneghel, 2013), as it encourages both reactive and proactive coping strategies.

According to the results of (Meseguer M., García M, Fernández M. & Soler M., 2019), they point out that resilient people adapt better to this psychosocial stressor, therefore they enjoy good health despite being exposed to this unfortunate situation, they also affirm that resilience is a means that serves to reduce dysphoria in situations in which serious harassment is perceived.

CONCLUSIONS

From all the information presented in this research, it is clear that there is an inverse relationship between resilience and bullying among elementary school teachers in the municipality of Achocalla, La Paz, Bolivia.

Although the study highlighted the most salient characteristics of each of the variables, these results suggest that as long as teachers have a high level of resilience—that is, they are aware of their own potential and limitations, creative, confident in their abilities, view difficulties as opportunities for learning, have a positive attitude, are flexible in relation to change, and cope with adversity with humor—they will have all the tools to ensure that the effects of bullying do not affect their physical and psychological health.

If, on the other hand, the teacher's resilience is very low, it's quite likely that bullying will significantly affect the victim's work and personal life, leading to isolation, job loss, anxiety, insomnia, migraines, stress, and even suicide in extreme cases.

Also, according to the results of the study, it was determined that there is a significant inverse relationship between self-image and bullying among elementary school teachers in the municipality of Achocalla, La Paz, Bolivia.

The interpretation of the above is that a

solution to workplace harassment in the workplace is to give each worker the opportunity to use their "self-image," that is, to have the autonomy, empowerment and independence to carry out their work in the organization, so that the collaborator develops supervised management styles and fulfills assignments, tasks and functions in a specific manner, earning the sympathy of their colleagues and the respect of their peers.

On the other hand, if the employee is not given the autonomy they so desire for improved job performance, and the supervisor's decisions tend to be controlling, overbearing, and restrictive, it will foster authoritarianism, which is considered a form of workplace bullying.

The research also found a significant inverse relationship between the views of bullying among elementary school teachers in the municipality of Achocalla, La Paz, Bolivia.

This shows that the higher the level of workplace bullying, the lower the job satisfaction reported by educators within the organization is. It is also known that bullying can be driven by the power struggles between some employees within the educational unit. Therefore, in the workplace, both individually and as a group, where bullying is highly prevalent, levels of job satisfaction will be low. Similarly, this fact leads to high levels of stress and a dramatic drop in productivity.

Similarly, a significant inverse relationship was found between resilient response and bullying among elementary school teachers in the municipality of Achocalla, La Paz, Bolivia.

This relationship explains that the higher the levels of bullying in the educational unit where the teacher works is, the less likely the teacher is to show his or her abilities, skills, and capabilities that enrich him or her as a human being and, in turn, foster educational and innovative improvements at school.

On the contrary, at higher levels of resilient response on the part of the teacher, where he or she can demonstrate a practical personality with life goals and a forward-thinking vision that has no problem being listened to in decision-making, bullying will not be valid and will not be discredited in his or her daily life.

It is worth mentioning that based on the findings of the research; it is evident that there is no relationship between the “intensity of mobbing” and “resilience”, “self-vision” and “intensity of mobbing”, “vision of the problem” and “intensity of mobbing”, “resilient response” and “intensity of mobbing”, in the basic education teachers of the Municipality of Achocalla.

For all the arguments presented, it is necessary to consider the negative effects that underlie the person but also the institutions and/ or organizations where they work, since internal factors determine external factors to a certain extent.

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