Perception of the quality of life of Higher Secondary Education Teachers

Percepción de la calidad de vida de los profesores de Enseñanza Secundaria Superior

ARMENTA-ZAZUETA, Lizeth*†, LÓPEZ-JACOBO, Diego René, VILLEGAS-TARIN, Carlos Alberto and QUIROZ-CAMPAS, Celia Yaneth

Instituto Tecnológico de Sonora, Unidad Navojoa

ID 1st Author: *Lizeth, Armenta-Zazueta* / **ORC ID**: 0000-0002-9073-2461, **CVU CONACYT ID**: 290599

ID 1st Co-author: *Diego René, López-Jacobo* / **ORC ID**: 0000-0001-6872-6658, **CVU CONACYT ID**: 991653

ID 2nd Co-author: *Carlos Alberto, Villegas-Tarin* / **ORC ID**: 0009-0003-2164-7380, **CVU CONACYT ID**: 1238645

ID 3rd Co-author: *Celia Yaneth, Quiroz-Campas* / **ORC ID**: 0000-0002-6068-1552, **CVU CONACYT ID**: 281305

Abstract

In the present study, we try to understand the relationship that exists between the dimensions of perception towards the work team, satisfaction with their work and colleagues, and working conditions with the quality of life of upper secondary education teachers. Based on the methodology used, it is indicated that it was a quantitative, non-experimental, transactional and descriptive study. SPSS Statistics version 23 (Statistical Package for the Social Sciences) was used to interpret the data. The instrument was applied to 38 teachers, most of the participants being men. The application was virtually, through a Google form, which was carried out with the authorization and informed consent of the teacher participating in the study, as well as the authorities of the educational establishment. As a result, it was found that in the perception of the subjects, they are strengthened in the indicators with a feeling of belonging, in the same way as the relationship they have with their colleagues, and satisfaction with the work they do, with working conditions being the dimension that It had the lowest score with respect to the three participating institutions.

Quality of life, High school, Eorking condition

Resumen

En el presente estudio, se trata de entender la relación que existe entre las dimensiones de percepción hacia el equipo de trabajo, satisfacción con su trabajo y compañeros, y condiciones laborales con la calidad de vida de los maestros de educación media superior. En base a la metodología utilizada, se indica que fue un estudio cuantitativo, no experimental, transaccional y descriptivo. Para la interpretación de los datos, se utilizó SPSS Statistics versión 23 (Statistical Package for the Social Sciences). El instrumento se aplicó a 38 docentes, siendo la mayor parte de los participantes hombres. La aplicación fue de manera virtual, a través de un formulario de Google, mismo que se llevó a cabo con la autorización y consentimiento informado del docente partícipe del estudio, así mismo de las autoridades del plantel educativo. Como resultado se encontró que a percepción de los sujetos se encuentran fortalecidos en los indicadores con sentimiento de pertenencia, de la misma forma que la relación que tienen con sus compañeros, y la satisfacción con el trabajo que realizan, siendo las condiciones laborales la dimensión que menos puntuación tuvo con respecto a las tres instituciones participantes.

Calidad de vida, Media superior, Condiciones laborales

* Correspondence to Author (e-mail: diego.lopez173185@potros.itson.edu.mx)
†Researcher contributing first author.

Introduction

When talking about matters related to labor and employment issues, they have been topics of study for years, authors such as Mayo (2003) explain in their studies that labor was not considered a resource capable of creating competitive advantages in a company. organization, because, the leaders were more concerned with increasing the return on capital, leaving aside the work and personal development of the workers according to.

However, the above brought with it a series of organizational problems such as boredom, routine work and job dissatisfaction. Causing workers to fight for their rights in order to improve their working conditions, but they were unsuccessful.

Job dissatisfaction was increasing, but it was not until the 1960s when positions such as Herzberg's emerged, which demonstrated that an important factor for the organization was motivation, which is related to the feeling of well-being and personal self-realization Madero (2019).). In addition to the above, with the Hawthorne experiments, improvements were implemented in the organization, resulting in a new concept: quality of life at work.

With the above, organizations realized that factors such as colors, temperature, humidity and work hours varied productivity, and any change had a positive effect on the interest that workers showed in their work.

With these new contributions made by the researchers, new paradigms were created, for example, that factories were a new house, and that work was the most important activity of man. In addition, the government created new social programs in order to support families in various issues, which supported the idea that the worker should work to live better by improving their quality of life.

Quality of life has reached all organizations, and the educational field is no exception. Over the years, we have witnessed all the changes that have arisen in education, these changes have repercussions on the way of life of teachers, according to Giraldo (2022), the quality of work life (CVL) is a topic of interest for public and private institutions, because it focuses on the employee's work well-being.

According to Gutiérrez (2003), a person's sense of well-being is manifested based on the personal experience of each individual, and evaluates their quality of life by combining their experiences, dreams, achievements, obstacles and emotions. Income, health and values are imperfect, income helps create happiness, but unfortunately it decreases due to various factors and the health and values of all teachers depend on them.

In their research on quality of life in public higher education teachers in Mexico, Romero and Laborín (2016) mention that although there are various studies on the subject, it is still unclear what the conditions of their quality of life are. , as well as resources to face stressful situations that arise in your work area. Likewise, Peñaherrera et al. (2015), point out in their study to teachers, in an engineering school in Ecuador, since they considered that recently the (CVL) was a relevant part to measure productivity in their work, resulting in the negative points being workload and support. managers arguing that they cannot be considered a determining factor but rather an opportunity for improvement so that teachers have better conditions in their perception of the activities they carry out.

According to Gómez and Salas (2018), a person's quality of life increasingly covers more aspects, for example, individuals seek their own well-being, whether physically, emotionally or mentally. According to the Pan American Health Organization (PAHO, 2016), the workforce in Latin America represents 50% of the total population of the region (460 million), therefore, it is important to ensure productivity with working conditions healthy and satisfying.

In this sense, the quality of work life is important to find a balance between work and daily life. Furthermore, according to the Organization for Economic Cooperation and Development (OECD, 2022), one of the aspects that influences the quality of work life is the number of hours worked. Regarding the above, Mexico has the highest rate in the OECD (2022), because 27% of employees have a paid job with very long hours, causing Mexicans to work more hours per year and dedicate less time to aspects such as personal care and leisure; which has caused the balance between life - work to become complicated, affecting the quality of life.

Although many studies at the Latin American level between 1990 and 2017 have shown that teachers' exposure to precarious working conditions is a common factor among professionals involved in primary, secondary and high school education. A hostile learning environment characterized by overwork, overcrowding, long and often unrecognized or unpaid hours, low wages, social discrimination, little or no recognition, violence and drug trafficking Canales-Vergara et al (2018).

Another aspect that impacts quality of life is salaries. According to data from the National Institute of Statistics and Geography (INEGI, 2020), there is job insecurity in teachers' salaries, because teachers work an average of 32.3 hours per week and earn an average of 8,502.00 per month. However, according to the World Bank (2018), in the case of upper secondary education teachers, the salary amounts to 7,020.00 pesos per month, placing teachers in a lower range of the salary received by the middle class in Latin America.

Situations related to salary, hours worked, as well as work-life balance have affected the quality of life of teachers. Although there is empirical evidence that relates these factors to CVL, it has not been entirely clear how it affects teachers who work in higher secondary education.

The relevance of this study is due to the fact that, although there is vast evidence from quality of life studies, in the work context it is still not completely clear. The study that is proposed will help to understand this important aspect in the lives of teachers, that, as Moreno (2011) mentions, organizations should not only focus on the economic part, it is important to know other aspects such as health, interpersonal relationships. , work, personal growth, emotional and mental health.

On the other hand, through research, more empirical evidence will be developed on the quality of work life at the high school level. The study subjects will be able to question certain important aspects of their lives, which will be of support for educational institutions, because CVL can impact the performance of their teachers, directly impacting the students by not developing effectively.

Causing a problem in the technical knowledge of each one and in compliance with the principles of education in support of society in general, potentially generating students with little knowledge, making their development difficult.

Therefore, it is important that this phenomenon be investigated. Based on the above, the following research question was posed: What is the perception of higher education teachers about their quality of life? For this purpose, the general objective is to analyze the perception of higher education teachers about the quality of life. quality of life through a descriptive study to suggest strategies that help improve their current state.

Methodology

In the present study, a quantitative methodological design was used to carry it out. According to Rojas (2013), the quantitative aspects of a research are conceived as concrete expressions of the situation to be studied; Therefore, in order to fulfill the objective of the research, like Bernal (2016), mentions that its objective is the measurement and generalization of the variable. In addition to the above, its section is transversal because the information is collected once in time (Hernández et al., 2014). Likewise, its design is non-experimental, since no type of manipulation was used on the variables or in the selection of the subjects. And of a descriptive type because it is not about relating the causes in time with some other phenomenon Veiga et al. (2008).

In this study, three higher secondary education institutions are considered as the study population in a non-probabilistic study for convenience. It was made up of participants who were 38 teachers, of which 18 were male and 20 were female. The number of participants is determined considering 100% of the teachers who work in the institutions, although, in the same way, there is awareness of the refusal of some to be part of this study.

In the present study, an instrument called: Questionnaire to measure the quality of work life of high school teachers was applied. The purpose of the questionnaire is to know the teacher's perception of their quality of work life adapted from the instrument with a scale to measure the quality of work life in public hospitals in Tlaxcala (Hernández et al., 2017).

This is made up of two sections, in which personal identification and academic training are part of the first section with multiple choice answers, and later 55 Likert-type items with a rating scale from one to five, where five corresponds to always, four to almost always, the number three, occasionally, the number two corresponds to almost never and the number one corresponds to never, they build the second section which is an evaluation of the quality of work life.

The reliability of the questionnaire to measure the quality of work life of high school teachers was obtained through internal consistency with the Cronbach's alpha correlation matrix, applied to 38 participants, resulting in .847 in the matrix, for which was considered a reliable instrument (Tejedor and Etxeberria, 2006).

The instrument assesses three indicators, one of them is the perception of the work team, satisfaction with their work and camaraderie, and the third variable is working conditions.

Results

This chapter shows each of the results obtained with the conclusion of collecting and analyzing the quality of life study data, demonstrating in detail the most important characteristics of the indicators of the instrument applied to the teachers of the higher secondary education institutions. In order to show the most real state of the quality of life of teachers at the study level.

In the first reference item with the age of the upper secondary education teachers of 100%, in School 1 27.8% are between 25 to 35 years of age and 46 to 55 years of age, 38.9% between 35 to 45 years of age, lastly, 5.6 among those 56 or older, in School 2 there are 16.7% with ages between 25 to 35 years of age, from 35 to 45 years of age there are 58.3% , 16.7% are from 46 to 55 years of age and finally 8.3% are from 56 years of age or older, in School 3 25% of the teachers are 25 years old, also 25% more are aged from 35 to 4 5 years, 37.5% from 46 to 5 5 and 12.5% from 5 6 or more years (see table 1).

	School 1	School 2	School 3
From 25 to 35 years	27.8	16.7	25.0
From 35 to 45 years	38.9	58.3	25.0
From 46 to 55 years	27.8	16.7	37.5
56 or older	5.6	8.3	12.5
Total	100.0	100.0	100.0

Table 1 Age of the subjects

In the item that refers to the gender or sex of each participant in School 1 , of 100% of the teachers, 61.1% are male and 38.9% are female, likewise in School 2 41.7% They belong to the male gender and 58.3% are female. Likewise, there is School 3 which shows that 25% of the teachers are male and 75% are female (see table 2).

	School 1	School 2	School 3
Male	61.1	41.7	25.0
Female	38.9	58.3	75.0
Total	100.0	100.0	100.0

Table 2 Sex of the subjects

Referring to what was answered with the marital status of the participants of 100%, in School 1 16.7% of the teachers are single, 72.2% are married and finally 11.1% are divorced, in School 2 and 25% are single, 50% of the teachers are married, in common law there is a percentage of 8.3%, also 8.3% are divorced and like the previous percentage, 8.3% are widowed, in School 3 the 25% are single, 62.% are married and 12.5% live in a common law union (see table 3).

	School 1	School 2	School 3
Single	16.7	25.0	25.0
Married	72.2	50.0	62.5
Free Union	11.1	8.3	12.5
Divorced	0	8.3	0
Widower	0	8.3	0
Total	100.0	100.0	100.0

Table 3 Marital status of the subjects

In relation to the type of hiring of the participants, we can note that in School 1 88.9% are based on their jobs, while 11.1% are contracted, on the other hand, in School 2 100% are based, As in School 3, 100% of the participants are grassroots (see table 4).

	School 1	School 2	School 3
Base	88.9	100.0	100.0
Contract	11.1	0.0	0.0
Total	100.0	100.0	100.0

Table 4 Type of contracting of the subjects

The data shown in terms of seniority are in School 1, 100%, 33% from 1 to 5 years, 16.7% from 6 to 10 years, 27.8% from 11 to 15 years, 5.6% from 16 to 20 years. , 11.1% from 21 to 2 5 years and finally 5.6 more than 25 years, in School 2 8.3 % from less than one year, 50% from 1 to 5 years, 25% from 6 to 10 years and 16.7% are 11 to 15 years old, in school 3, 25% less than one year and 75% 1 to 5 years (see table 5).

	School 1	School 2	School 3
Less than a year	0.0	8.3	25.0
1 to 5 years	33.3	50.0	75.0
6 to 10 years	16.7	25.0	0.0
11 to 15 years	27.8	16.7	0.0
16 to 20 years	5.6	0.0	0.0
21 to 25 years	11.1	0.0	0.0
More than 25 years	5.6	0.0	0.0
Total	100.0	100.0	100.0

Table 5 Seniority of the subjects

Related to the job, 100% of the teachers in School 1, 77.8% are teachers and 22.2% are administrative staff, in School 2, 100% are teachers, as well as in School 3 where 100% are teachers. % are teachers (see table 6).

	School 1	School 2	School 3
Teacher	77.8	100.0	100.0
Administrative	22.2	0.0	0.0
Total	100.0	100.0	100.0

Table 6 Subjects position

The results that were obtained for the salary are that of 100% of School 1, 22.2% have a salary between 4001 to 8000, 66.7% have a salary between 8001 to 12000 and 11.1% from 12001 to 16000, in the School 2 17.7% have a salary between 4001 to 8000, 75% have a salary between 8001 to 12000 and finally 8.3% have a salary between 12001 to 16000, According to the salary data obtained in School 3, 25% earn less than 4000, 12.5% earn between 4001 and 8000 and finally 62.5% have a salary between 8001 and 12000 (see table 7).

	School 1	School 2	School 3
4001 to 8000	22.2	16.7	25.0
8001 to 12000	66.7	75.0	12.5
1201 to 16000	11.1	8.3	62.5
Total	100.0	100.0	100.0

Table 7 Salary of the subjects

In the level of studies of the subjects, in School 1 16.7% have a bachelor's degree, 66.7% have a master's degree and 16.7% have a doctorate, in School 2 25.0% have a bachelor's degree, 33.3% have a bachelor's degree, have a specialty, the other 33.3 have a master's degree and 8.3% have a doctorate; finally, in School 3 87.5% have a bachelor's degree and the other 12.5% have a specialty (see table 8).
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	School 1	School 2	School 3
Degree	16.7	25.0	87.5
Specialty	0.0	33.3	12.5
master's degree	66.7	33.3	0.0
Doctorate	16.7	8.3	0.0
Total	100.0	100.0	100.0

Table 8 Education level of the subjects

Based on the information collected according to the number of children of the participants, of School 1 of 100%, 16.7% do not have children, 55.6% have 1 to 2 children, 22.2% have between 3 to 4 children and 5.6% more than 4, in School 2 50% do not have children, 41.7% have 1 to 2 children and 8.3% have between 3 to 4 children, ending in School 3 100% of teachers do not have children (see table 9).

	School 1	School 2	School 3
None	16.7	50.0	100.0
1 to 2	55.6	41.7	0.0
3 to 4	22.2	8.3	0.0
More than 4	5.6	0.0	0.0
Total	100.0	100.0	100.0

Table 9 Number of children of the subjects

Subsequently, a summary of the basic data that determines the quality of educational life of Higher Secondary Education teachers is shown. Among the most relevant data are the following; perception of quality in terms of teamwork, job satisfaction, co-workers and working conditions.

In the results by variables, in the so-called perception towards teamwork, in the item: I have well-defined functions and activities, there is a minimum of 3 and a maximum of 5, and an average of 4.66. The item environmental conditions guarantee my personal safety within the institution has a minimum of 3 and a maximum of 5, and an average of 4.76.

In the item of the institution's facilities they are clean and orderly where the minimum is 4 and the maximum is 5, and an average of 4.87. In the item I look for mechanisms to overcome the obstacles that I identified in achieving my work objectives and goals, the minimum is 4 and the maximum is 5, the average was 4.74.

The item identified me as an important part of my service, with a minimum of 3 and a maximum of 5, the average was 4.74. In the item, communication with my immediate boss is effective, 4 is the minimum and 5 is the maximum, the average obtained is 4.84. In the item I feel proud to belong to this institution, 4 is the minimum and the maximum is 5, as a result an average of 4.95 was obtained. In the item I can express what I think regarding the organization of work with my boss, 4 is established as a minimum and 5 as a maximum, an average of 4.74 was obtained.

It is easy for me to relate to the people to whom I provide a service, where a minimum of 2 and a maximum of 5 was obtained, the average obtained was 4.66. I enjoy using my skills in daily work activities, 4 is the minimum and 5 the maximum, an average of 4.79 was obtained. I consider myself part of my work team, where 4 is the minimum and 5 is the maximum, of the results obtained the average was 4.71.

In the item I feel identified and committed to the organizational mission, 4 is the minimum and 5 the maximum, the average obtained was 4.74. In the item, my work contributes to the image that the institution has before users, the minimum is 3 and the maximum is 5, the average was 4.66.

In the item I assume responsibility for the work I do, where the minimum is 4 and the maximum is 5, the average obtained as a result was 4.89. In the item I assume responsibility for the work I do, where the minimum is 4 and the maximum is 5, the average obtained as a result was 4.89 (see table 10).

Item	Min	Max	Half
I have well defined functions and activities	3	5	4.66
The institution's facilities are clean and tidy.	4	5	4.87
The environmental conditions guarantee my personal safety within the institution	3	5	4.76
I look for mechanisms to overcome the obstacles that I identify in achieving my work objectives and goals.	4	5	4.74
I identify myself as an important part of my service	3	5	4.74
Communication with my immediate boss is effective	4	5	4.84
I am proud to belong to this institution	4	5	4.95
I can express what I think about the organization of work with my boss	4	5	4.74
It is easy for me to relate to people to whom he provided a service	2	5	4.66
I enjoy using my skills in daily work activities	4	5	4.79
I consider myself part of my work team	4	5	4.71
I feel identified and committed to the organizational mission	4	5	4.74
My work contributes to the image that the institution before users	3	5	4.66
I take responsibility for the work I do	4	5	4.89

Table 10 Perception towards the work team

Therefore, in the next variable called satisfaction with colleagues, three items were selected, the first, in the relationship I have with my coworkers, I felt, a minimum of 4, a maximum of 5 and an average of 4.47, in the second item, the physical conditions of my work environment make me feel, gave a minimum of 3, a maximum of 5 and an average of 4.16; Finally, in the third item, with the opportunities I have to apply my creativity and initiative in my work, I feel that I reflect variables of a minimum of 2, a maximum of 5 and an average of 4.21 (See table 11).

Items	Min	Max	Half
In the relationship I have with my co-workers, I feel	4	5	4.47
The physical conditions of my work environment make me feel	3	5	4.16
With the opportunities I have to apply my creativity and initiative in my work, I feel	2	5	4.21

Table 11 Satisfaction with your job and colleagues

Finally, four of the items of the working conditions variable are taken into account, where the first item asks: my training is appropriate for the job I held, showing a minimum of 3, a maximum of 5 and an average of 4.42; then in the section of I consider that he carried out work that has social relevance, he had a minimum of 4, a maximum of 5 and an average of 4.68; Subsequently, the item I feel satisfied with the work done, obtains a minimum of 4, a maximum of 5 and an average of 4.68; Finally, the fourth item is: I am a beneficiary of a health institution where it has a minimum of 3, a maximum of 5 and an average of 4.29 (See table 12).

Items	Min	Max	Half
My training is appropriate for the job position held.	3	5	4.42
I consider that he did work that has social relevance	4	5	4.68
I feel satisfied with the work I do	4	5	4.68
I am a beneficiary of a health institution	3	5	4.29

Table 12 Labor conditions

A comparison was made between the variables of perception towards the work team, satisfaction with their work and colleagues, and working conditions, where it was observed that of the percentages obtained there is a minimal difference in terms of results.

The Perception towards the work team, the total result was 4.53, taking the values from highest to lowest percentage, in first place is School 1 with 4.62, consequently, School 3 is positioned with a percentage of 4.50 and finally we have to School 2 with 4.48.

Satisfaction with their work and colleagues shows a result of 4.03, in order of results obtained, the one that most predominates is School 1 with a variable of 4.15, later school 2 with a variable of 4.05, finally school 3 with a value of 3.90.

In working conditions it has the lowest general result of the variables of 3.93, where School 1 is the one that stands out the most with a value of 4.08, therefore, School 2 is located with a percentage of 3.90, finally, School 3 is placed with a value of 3.80.

According to the results obtained by the research instruments and referring to the comparison of educational institutions, it can be seen that school 1 obtained the most relevant general value of 4.28, with the most outstanding results being shown in the tables, in second place. , School 2 can be located with a total of 4.14, in third place, School 3 with a value of 4.07 (see table 13).

Dimensions	School 1	School 2	School 3	Total
Perception towards the work team	4.62	4.48	4.50	4.53
Satisfaction with your job and colleagues	4.15	4.05	3.90	4.03
Labor conditions	4.08	3.90	3.80	3.93
Total	4.28	4.14	4.07	

Table 13 Comparison of dimensions of quality of life

Conclusions

The objective of this study was to know the level of quality of life of the high school teacher, in order to propose strategies that support increasing their current condition, a study carried out in the high school schools of Sonora.

From the results obtained in this research, it was found that in the perception indicator towards the work team it can be observed that climate issues directly influence the quality of life as indicated by Moreno (2011), mentioning that commitment improves motivation and perception towards the requests made, also the assessment of managerial support will increase if cohesion, as well as teamwork, increases.

On the other hand, Peniche et al (2020) consider climate and stability as an external factor and only teaching commitments are considered internal factors that influence their performance, but they also mention that it is essential that the relationship between school community and teacher satisfaction to generate a positive climate.

In the Satisfaction with your job and colleagues dimension we can see that indicators of working conditions, as well as the feeling of camaraderie and feeling of freedom, influence the development that leads to job satisfaction, and as Mora and Mariscal (2019) mention, this generates a positive effect on performance, Peñaherrera et al (2015) also found that intrinsic motivation, as well as managerial support, generate favorable conditions to achieve job satisfaction.

Within the working conditions, it was found that adequate training, the feeling of performing the activities well, and the relevance of the social impact, are determinants to develop in a positive environment that encourages improvements for the CVL, and Valdés (2011), in their study of teacher training needs, explains that teachers show great interest in training, which refers to their perspective of better working conditions. Contrary to this, Romero and Laborin (2016) comment that they did not find a significant relationship that shows that the living conditions of teachers affect their way of facing problems and their perception affects their quality of life.

In response to the question: What are the quality of life conditions of the teachers of a high school?, it was found that the dimensions of perception towards the work team, satisfaction with their work and colleagues, and working conditions have a direct impact. in the quality of work life. Given the results shown, the necessary guidelines can be drawn for changes to achieve the impact on the perception of the work quality of upper secondary education teachers.

The quality of work life (CVL) is closely related to working conditions; it has to do with the individual perception obtained by the worker. It is related to any characteristic that may influence the appearance of risks for the safety, health of the worker and the work environment, reference is made to diseases, pathologies such as work stress or burnout and injuries suffered due to work (Moreno, 2011).

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