

The well-being of teachers favored by emotions, integral human development and the organizational climate

El bienestar de los docentes favorecido por las emociones, el desarrollo humano integral y el clima organizacional

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Abstract

This research seeks to integrate and structure in order of relevance the main elements of emotional development, integral human development, and the organizational climate that favor the well-being of preschool, primary, and secondary education teachers in the state of Zacatecas. The population was made up of all the basic education teaching staff, a total of 17,695 -sector heads, supervisors, Pedagogical Technical Advisors, managers, deputy principals and group teachers -, the instrument was applied from a Google form and 5,593 were received. answers. Factorial analysis was carried out with the principal component extraction method, obtaining a total of 20 components that explain 60.68% of the phenomenon, taking into account the first 8 factors that yield a level of explanation of 50.31% of teacher well-being. The main results highlight and confirm that teacher well-being is related to: 1. Emotional development in the aspects of: self-efficacy 0.74, emotional knowledge 0.72, emotional awareness 0.69 and positive emotions 0.68; 2. Integral human development in the aspects of: building social well-being 0.77, social responsibility 0.76, suitable habitat 0.76, common decisions 0.75 and physical exercise 0.74; 3. The organizational climate in the aspects of: camaraderie 0.72, school organization 0.68, trust in the director 0.67 and cooperation 0.65.

Teacher well-being, Emotional development, Organizational climate, Integral human development

Resumen

La presente investigación busca Integrar y estructurar en orden de relevancia los principales elementos del desarrollo emocional, desarrollo humano integral, y el clima organizacional que favorecen el bienestar de los docentes de educación preescolar, primaria y secundaria del estado de Zacatecas. La población se conformó con todo el personal docente de educación básica, en total de 17,695 -jefes de sector, supervisores, Asesores Técnico Pedagógico, directivos, subdirectores y docentes de grupo -, el instrumento se aplicó desde un formulario de Google y se recibieron 5,593 respuestas. Se realizó análisis factorial con método de extracción de componentes principales, obteniendo un total de 20 componentes que explican el 60.68% del fenómeno, tomando en cuenta los primeros 8 factores que arrojan un nivel de explicación del 50.31% del bienestar docente. Los principales resultados destacan y confirman que el bienestar docente está relacionado con: 1. El desarrollo emocional en los aspectos: autoeficacia 0.74, saber emocional 0.72, conciencia emocional 0.69 y emociones positivas 0.68; 2. El desarrollo humano integral en los aspectos: construir bienestar social 0.77, responsabilidad social 0.76, hábitat adecuado 0.76, decisiones en común 0.75 y ejercicio físico 0.74; 3. El clima organizacional en los aspectos: compañerismo 0.72, organización escolar 0.68, confianza en el director 0.67 y cooperación 0.65.

Bienestar docente, Desarrollo emocional, Clima organizacional, Desarrollo humano integral

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Introduction

This research on teacher well-being is the result of an exploration that aims to be original in linking the three aspects that comprise it: integral human development, emotional development and organisational climate. It also seeks to contribute to scientific knowledge on the line of well-being, providing a proposal that explains the interaction between the factors of integral human development, emotional aspects, and those related to the organisational climate in their work space that influence the well-being of pre-school, primary and secondary school teachers. The following are some possible contributions of this study.

Given the objective and subjective world of possibilities in which teachers are immersed, it is of great social relevance to investigate this issue, since the more knowledge there is on the subject, the greater the spread of information, which will provide educators and human beings with tools to think, build habits and regulate processes that promote and strengthen their peace of mind, serenity and well-being. This is confirmed by Schui and Krampen in 2010, who stated that from 2000 to 2008 at the international level, only 5.2% of the research corresponds to well-being (Cited in Millán A, García D & D'Aubeterre M, 2014).

Subjective and objective teacher well-being is a necessity, and therefore becomes a priority. Scientific studies on the subject show this, to mention some aspects such as social support (Jiménez, A; Jara, M & Miranda, E., 2012, p. 126) and self-fulfilment (Hué, C., 2012, p.64), which are components that strengthen teachers in their work. In addition, the higher the level of teacher well-being, the institution benefits, since it increases their ability to have more "self-control, curiosity and love for learning, to love and be loved, gratitude and courage" (García D, 2020). The aim is to contribute to the field of teacher wellbeing, making small contributions that contemplate various aspects that are part of a teacher's life, from the areas of integral human development, emotions and the work space of a teacher.

In the specific case of teacher well-being, the concept is a recent term that began to be used in the first decade of the 21st century. When reviewing databases or indexed journals, one frequently finds research that deals with discomfort and its impact on teachers in different fields and areas of knowledge. However, in recent years this issue has taken an important turn, instead of focusing on discomfort, aspects that strengthen and promote well-being in teachers are now being envisioned, so the focus has undoubtedly changed. Teacher well-being began to be reviewed from a psychological well-being perspective, where instruments were used to measure teachers' psychological well-being, for example, in 2002, Zacarés, Ruíz & Amer described the instrument used to link generativity and teachers' psychological well-being.

In the period from 2000 to 2010, research was published that emphasised teacher well-being and linked it to aspects of psychological well-being, leadership, job satisfaction, socio-emotional, psychosocial, physical and mental health, affective dimensions, emotional intelligence, among others. As Hué, C. (2012) points out, the best way to address teacher well-being is by turning the focus away from focusing on processes of discomfort and identifying those aspects that promote well-being, since everything depends on the interpretation given to the processes that are experienced, through the development of emotional competences.

But the rise of this topic is in the second decade of the 21st century, research around the world provides data on the benefits of considering teacher wellbeing and its positive effects on the educational community of the institutions. Teacher well-being is considered in various aspects: work space, emotional thinking, positive psychology, personality, intelligence, emotional skills and competences, linked to technologies, educational practices, affective factors, neuroscience, resilience, work identity, satisfaction and life project, just to mention the diversity of data on teacher well-being, with the emotional sphere being the most favoured.

International organisations such as the OECD consider teacher well-being to be indispensable, given the stress and burnout experienced in this field. In its latest Teaching and Learning International Study (TALIS, 2018) report, the foundations of what is to come are already shown, given that its conceptual framework on teacher well-being conceptualises teacher well-being from the cognitive, subjective, physical, mental and social aspects (Cited in IB, 2020).

Currently, there are organisations such as the International Baccalaureate (IB) that promote teacher well-being, since, according to this organisation, students are influenced and affected by the discomfort that teachers experience (IB, 2020). Some strategies for self-care, according to Wigford, are: developing a good level of emotional aspects, forming support networks.

Methodology to be developed

Objective: To integrate and structure in order of relevance the main elements of emotional development, organisational climate and integral human development that favour the well-being of pre-school, primary and secondary school teachers in the state of Zacatecas.

Hypothesis: The well-being perceived by preschool, primary and secondary school teachers in the state of Zacatecas integrates elements of emotional development, organisational climate and integral human development of the institution where they work.

Type of research: quantitative, non-experimental, cross-sectional, prospective, descriptive and integrative. The above is explained from the following premises addressed by the author: By the proposition of the objective it is non-experimental given that there is no manipulation of the before and after with the object of study, this being deductive. Given its orientation, it is cross-sectional, since it analyses a part of the phenomenon. Given the way it is carried out, it is prospective, as it does not take the past/future of the object of study, the main line is oriented towards probability. Due to the expository derivation of the research, it is descriptive, because it shows possibilities of attributes, structures or relationships, based on what has already been investigated.

And, finally, given the methodological implication and derivation, it is integrational, since it integrates variables according to the common variance or factorial analysis method (González H, 1994).

Profile: The profile taken into account is based on the following aspects: a) Being a basic education teacher, specifically in preschool, primary and secondary education in the state of Zacatecas, b) Having a position related to education, regional director, sector head, supervisor, ATP, ATR, academic director, deputy director, group teacher, area head, head of programme, physical education, USAER, English, Art, etc., and c) Having a job in the state of Zacatecas, and d) Being working in the state of Zacatecas, and c) Be working in the 2019-2020 school year.

Universe, population and sample.
 Universe: This includes all staff, with the functions mentioned in the previous point, who work for a public or private pre-school, primary and secondary educational institution in the State of Zacatecas. Population: Refers to the 17,695 education workers (with the functions mentioned in the profile) that make up the pre-school, primary and secondary levels in the State of Zacatecas. Sample: For the present research, the total population was 17,695 pre-school, primary and secondary basic education teachers in the state of Zacatecas, of whom 5,593 responded on Google forms. The valid sample according to the formula (table 1) only required a database with 378 surveys, however, the 5,593 responses received were used.

$$\delta = \frac{x^2 NP (1-P)}{d^2 (N-1) + x^2 P (1-P)}$$

Where:

S= Sample size required

N= Size of the population

P= Proportion of the population which by the construction of the table is assumed to be 0.50

d= The degree of precision reflected as the amount of error that can be tolerated in the fluctuation of a proportion of the sample p in relation to the proportion of the population P minus the value for d, being 0.05 in the calculations for entries in the table, an amount equal to ± 1.96 sp.

χ^2 = value of chi-square tables for a degree of freedom relative to the desired confidence level, which was 3.841 for the 0.95 confidence level represented by the table entries.

Design of the instrument: For the design of the instrument, a documentary analysis of research on the axes: emotional development, organisational climate and integral human development was carried out. Subsequently, the main aspects contemplated in said research were detected, subsequently structuring the main or complex variables, where the concepts are recovered and the points in common of the various authors are unified. Thirdly, the secondary or simple variables that make up the instrument were identified, based on the importance supported by the research reviewed, a semantic definition was taken from one or more authors, and finally an operational definition was constructed based on the author's concept and what was intended to be known about the respondent.

Based on the above, the first instrument was developed with 133 items, then it was applied to 27 people (primary school teachers) as a pilot test, the data were captured in the NCSS program, then the Cronbach's Alpha was calculated, obtaining 0.968 validity. This first instrument was adapted and the variables that were found to have problems in the wording were corrected, and the difficulties that the respondents had in answering the questionnaire were also observed. Subsequently, some variables were complemented and added, from 135 to 149. A second pilot test was applied to 26 pre-school, primary and secondary school teachers, given that more simple variables were integrated. A Cronbach's Alpha of 0.975 reliability was obtained from this test. After the second pilot test, we proceeded to the final application of the instrument with 151 items corresponding to the operationalisation of the simple variables.

Variables: Teacher well-being is considered from different perspectives. After reviewing the various research studies on the subject, it was decided to integrate three areas of research: integral human development, emotional development and organisational climate.

a) Integral human development aims to rescue a different perspective, that is, seeking to integrate aspects that are part of social processes (10 items), economic (10 items), educational (10 items), its relationship with the environment (10 items), physical health (12 items), leisure (10 items), spiritual (10 items) and as a life project (10 items). b) Emotional development is a highly studied aspect. However, there is a SEP (2017) socioemotional education proposal for students, so the areas addressed therein were taken up again, considering that if the teacher is going to teach them, he/she is in possession of these: self-knowledge (7 items), empathy (7 items), self-regulation (7 items), collaboration (7 items) and autonomy (7 items). c) Organisational climate integrates specific aspects of the teaching work context, involving individual psychological characteristics (11 items), group aspects (11 items) and those related to the institution (11 items).

Measurement and scale: Each complex variable was developed into simple items or variables, the semantic definition and the operational one, for this the ratio scale was used (0-10 where 0 is absence of the attribute and 10 the maximum value).

Data collection. In May 2020, support was requested from the educational authorities of the Ministry of Education of Zacatecas (SEDUZAC) to send the survey to regional directors, sector heads, zone supervisors, administrative and academic directors, ATP and ATR, subdirectors and teachers of preschool, primary and secondary education in Zacatecas. The proposal was authorised and on 3 June, the link to the Google Form, where the final instrument was captured, was shared via Whatsapp groups. In a period of approximately one month, 5,593 responses were received.

Results

In the search for aspects that make up teacher well-being from the axes of integral human development, emotional development and organisational climate, this section shows the statistical treatments of characterisation and integrational analysis, the latter to identify factors that integrate the various aspects addressed in this research.

The total sample is made up of 5,593 basic education teachers: preschool, primary and secondary in the state of Zacatecas, of whom 61.1% are female and 38.9% are male.

Male	Female	Total
2,175 (38.8%)	3,418 (61.1%)	5,593

Table 1. Frequencies and percentages of participants' sex
Source: Own creation, (2023)

Of the total number of respondents, 17.3% work in pre-school education, 49.1% work in primary education, and 33.6% are in secondary education.

Level	Men	Women	Total
Preschool	114 (11.7%)	855 (88.2%)	969 (17.3%)
Primary	1,158 (42.1%)	1,588 (57.8%)	2,746 (49.1%)
Secondary	903 (48.0%)	975 (51.9%)	1,878 (33.6%)
Total	2,175	3418	5,593

Table 2 Educational level of participants
Source: Own creation, (2023)

The factor analysis was carried out in the IBM SPSS Statistics programme using the principal component extraction method. For the presentation format of the coefficients, the following was requested: to sort by size, to suppress small coefficients and to return only those with an absolute value greater than .5, seeking to obtain components with high factor loadings. The anti-image test was also requested, where no variable with values lower than .8 was identified.

The KMO and Bartlett table shows that it is relevant to perform the factor analysis and it is assumed that the data come from a normal distribution.

Kaiser-Meyer-Olkin measure of sampling adequacy		0.987
Bartlett's test of sphericity	Approx. Chi-square	562958.473
	gl	11325
	Sig.	0.000

Table 3 KMO and Bartlett's test
Source: IBM SPSS Statistics (2023)

In the total variance explained, according to the autoinitial values, the accumulated percentage shows a total of 20 factors or components that explain 60.68% of teacher well-being. The first 8 factors have a higher percentage of explanation of the research phenomenon, accumulating 50.31% of the total obtained by the 20 components.

Component	Initial eigenvalues			Sums of squared extraction charges		
	Total	% de variance	% accumulated	Total	% de variance	% accumulated
1	50.25	33.28	33.28	50.25	33.28	33.28
2	6.20	4.11	37.39	6.20	4.11	37.39
3	4.95	3.27	40.67	4.95	3.27	40.67
4	4.10	2.71	43.38	4.10	2.71	43.38
5	3.11	2.06	45.44	3.11	2.06	45.44
6	2.73	1.80	47.25	2.73	1.80	47.25
7	2.56	1.70	48.95	2.56	1.70	48.95
8	2.05	1.36	50.31	2.05	1.36	50.31
9	1.83	1.21	51.53	1.83	1.21	51.53
10	1.67	1.11	52.64	1.67	1.11	52.64
11	1.52	1.01	53.65	1.52	1.01	53.65
12	1.37	0.90	54.56	1.37	0.90	54.56
13	1.35	0.89	55.46	1.35	0.89	55.46
14	1.24	0.82	56.28	1.24	0.82	56.28
15	1.21	0.80	57.08	1.21	0.80	57.08
16	1.16	0.77	57.86	1.16	0.77	57.86
17	1.14	0.75	58.61	1.14	0.75	58.61
18	1.08	0.71	59.33	1.08	0.71	59.33
19	1.02	0.68	60.01	1.02	0.68	60.01
20	1.01	0.66	60.68	1.01	0.66	60.68

Table 4 Total variance explained
Source: IBM SPSS Statistics (2023).

The component matrix shows the results that integrate the 20 factors. However, the rotated components matrix reorganises the factors with different variables and with loadings higher than .5, as requested in the method, so it is from this matrix that we will work to show the results obtained in the factor analysis.

For the construction of the "emotional development" axis, 5 complex variables with 7 items each were considered. Factor 1 shows interactions between the variables of emotional development, leaving aside the structure established in the first construct, and organising the variables according to the factor loadings, as follows:

Self-efficacy 0.74, Emotional knowledge 0.72, Neutral emotions 0.71, Emotional awareness 0.69, Positive emotions 0.68, Emotional self-knowledge 0.67, Courage 0.67, Personality 0.67, Optimism 0.67, Acceptance 0.66, Positive attitude 0.65, Emotional autonomy 0.65, Identifies potential 0.65, Congruence 0.65, Social intelligence 0.63, Internal logic 0.63, Authenticity 0.63, Open-mindedness 0.62, Self-esteem 0.62, Self-concept 0.61, Self-motivation 0.58, Social skills 0.57, Perspective 0.55, Appreciation of excellence 0.54, Modesty 0.54, Social competence 0.53, Life satisfaction 0.53, Empathic understanding 0.52, Respect 0.50 and Persistence 0.50.

Of the total of 35 items that made up the "emotional development" axis, 30 were correlated and 5 variables were excluded, grouping them in order of importance and structuring a new perspective of the aspects that favour the well-being of pre-school, primary and secondary school teachers.

The "organisational climate" axis included three complex variables with 11 items each. Factors 2 and 7 group together variables from the "organisational climate" axis, correlating the variables with the highest factor loadings and showing that there is interaction between the three complex variables. Therefore, it can also be affirmed that the "organisational climate" has outstanding aspects that favour the well-being of pre-school, primary and secondary school teachers.

In factor 2, the aspects that stand out are as follows: School organisation 0.68, Cooperation 0.65, Participation 0.64, Internal environment 0.61, Organisational commitment 0.60, Functioning or respect for diverse roles 0.53, Always seeking the best solution to conflicts 0.50 and Dimensions of school diversity 0.503. For factor 7, which also corresponds to the axis "organisational climate" there is only correlation between two complex variables and is made up of the following aspects: Relationships 0.74, Companionship 0.72, Trust in the principal 0.67, Teamwork 0.63 and Motivation 0.56.

Of the total of 33 items that made up the "organisational climate" axis, only 13 were considered important in the factor analysis and 20 variables were excluded, thus constructing a new approach to the well-being of primary and secondary school teachers.

Factors 3, 4, 5, 6, and 8 are part of the "integral human development" axis. In the case of this axis, there is no correlation between the 8 complex variables. In addition, 3 complex variables are excluded in the factor analysis. Factors 3, 4, 5, and 8 group together a different complex variable with no communalities between them. However, it is affirmed that integral human development does favour the well-being of primary and secondary pre-school teachers. This is the result:

Factor 3, Human development of the environment: Social responsibility 0.76, Adequate habitat 0.76, Care for water 0.70, Reflect on their relationship with nature 0.69, Carry out their lives without harming the environment 0.69, Energy care 0.64, Garbage collection 0.63, Care for other living beings 0.60, Environmental information 0.54 and Recycle 0.54.

Factor 4, physical health human development: Physical exercise 0.74, Taking care of physical health 0.71, Nourishes adequately 0.70, Body posture is adequate 0.67, Body motor skills 0.63, Body care 0.63, Breathes adequately 0.62, Drinks adequately 0.61

Factor 5, educational human development: Integrates diverse knowledge about education 0.60, Right to education 0.57, Participates in making education accessible 0.56, Considers it essential to be learning 0.55, Manages own knowledge 0.55, Respects the diverse cultures with which he/she lives 0.51, Promotes education in life skills 0.51.

Factor 6, social human development: Participates to build social welfare 0.77, Participates in social causes 0.76, Makes decisions in common 0.75, Promotes citizen security 0.71, Promotes the integral development of individuals 0.59

Factor 8: Spiritual human development: Development of the soul 0.60, Work to improve in virtue 0.58, Participate in activities that develop your spirit 0.57, Generate harmony in your life 0.52, Work to always be yourself 0.50.

Of the total of 103 items on integral human development, only 35 were regrouped and 68 variables were left out, generating 5 separate factors: environment, physical health, education, social aspects and spirituality. Two findings emerge from this axis: 1) The aspect of integral human development does favour teacher well-being, since out of a total of 8 initial complex groupings/variables, 5 were considered important, and 2) The axes do not correlate with each other. In other words, they partly confirm the design of the first construct on these aspects. Within the 8 factors with the highest level of explanation of teacher well-being, it is stated that each component integrates variables that correspond to the same axis or theme.

It can be observed that there was no correlation or grouping between the three research axes and the variables of these axes.

Discussion

If we analyse the results discovered from the vision of Sánchez, Fernández and Carcedo (2017), they state that the well-being of each individual is the mental and emotional assessment, which is constantly made on the feeling of satisfaction in relation to achievements and failures, in every aspect of life. It can be considered that it goes beyond an assessment of achievements and failures, but it does integrate various aspects of life, since it recovers characteristics that are correlated with integral human development, emotional development and organisational climate.

One of the most important components is emotional development, according to Mérida S, Extremera N, Quintana C & Rey L, (2020) report that teachers who have developed skills to "perceive, understand and regulate their emotional states and those of their students develop more resilient strategies to cope with setbacks and adversities that may arise in the educational context, using creative, optimistic and personal development ways to deal with them" (p.72). Likewise, the PERMA Model (Positive emotions, commitment, relationships, purpose and achievement) or Seligman's theory of well-being, (2018) which states that it is essential to know the strengths and weaknesses of the human being, choosing their positive emotions, commitments, relationships, purposes and achievements to self-build their well-being. In this work, elements such as positive emotions (.68), responsibility or commitment (.76), companionship or relationships (.72) are confirmed. According to Hué (2014), the emotional competences that a teacher possesses are decisive in the self-construction of well-being. Coinciding with this, the results of the factor analysis provide a large number of variables that confirm that the main aspect of teacher well-being is emotional. Dávila J, (2018) considers that teacher well-being is expressed in the personal, and in turn its development is associated with various individual, contextual, organisational and socio-cultural variables, influencing from the outside so that it is perceived and visible through a pleasant, positive manifestation of commitment and satisfaction.

If the organisational climate of an educational institution is good, the influence on teachers will have a positive impact (Márquez T, 2020), which was also confirmed in this study. The teachers surveyed in the research stated that they participate in refresher courses to improve their daily teaching and learning process. The above can be stated from the interactionist model of well-being (Muñoz, E, 2018), which links the internal with the external of the individual, (the institution being the external space) where, if one has a positive perception of the workplace, this can motivate him/her to improve and train. Within an institution, for Moreno, et al. (2016) the organisational climate maintains an immediate link between managers, teaching staff, administrative staff and the community of the institution in general, so this climate reflects the interaction and coexistence of the actors. The results obtained in this research provide similarities, and in turn confirm that the individual, group and institutional aspects allow them to build and maintain well-being in the institution where they work. This is complemented by the statement of Montoya P, et al. (2017) that the greater the teacher satisfaction in the aspect of school organisation, the greater the perception of a pleasant organisational climate.

In relation to teacher well-being and a perspective from the integral human development, no authors or research were identified that allow us to affirm, compare or deny the importance of this and the aspects that make it up. However, it is essential to approach teacher well-being from an integral perspective of the human being, as stated by Sánchez, A., (2015), envisioning each individual in constant development, in a society where the diverse capacities of the subjects are promoted, creating contexts that allow the balance of possibilities and options to strengthen self-care from all possible areas.

The results of integral human development show that teachers particularly consider some of the most important components for the construction of their well-being as the 8 elements that emerged from the theoretical contributions in the research. After performing the factor analysis, the following 5 were relevant:

- 1) Human development of the environment: social responsibility, adequate habitat, care for water and live with care for the environment.
- 2) Human development of physical health: taking care of their physical health, nourishing themselves adequately and breathing correctly.
- 3) Educational human development: manage their own knowledge, respect diverse cultures and promote life skills education.
- 4) Social human development: builds social well-being, makes decisions in common, promotes citizen security, promotes the integral development of individuals.
- 5) Spiritual human development: enhance virtue, participate in spiritual development, generate harmony in your life and seek to be authentic or be yourself.

This allows us to affirm that the teachers' approach to well-being is centred on a perspective of sustainable human development, based on the generation of environments in a collaborative manner, which allow for healthy and balanced relationships in the interaction with themselves, in their role with society and nature (Mulsow, G., 2008).

Conclusions

At the beginning of this research, the following question was posed: What elements favor the well-being of preschool, elementary and high school teachers in the State of Zacatecas? To answer this question, we proceeded to review the various databases with research that provided empirical information on the subject. Two areas were identified: emotional development and organizational climate; however, some other researches pointed out some elements and these were integrated into a new axis, which was called integral human development.

Also, the following objective was proposed: "To integrate and structure in order of importance the main elements of integral human development, emotional development and organizational climate that favor the well-being of preschool, elementary and high school teachers in the state of Zacatecas".

When performing the statistical treatment of factorial analysis, it was confirmed that there is an integration of simple variables of integral human development, emotional development and organizational climate, so it is considered that the objective was achieved. However, the three axes: integral human development, emotional development and organizational climate were not correlated among them. However, the main elements of each axis were integrated and structured in order of importance.

In the case of this research, the hypothesis was stated as follows: "The well-being perceived by preschool, elementary and secondary school teachers in the state of Zacatecas integrates elements of integral human development, emotional development and organizational climate". This hypothesis is accepted, since the integrational analysis confirmed that within the 20 factors obtained, variables of the three axes that make up the research are incorporated, so that to achieve greater teacher well-being, it is necessary to incorporate elements of the three axes.

Among the main findings of the present research, the following are made known:

In emotional development, characteristics were identified that contribute to teachers' well-being, including self-efficacy, emotional knowledge, neutral emotions, emotional awareness, positive emotions, emotional self-knowledge, courage, personality, optimism, acceptance, positive attitude, emotional autonomy, identifying one's potential, being congruent, social intelligence, internal logic, authenticity, open-mindedness, self-esteem, self-concept, self-motivation, social skills, perspective, appreciation of excellence, modesty, social aptitude, life satisfaction, empathetic understanding, respect and persistence. The above shows that one of the main elements that favor well-being in teachers is the emotional aspect.

Another indispensable aspect to promote and generate teacher well-being is the organizational climate. Individual, group and institutional elements such as the following: school organization, cooperation, participation, internal environment, organizational commitment, functioning/respect for the various roles, always seeking the best solution to conflicts and dimensions of school diversity, relationships, companionship, trust in the principal, teamwork and motivation. This makes it possible to understand that within an institution it is also possible to enhance the well-being of teachers.

According to the results of integral human development, it was found that teachers consider important for their well-being: the relationship with the environment, indispensable aspects of education, essential characteristics of physical health, crucial social relationships, and finally everything that leads to spiritual self-realization. Thus, the vision of teacher well-being is within the framework of sustainable human development through collaborative environments, healthy relationships with oneself, with others, with nature and with society.

It is clear that aspects of integral human development, emotional development and organizational climate are integrated when identifying aspects of well-being in preschool, primary and secondary school teachers. The above allows us to glimpse a different and integrating perspective on teacher wellbeing, from a broader perspective, with multiple components and also recovering the uniqueness and diversity that each educator possesses.

In the Mexican nation, it is essential to address teacher wellbeing in different areas, since there are still no norms or agreements that promote and strengthen this aspect. It is considered essential to investigate in diverse contexts and realities on the subject, in order to provide greater solidity and thus structure and characterize with greater precision the aspects and variables that make up teacher wellbeing. It is necessary to generate laws, agreements and norms that address this aspect, from basic education to higher education.

The main results highlight and confirm that teacher wellbeing is related to: 1. emotional development in the aspects of: self-efficacy 0.74, emotional knowledge 0.72, emotional awareness 0.69 and positive emotions 0.68; 2. integral human development in the aspects of: building social wellbeing 0. Organizational climate in the aspects of: companionship 0.72, school organization 0.68, trust in the director 0.67 and cooperation 0.65.

It is recommended to develop and implement a teacher training program that considers and integrates the elements found as the main drivers of teacher welfare, to improve the working conditions of education professionals, hoping that these improvements are reflected in the school environment in all its academic indicators, favoring students.

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