

Quality of Work Life of Teaching Staff of A Secondary School In Southern Sonora And Its Effects On The Student Community

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ABSTRACT

This study shows the relationship between the quality of work life of the teaching staff of a secondary school in Southern Sonora and its influence on the student community. To determine the existence of the effects of the quality of work life of the teaching staff in the student community of a secondary school in Southern Sonora, and thus generate strategies that support a better comprehensive training of students, the quantitative method was applied in which two instruments were applied in this research. The first was aimed at the teaching staff in which the 41 teachers that make up the total workforce participated and the second which was applied to 227 students. The variables evaluated in the instrument applied to the teaching staff obtained the following results: quality of working life, a mean of 4,021, organizational management, a mean of 4,417 and organizational performance a mean of 4,665. In the instrument applied to the students, results were obtained for the variables under study: quality of student life with a mean of 3,933, student identity with 4,133 and academic performance with a mean of 4,180. Based on the results obtained in the application of the instruments and analysis of results, we can conclude that there is a direct relationship between the quality of work life of the teachers of this school and the impact it causes in the student community.

Keywords: Quality, quality of life, quality of work life

1. INTRODUCTION

This paper aims to determine the influence of the quality of work life of the staff of a basic education school in Southern Sonora, and the way in which it affects students, through the study of variables of the quality of work life of teachers and the student community. Quality of life is defined as a set of conditions that contribute to making life pleasant and valuable according to the RAE (Royal Spanish Academy). Quality of work life (QOL) is based on a feeling expressed by the workers of a company about their level of satisfaction with respect to the organizational culture in which they work, which results in an evaluation of the degree of satisfaction and the development that these conditions generate in human resources, the same as when it is negative. In general terms, it impacts the optimal productivity results of the organization (Baitul, 2012). Job satisfaction generated by the development of tasks, organizational culture and climate, teamwork and camaraderie, salary and benefits, among other factors, contribute to the quality of life at work (Chiavenato, 2009).

By means of an instrument which will be applied, the fields of quality of life, organizational management and organizational performance of the personnel who work in the school which is the subject of study will be measured. Subsequently, the quality of student life, school identity and student performance will be measured through an instrument previously designed for such purposes. Once the results have been analyzed, it will be possible to identify the relationship between the quality of work life of the teaching staff of the school under study and the impact obtained on the student community. In addition, a strategic plan may be drawn up to design activities or measures in which the detected factors that need reinforcement are contemplated, which contribute to the improvement of the previously discovered areas of opportunity and with this, increase the positive impact on students, their results and therefore on their families and the community (Cruz Velazco, 2018).

1.1 Background

Since the beginning of the founding of the Ministry of Public Education in Mexico in 1921, the primary objective has been to provide quality education for all Mexicans. Throughout its history, various plans have been implemented to carry out this laborious and important task: transmitting knowledge. Teaching plays a

fundamental role in education at any level, since it is the teacher who is responsible for directly carrying out the task of imparting knowledge and developing current educational plans to contribute to the achievement of goals set by a country's development plans. Hence the importance of the quality of the teacher's working life for an optimal performance of their functions in the educational work. They point out (Román & Murillo, 2008): "teachers are key and relevant actors for the quality of the teaching and learning processes, something about which there is not only social consensus, but also increasingly solid empirical evidence that confirms it" (p. 2). Carlos Tedesco (2010) states that the quality of education is defined by teachers, "no country offers better education or higher quality education beyond the quality of its teachers". While Apolo (2022) urges people to be passionate about education, considering the satisfaction of sharing knowledge and the well-being of teachers as a key factor in being able to transmit the desire to learn to students, since with happy education professionals, better results can be obtained.

According to studies carried out by UNESCO (2022), the COVID-19 crisis highlighted the urgency of equipping teachers with digital and pedagogical skills, along with socio-emotional support to ensure their well-being. This same study recognizes the work of teachers as an essential part of successfully developing quality education.

The way in which education is developed in our country has undergone various changes since its inception in each of the educational plans that have been designed take into account different factors such as infrastructure, technology, teacher training, economic perception, among others. Each and every one of them aimed at strengthening and improving the desired results in students and in educational work. According to Article 3 of the Mexican Political Constitution, "teachers are fundamental agents of the educational process and, therefore, their contribution to social transformation is recognized. They will have the right to access a comprehensive system of education, training and updating."

It is necessary to recognize the achievements and work done in the educational work, since this action favors motivation; in the case of teachers in front of a group, it can be reflected favorably in their daily work. Due to the attacks of the media, as well as the different reforms that affect their profession, teachers are unmotivated and in a state of stress, as they state in this research. In addition to the above, with the aim of improving educational quality, teaching practice has been permeated by bureaucracy: because the different levels of educational authority increasingly require the filling out of forms that must be submitted according to the results of the evaluations, basing it on the obligation to reduce the educational lag, however, these activities are taking up part of the time they would allocate to develop their work in the learning process, that is, their function as a teacher in the classroom is being neglected, to comply with the administrative (Martínez et al., 2016).

In recent years, the Ministry of Public Education has implemented the Plan known as the New Mexican School (NEM), which takes into account the reevaluation of the teaching profession through the restructuring of the teaching career, the provision of better infrastructure for schools and mechanisms for incentives and recognition (Ministry of Public Education, 2018). According to Armenta et. al (2021) optimal working conditions for the performance of teachers, camaraderie and support among the staff working in the institutions, as well as satisfaction with their academic activities, positively influence the quality of life, which is reflected in the academic performance of students. However, studies show a lack of analysis of the relationship between teacher job life satisfaction and the impact it has on the student community.

A study conducted by Caballero and Sime (2016) in Lima, Peru, demonstrates the impact that the image of the teacher has not only on short-term results, but also on the image of the teacher as a reference for the student's life even after having completed their formative education. In another research carried out by researchers from the University of the Latin American Educational Center in Rosario, Argentina, it is determined that there are direct relationships with the physical and mental health of the worker as preponderant factors in their quality of work life, since it is a relevant aspect for their professional performance, performance and delivery of results (Alves et. al, 2013).

Today, the challenges to carry out educational work are greater than a few years ago. Nowadays it is necessary for the teacher not only to carry out the development of classes within the classroom, but also to perform an integral task in the formation of the student by planning activities that encourage the curiosity of the student, evaluate to strengthen competencies or skills, know about neuropedagogy and positive psychology. All this with the aim of planting in young people the vision of believing that there is something beyond the invisible borders of their home (Lopera, 2015).

1.2 Problem Statement

Much has been said about the importance of the role played by the teacher in the educational system as an active part of it, however, despite having rules and laws that guide the teaching work, there is no consolidated welfare system that visualizes and recognizes the work from its multiple meanings and realities. among these the relevance of recognizing the teacher as a worker and not only as a vocation; contextualize education and value the practices of teaching work, which have been made invisible and distorted as a result of the impacts of the neoliberal model and the new management of the public sphere that have commodified education and have

assigned it other functions of an affective-emotional nature, of containment and vocational guidance that increase psychosocial risk factors, exceeding the individual capacities of teachers and organizational capacities of the schools to respond to the problems of the context (Salgado, 2020).

Recognizing that in this context there is no clarity that links the quality of the teacher's working life with the quality of education, the question arises: Is there a relationship between the quality of the working life of the teaching staff of a secondary school in Southern Sonora and their influence on the student community?

How does the quality of work life of the teaching staff of a secondary school in Southern Sonora affect the student community?

1.3. Objective

To determine the effects of the quality of work life of the teaching staff in the student community of a secondary school in Southern Sonora, in order to generate strategies that support a better comprehensive education of students.

1.4 Justification

This research is useful for educational management since, by determining the effects of the quality of work life of teachers in the student community of a secondary school in Southern Sonora, it can be oriented towards improving the working conditions of teachers and, therefore, their quality of life. Likewise, this study contributes to teachers being clear about the impact that working conditions have on their work performance and the repercussions on the student community. It is worth mentioning that by analyzing the variables that affect the quality of work life of the staff that makes up the workforce of this school, strategic plans can be created that include the improvement in the areas of opportunity detected; which leads to a better performance of the teacher, thus benefiting the student's school performance and thus creating a better school environment in which students, teachers and parents benefit from the improvement of the environment in the educational establishment.

Currently, public schools of basic education do not have any program in which the organizational climate can be measured, or any organization that is responsible for the well-being of education workers, even though it is a pillar of the transmission of knowledge to teachers, and the impact that these have on the training of our young people in such an influential way in their future and in the transformation of our country (Secretaría de Educación Pública, 2024).

This particular school, being the youngest in the city, seeks to consolidate itself as one of the best high schools in southern Sonora through the improvement of the quality of life of the student community, as well as the quality of work life of the staff who work in this educational institution.

It is important to carry out this study, since by knowing the impact that the quality of work life of the staff working in the school under study has on the student community, it will be possible to detect the areas of opportunity on which work can be done to improve the working life of the workers of this institution and, therefore, the quality of the student community (Del Cid & Méndez, 2011).

1.5. Limitations of the Study

The main limitations of this study are the objectivity with which the students answer the instrument which will be applied; On the other hand, the participation of teachers should also be objective due to fears that their answers may somehow be known by their immediate superiors. However, the instruments applied to both students and teaching staff will be anonymous and by electronic means.

2. RESEARCH FRAMEWORK

The various concepts of working life of different authors will be taken into account, so it will be observed that over the years this concept has evolved to what we know today as quality of working life, its influence on companies and organizations, the importance of promoting it and knowing the main factors that make it up. The issue of the quality of the teacher's working life and the impact it has on the development of their functions and on the education they share with their students will be addressed (Escribano Hervis, 2018).

The main factors that make up quality education will also be described, as well as the role played by the teacher in it from the point of view of various studies carried out by different authors. It is important to mention the influence that management has on teachers to perform their functions, skills and abilities; all this, analyzed through the eye of authors specialized in the subject. In the same way, the studies carried out objectively on the role played by leadership within education and the impact on the different types of it will be reflected.

2.1 Quality of Life

According to the WHO, quality of life "is a wide-ranging concept that is traversed in a complex way by the physical health of the person, their physiological state, the level of independence, their social relationships and the relationship they have with their environment" (WHO, 2002). The World Health Organization (WHO) made

a proposal for a definition of quality of life based on subjective aspects; according to the WHO, "quality of life is the perception of individuals of their position in life in the context of their culture and value system in which they live and in relation to their goals, expectations, standards and interests". Together, the objective, subjective and social aspects make up people's quality of life and are directly related to the political, social, economic and cultural conditions of the context in which a person is situated, so that, in order to assess the quality of life, it must be borne in mind that this experience is individual, heterogeneous and subjective. What one person may consider essential to enjoy quality of life, for another may not be important, for example having a high level of income or material goods.

The concept of quality of life has arisen since the 30's when, without imagining it, the economist Arthur Pigou created his work on the well-being of society seen from the point of view of the cost of pollution and its influence on the environment and the repercussions on health in the community and its inhabitants. At the end of the Second World War, interest in assessing social welfare in countries increased. It was in this way that, in 1954, UN experts defined the "standard of living" as the global needs of the population to achieve its satisfaction; These needs were based on psychological and biological considerations, referring to the socioeconomic characteristics of the environment and environmental characteristics.

2.2 Quality of Life in Mexico

In Mexico, there are various measurements of the living conditions of the population, which use exclusively objective indicators. Its main purpose has been to characterize the living conditions of the population with the greatest deprivations in the country and even to identify people who are in a situation of poverty. None of the indices seeks to analyze living conditions in their different aspects and refer mainly to economic and social indicators.

- **CONAPO Marginalization Index**

The Marginalization Index (MI) uses the principal components technique to obtain a measure that aggregates the four dimensions considered: housing, income from work, education, and population distribution.

- **Mass Deficiency Index in the Fiscal Coordination Law**

This index, which is used for the distribution of federal public resources to states and municipalities, is calculated in two stages. The first identifies households that do not meet their basic needs in five areas (income, education, housing space, drainage and fuel used). In the second stage, geographical aggregation, the mass of deprivation per household is obtained.

- **SEDESOL Poverty Index**

The objective of this method was to identify households that could receive support from the Federal Government to help families raise their standard and quality of life.

- **CONEVAL Social Backwardness Index**

The principal component technique is used to generate the index. Disaggregated information from the state and municipal levels is used. The variables are expressed in terms of deprivations.

While the standard of living is measured through objective indicators, quality of life must be evaluated with subjective indicators. In addition, the perception of life in the context in which it develops must be evaluated. It is important to highlight that it is the individual himself who expresses the level of satisfaction with the quality of life in which subjective factors are described in which expectations, purposes in life, satisfaction with life in general and happiness are measured.

The National Institute of Statistics and Geography (INEGI) in January 2023 presented its most recent figures on the quality of life of Mexicans, which measures in three dimensions of the subjective well-being of the urban adult population in Mexico: 1) mood balance, 2) level of satisfaction with life in general and with specific areas of it and 3) level of eudemonia or spiritual well-being, which is related to the sense of purpose in life. In January 2023, on a scale of 0 to 10, the urban adult population rated how satisfied they are currently with their lives: the average value (8.4) was the same as in January 2022.

2.3 Quality of Work Life

With the birth and evolution of the various schools of management, the humanistic theory emerged, in which Abraham Maslow, Frederick Herzberg, Douglas McGregor and Rensis Likert stand out with their revolutionary ideas in which the importance of human capital in organizations plays a primary role in the achievement of the objectives set by the management levels. Each of them makes a contribution with their theories in which they focus as the main actor on the well-being of human capital as one of the main investments of the company to bear fruit in productivity levels. It is based on the assumption that management must adapt to the needs of personnel and be based on their motivations, as it is decisive for the success of companies.

2.3.2 Herzberg's two-factor theory

For Herzberg, the motivation to work depends on two factors:

1. Job satisfaction depends on the challenging and stimulating content or activities involved; these are the so-called motivational factors.
2. Dissatisfaction in the job is a function of the environment, supervision, colleagues, and the general context of the job; these are the so-called hygienic factors (Bernal Torres, 2013).

To simplify the Likert methodology, four organizational variables are described: decision-making process, communication system, interpersonal relationship, and reward and sanction systems, as means for staff motivation.

System 1. It is the exploratory-authoritarian type, where management uses fear and threats, communication is only downwards, bosses and subordinates are psychologically very far apart, most decisions are made by the top management, etc.

System 2. It is the benevolent authoritarian type, where management uses the reward, there are subservient attitudes towards bosses, information flowing upwards is restricted to what the boss wants to hear, policy decisions are made by managers, but decisions within a prescribed frame of reference can be delegated to lower levels, etc.

System 3. It is the consultative type, where management uses occasional rewards and punishments, some involvement is sought, communication is two-way, and "upward" communication, other than what the boss wants to hear, occurs in limited numbers and only cautiously, although subordinates may have a moderate influence on the activities of their departments. As a general policy, decisions are made at the top and more specific decisions are made at the lower levels, etc.

System 4. It is characterized by participatory group management. Management grants economic rewards and makes full use of group participation and involvement in the establishment and improvement of high performance goals, in the improvement of work methods, etc.; communication flows in all directions and is accurate; Bosses and subordinates are psychologically close.

Management, according to Likert, is always a relative process. To be effective and to communicate, a leader must always adapt his behavior to take into account the people he leads. There are no specific rules that work well in all situations, there are only general rules and principles to be interpreted to take into account the expectations, values and skills of those with whom the manager interacts. Quality of life at work (QOL) is becoming more and more important to organizational success. This depends on the degree of satisfaction of people in relation to the company and the work environment (Chiavenato, 2011).

2.3.5 Benefits to the company

According to Alves et. al (2013) the application of programs to improve the Quality of Working Life generates countless benefits for both the company and the worker; Among the main benefits for the company include various aspects among which we can mention:

- Improve Financial Functioning
- Increases Market Value
- Increase productivity
- Reduces Operating Costs
- Improve the Ability to Retain and Attract the Best Employees
- Strengthens Employee Trust and Loyalty
- Reduces Absenteeism
- Strengthens the company's reputation in front of employees

2.3.6 Quality of work life benefits

A good quality of work life increases employee satisfaction and commitment, improves their health through the reduction of work stress and general well-being, contributes to greater productivity and talent retention. In addition, it promotes a positive work environment, encourages collaboration and creativity, and helps build a solid organizational culture (Armenta et. al, 2021).

2.4 Factors of quality of work life

Job performance and organizational climate are important factors that influence the quality of life at work. Since the importance of human needs varies according to the culture of each individual and each organization, the Quality of Life at Work is not only a function of individual characteristics or situations but also of the systemic performance of organizations.

The three main models designed by Nadler and Lawler, Hackman and Oldhan and Walton, are described below.

2.4.1 Nadler and Lawler's model

According to Nadler and Lawler, the quality of work life is based on four aspects:

1. The participation of employees in decisions.
2. The restructuring of work due to the enrichment of tasks and autonomous work groups.

3. The innovation of the reward system so that it influences the climate of the organization.
4. The improvement of the work environment in terms of physical and psychological conditions, working hours, etc.

According to this model, the quality of working life will improve to the extent that these four aspects increase.

2.4.2 Hackman and Oldhan

Hackman and Oldhan present a model of quality of work life that, according to them, the dimensions of the job produce critical psychological states that lead to personal and work outcomes that affect the quality of work life.

The dimensions of the position are:

1. Variety of skills. The position must require different and varied skills, knowledge and competencies of the person.
2. Task identity. The work must be done from start to finish by a person so that they can perceive its result.
3. Meaning of the task. The person must have a clear perception of the consequences and repercussions that their work has on the work of others.
4. Autonomy. The person must have personal responsibility for planning and executing tasks and own autonomy and independence for their performance.
5. Feedback from one's own work. The task should provide feedback back to the person so that the person can self-evaluate his or her performance.
6. Extrinsic feedback. Hierarchical superiors or clients should provide feedback for task performance.
7. Interrelationship. The task must allow the occupant to have interpersonal contact with other people or with internal and external customers.

According to the aforementioned authors, job dimensions are determinants of quality of life at work because they offer intrinsic rewards that produce job satisfaction and motivate people to work.

2.4.3 Walton's model

According to Walton's model, there are 8 factors that affect quality of life at work (Chiavenato, 2017):

Fair and adequate compensation: A fair distribution has a balance between remuneration within the organization, the work performed and market remunerations.

Occupational health and safety conditions: These include the dimensions of the working day and that the environment is suitable for the well-being and health of the employee.

Utilization and development of capabilities: The company must provide opportunities to the employee to be able to satisfy the need to use their skills and knowledge.

Opportunities for continued growth and security.

Social integration in the organization: To do this, hierarchical barriers that generate distance between employees must be eliminated.

Norms and rules of the organization, in which the rights and obligations of the worker are defined.

Work and free time: Work should not absorb all the time or energy of the worker.

Social relevance of work life: Working should be a social activity that makes the employee proud.

Bueno et. Al (2018) describes how companies are job training centers in which the personal development of the individual is also carried out; therefore, it is important not only to address internal aspects of the company, but also to promote practices through which the improvement of the quality of life of its workers and everything that affects the tasks carried out by the company and its employees is promoted. Human capital management activities contribute to improving productivity by identifying optimal ways to achieve organizational goals, and indirectly by improving the quality of employees' work lives (Werther, 2008).

2.4.4 Individual Worker Factors

2.4.4.1 Work-family balance

Some of the major challenges related to working time have persisted since the beginning of the industrial age: excessive working hours and the need to protect workers' health and safety by limiting working hours and providing adequate rest and recovery periods, including weekly and paid breaks, annual leave, which is enshrined in international labour standards.

According to the publication on the website in January 2024, the ILO (International Labor Organization) in Mexico workers averaged 43.7 hours a week, and 28% of the population with a job recorded more than 49 hours or more of work per week.

2.4.4.2 Job satisfaction

It is known to be an element within a network of interrelated variables. This network allows us to know how jobs influence both people's performance and motivation and their satisfaction, as many are not satisfied with their work. However, there are those who do interesting and challenging jobs who are, in general, more satisfied with their jobs than people in charge of repetitive and routine tasks (García, 2014). The chances of obtaining

better results from personnel and work increase when three critical psychological states are present in the people who perform the work:

1. When the person considers their work as something meaningful and valuable.
2. When the person feels responsible for the results of his or her work.
3. When the person knows the results of his work.

2.4.4.3 Career development

As mentioned above, job satisfaction is a preponderant factor for the optimal functioning of companies. One of the factors that are taken into account to attract and retain human talent is the creation of a labor development plan for the organization's employees through which they can grow within the organization both in terms of work, personal and in their perceptions of their performance in the company (Armenta et. al, 2021). The main tools that companies use to carry this out are:

- Performance Reviews
- Psychological tests
- Creating Replacement Boxes
- Estate Planning

2.4.4.4 Motivation at work

Development processes are now seen as an important personal investment and an effective means of achieving personal goals. Every time a need arises, it breaks the state of balance of the organism and produces a state of tension, dissatisfaction, discomfort and imbalance. This state leads the individual to a behavior or action capable of relieving tension or freeing him from discomfort and imbalance. If the behavior is effective, the individual will find the satisfaction of his need and, therefore, the release of the tension produced by it. Once the need is satisfied, the organism returns to its previous state of equilibrium, to its adaptation to the environment. Unfortunately, organizations use sanctions more than rewards to modify or improve people's performance. That is, they use negative action such as reprimanding or sanctioning more than positive action such as encouraging and motivating. Something important to mention is that motivation disappears over time if the incentive becomes routine (Chiavenato, 2011).

2.4.4.5 Well-being at work

According to the concept of the World Health Organization (WHO), health is a total state of physical, mental and social well-being, and not just the absence of ills or diseases. It refers to a general feeling of satisfaction and fulfillment in and through work that goes beyond the absence of health problems. Well-being focuses on the personal and collective perception of situations and limitations in the professional field. The worker has the right to experience a state of well-being while carrying out his work activities, otherwise he runs the risk of feeling in conditions of uncertainty.

2.4.5 Factors of the working environment

2.4.5.1 Working conditions and environment

The right to work in pleasant working conditions and in a positive working environment will result in both the physical and mental health of workers. ILO Convention 81 (1947) establishes that labour inspectors are responsible for ensuring compliance with the legal provisions relating to working conditions and the protection of workers in the exercise of their profession, including provisions on safety, hygiene and welfare at work.

2.4.5.2 Occupational Health and Safety

It refers to the set of technical measures implemented by organizations, aimed at the prevention, protection and elimination of risks that endanger the health, life, physical integrity of workers and the development of healthy work. Occupational health and safety encourages workers to perform safely, with the minimum possibility of risks or damage to their person. ILO Convention 187 (2006) addresses the need to promote continuous improvement in occupational safety and health in order to prevent work-related injuries, illnesses and deaths through a national policy, system and programme.

2.4.6 Organizational and work factors

2.4.6.1 Meaning of work

The work must have content and meaning for the person who performs it, the work must be valuable and useful for the organization and society in general, it must also offer opportunities for application and development of knowledge and skills, decision-making and personal and work development. It is necessary for the worker to know the impact and repercussions of the work they perform and the contribution within the company and with society (Alves et. al, 2013).

2.4.6.2 Autonomy at work

In this aspect, the worker is given a certain freedom and autonomy in the performance of his activities. With this factor, motivation is increased and the skills of the operatives are developed. Autonomy allows the worker to act with the perception that he or she can choose or make decisions; if he is absent, he acts with a sense of pressure, feeling that he has the obligation to do the work (Patlán Pérez, 2016).

2.4.7. Factors of the social and work environment

2.4.7.1 Feedback at work

Feedback is an ongoing response that indicates how a person's work is developing. Occupational risks are prevented when the information is provided to the worker in order to correct errors or at least to know what is expected of him at work. Feedback can be explained from two perspectives: a) in the experimental analysis of behavior, the feedback provided to the person during the execution of a task produces both a positive effect or reaction (reinforcing a behavior) and a negative one (correcting incorrect answers) and b) from the interbehavioral logic, feedback is a stimulus that enables the person to regulate or improve his or her behavior in future events (Chiavenato, 2011).

2.4.7.2 Organizational support for job performance

Organizational support reflects employees' beliefs about whether the organization values their contributions, their work and professional development, considers their goals and values, listens to their complaints, helps them when they have a problem and trusts in fair treatment, increases their self-esteem, reducing their stress, providing them with a sense of belonging because it creates a supportive environment or climate, understanding and trust in which employees are helped to perceive the situation as less threatening and experience less negative consequences (López Martínez et. al, 2021).

2.4.7.3 Labor recognition

Recognition in the organization can be expressed in actions of the company and superiors to recognize, distinguish, congratulate, esteem or thank the work performed and the achievements obtained by employees. Preferably, recognition should be granted by superiors and the organization as a response to quality, where there may be the possibility of providing feedback to the worker so that he or she is motivated to achieve goals (Gosetti, 2023).

2.5 Education in Mexico

Education in Mexico has been present since pre-Hispanic culture, and has evolved according to technological advances and the needs of Mexicans. The history of the Educational System in Mexico has been shaped by an evolutionary basis of the social and economic structure of the country over time. With each new law, way of educating and reforms that arise, an attempt has been made to improve education in our country Mexico. All with the intention of improvement.

In 2019, Article 3 of the Mexican Political Constitution was amended to give way to the creation of the New Mexican School, in which the curricula and programs were promoted, which contain a gender perspective and a comprehensive orientation, which includes knowledge of the sciences and humanities.

2.5.1 The role of the teacher in education

It is in Article 3 of the Mexican Political Constitution that the work of teachers is recognized as transformative agents in order to successfully carry out the important task of providing education to children, adolescents and young people. Therefore, the State is committed to creating spaces through which emphasis is given to teacher training schools; to produce more and better teachers. In addition to granting them the right to access a comprehensive system of education, training and updating fed back by diagnostic evaluations, to meet the objectives and purposes of the National Education System.

2.5.2 The teacher and the learner

The teacher is the actor on whom the professional responsibilities and discomforts of governments and public opinion fall when the results of standardized assessments of students are not as expected; a preponderant role to the figure of the educator and to the relationship that he or she can establish in terms of a model of reference and support in the development of the student's person. The teacher's performance in the classroom and during his or her stay at school directly marks the history of each of the students. Teacher-student interactions manage to build the professional identity as memorable teachers throughout their careers (Caballero & Sime, 2016).

According to Muñoz et. al (2016) there are four perspectives from which to contribute to the understanding of this dialogic relationship between the educator and the learner: attachment theory, the strengths-based approach to education, motivation and finally, the mediating role of the teacher exemplified from reading mediation. In

each and every one of these theories, the central axis is the relationship that develops between the educator and the student, the way in which it will influence throughout their student life and academic training.

2.6 School and quality of life

The use of the concept of quality of life in curricular designs, mainly in compulsory schooling, has been limited, it has been more limited to the scope of care for people with specific needs. Assuming the quality of life in schools must be related to the improvement of educational planning and the development of student-centred models in a way that has a positive impact on increasing their participation in processes and decisions (Escribano Hervis, 2018).

One of the main objectives of learning in schools is to bring hope for the generation of knowledge through which the student is allowed to become a professional capable of being employed in a place through which the skills and abilities learned throughout his academic training can be developed; with this, it is intended that this student will improve their quality of life in the future. There are four basic principles of the paradigm of quality of life in education; the first has to do with improving personal and family outcomes, the second is the use of good practices, the third is to consider the evidence, and the last has to do with improving the effectiveness of the support system and thus improving people's quality of life (Tedesco, 2010).

2.7 Leadership and quality of life

It is from student learning that leadership is integrated into school routines that are aligned with the objectives of improvement, and involves the use of intelligent tools that are designed to help teachers learn more effective pedagogical practices. This focus on student outcomes has implications for how leadership can be approached from the classroom.

2.7.1 Leader management

We can distinguish between leading and managing. Managing is about maintaining operations and routines; Leadership tries to gather support for possible change. However, the distinction cannot be radically established, since managers need leadership skills and leaders need management skills. To ensure that institutions learn and improve their processes, it is advisable to move from formal leaders to collaborative leadership, where directors and faculty collaborate to solve problems collectively, take responsibility for successes and provide the means to train themselves in their achievement. Thus, leading becomes a joint effort to improve the quality of education and in turn the school becomes a learning community (Salgado, 2020).

2.7.2 Communication

Communication within an organization comprises multiple interactions ranging from informal telephone conversations to the most complicated information systems. Effective communication systems are required to execute the work. Any confusing information causes errors, which decrease performance at work and are detrimental to the achievement of objectives (Chiavenato, 2011).

2.7.3 Training

Maintaining constant training is of vital importance in any company; in the educational field, it is essential to keep the teacher updated in order to aspire to achieve quality education through the acquisition of knowledge and skills for the development of their work (Escribano Hervis, 2018).

2.7.4 Learning

The teaching profession assumes the set of activities in which teachers are involved throughout their careers, activities carried out both to improve their competence in the work, and to achieve individual advances in their profession. As a result of the interactions, there is a learning process that takes place in the temporal and spatial context of their work and that gives rise to changes in teaching practice and in the ways of thinking about this practice. From this we could think that a large part of the teacher's learning during their service and their permanent training must be articulated with the needs of individual, institutional and collective development in shared times and spaces and throughout the life of teachers. And it is during this process that the expression of teacher leadership is approached (Caballero & Sime, 2016).

2.7.5 Education focused on the development of strengths and talents

This educational approach implies that educators are intentionally and systematically involved in the discovery of their own talents and, through them, develop and use their strengths, to help their students discover their own talents, and to develop and use their strengths while learning new knowledge, acquiring academic skills and demonstrating what they have learned; human development is not only about pointing out what one is now, but what one can become with the educational help of others (Muñoz et. al, 2016).

2.7.6 The educator as mediator of culture

The existence of teachers who effectively mediate in the learning of reading is a sine qua non condition for access to cultural goods, belonging to a community of readers and social inclusion. This mediation presupposes, on the part of the teacher, a conception of reading as a cultural object, a social tool with deep roots in our history. This seems obvious at first glance, but it turns out to be complex in itself in the school context. The available evidence shows how teachers' beliefs shape the way they conceive of learning and teaching.

2.8 Teacher training and academic performance

UNESCO points out: "The quality of education requires an inclusive and democratic environment, where all children can develop their full potential." Teacher performance is a factor that is directly associated with the quality of education, the fundamental pillar of educational quality is the professional capacity of teachers: if students do not find teachers in their classrooms capable of generating greater learning opportunities, the genuine improvement of educational quality will not occur. Teacher performance is a key factor for quality education. Regardless of the economic solvency and the curricular design; teacher performance, as an eminently human factor, is essential to act professionally at the height of the needs of the time and the society in question, and to promote with the necessary conviction and responsibility training and learning for life (Martínez et. al, 2016).

2.9 Study plan and quality of life

Considering education and its relationship with the improvement of the quality of life implies assuming the responsibility of promoting, both from formal and non-formal education environments, the updating of individuals' capacities for choice, favoring the equivalence of opportunities to access resources that allow them to increase their autonomy. Educational systems implicitly and explicitly establish a tendency, marked from their purposes, towards the achievement of situations of improvement, by those for whom the system has been designed, in addition to considering the perspective of satisfying social needs (Apolo, 2022).

We could specify that educational systems are justified by proposing a dialogic process between the satisfaction of individual and social needs, which converge in the acquisition and development of competencies that are made possible by curricular designs and their implementation. This is related to some basic axes, to the degree of satisfaction of the needs that the person presents; therefore, it is outlined as a subjective formula that depends on each person in relation to their context, understood socio-historically and in its different dimensions. However, the use of the concept of quality of life in curricular designs, mainly in compulsory schooling, has been limited, it has been more limited to the scope of care for people with specific needs (Lopera, 2015).

3. METHOD AND MATERIALS

The proposed methodology made it possible to know the relationship between the quality of work life of the teaching staff and the impact on the student community of a secondary school. This in order to detect areas of opportunity and create strategies and plans that improve the school performance of students, as well as work on areas of opportunity in the quality of work life of teaching staff.

3.1 Research design

According to Sampieri (2018) this research is quantitative non-experimental since the objective of the research has been to measure the quality of working life of the staff of a secondary school and its impact on the student community, and it has worked with quantitative data, a non-experimental design was used, considering that the research topic has sufficient theoretical support, A quantitative research was carried out to understand in detail the phenomenon under study.

The purpose of correlational research is to show or examine the relationship between variables or outcomes of variables. Correlation examines associations, but not causal relationships, where a change in one factor directly influences a change in another (Bernal, 2016).

The activities carried out have made it possible to meet the following research objectives:

1. To identify the variables in the quality of work life of teachers that have the greatest influence on the quality of life of secondary school students.
2. Identify the main variables that make up the quality of life of the student community.
3. Propose the design of programs aimed at all participants, to achieve and reinforce the positive impact of the quality of the teacher's work life on students.
4. The application of a Likert scale to know the degree of satisfaction of the participants with the quality of work life in the case of the teaching staff, as well as the degree of satisfaction of the different aspects in the quality of life of the student community.

In a very generalized classification we can distinguish four levels of research: exploratory, descriptive, correlational and explanatory (causal correlational).

Exploratory research aims to examine a research topic or problem that has been little studied or that has not been addressed before. Descriptive research works on factual realities and its fundamental characteristic is to present a correct interpretation. Correlational research consists of determining to what extent two or more variables are related to each other. It is about finding out how changes in one variable influence the values of another variable. And causal or explanatory correlational research is identified with studies to test causal hypotheses (Cauas, 2015).

Based on the above, it can be said that this study will use the descriptive method when trying to measure the variables that influence the quality of work life of the teaching staff of the school under study.

3.2 Scope of the investigation

According to Galarza (2020), the scope of this study is quantitative as it aims to measure the quality of work life of secondary school staff; as well as the effects that it produces in the student community. By applying the two instruments and through the variables under study that compose them, it will be possible to have a result through which the areas of opportunity in which recommendations will be made for the improvement of the quality of work life of the personnel working in the secondary school will be detected, in order to obtain better results in the variables under study of the student community of this school under study.

It is worth mentioning that this high school is relatively young compared to its similar ones that exist in the city. Therefore, this research will serve as a basis to create strategies that contribute to the consolidation of this educational institution to contribute to improving the image of the school by creating students not only with better school performance, but also with the increase in the quality of life of both the staff who work in the institution, as well as the students who receive their secondary education there.

3.3 Participants

According to Hernández (2014), the population or universe is defined as the set of all cases that agree with certain specifications. While a sample can be obtained of two types: probabilistic and non-probabilistic. Probabilistic sampling techniques allow us to know the probability that each individual under study has of being included in the sample through random selection (Otzen & Manterola, 2017).

On the other hand, Arias (2016) defines the study population as a set of cases, defined, limited and accessible, which will form the reference for the choice of the sample, and which meets a series of predetermined criteria. It is worth mentioning that the population in a research does not necessarily refer to people, but can also be data, files, plants, animals, etc.

There are two levels of population, the first, the target population, which is generally very large and the researcher is unable to access it, and the second, the accessible population, where the number of elements is smaller and is delimited by inclusion and exclusion criteria. It is in the last population in which sampling and sample size are carried out (Ventura, 2017).

The first group of participants in this research is made up of students from a secondary school in southern Sonora through which the following variables were measured: quality of student life, student identity and academic performance. This was applied to sixty-seven percent of the student universe that makes up the school. A random probabilistic sample was taken for convenience, this because one hundred percent of the student body is not attended on a typical day in the secondary school subject of this study. In the application of this instrument, a participation of 227 students was obtained, of which 54.2% are men, 44.5% women and 1.3% non-binary. 54.6% of students are within the range of 12-13 years old and 45.4% between 14-15 years of age. 29.5% of students in the first grade, 37% in the second grade and 33.5% in the third grade participated. 43.2% of students said they practiced some sport and 56.8% answered that they did not practice any sport. The student community that lives in neighborhoods and subdivisions in the southwest of the city of Navojoa predominates, that is, in the surroundings of the geographical location of the secondary school under study.

In the second group of participants, which was aimed at secondary school teaching staff, there were 41 participants, of which 61% of women and 39% of men participated. It is worth mentioning that a census was carried out in this group of participants, since one hundred percent of the teaching staff answered the instrument. The census was achieved because they were given the facility to carry out the survey on their mobile devices. The instrument used for this group of participants consists of 31 items that measure three variables: quality of work life, organizational performance, and organizational management. The teachers involved in this study are 2.4% under 22 years of age, 4.9% with an age ranging from 22-30 years, 41.5% from the range of 31-40 years, 26.8% from 41-50 years of age and 24.4% over 50 years of age. 90.2% of the participants are basic and only 9.8% are interim, that is, they have a non-permanent position. 26.8% of the respondents said they were single, 65.9% married and 7.2% in other marital status situations.

In this task, according to Otzen and Manterola (2017), it is important to define the representativeness of a sample, since it allows extrapolating and, therefore, generalizing the results observed in it to the accessible population and, from there, to the target population. To achieve this, Stevenson's formula (1981) was used with a confidence level of 95%,

$$n = \frac{D^2pqN}{e^2(N-1)+D^2pq}$$

where

N = population,

D = standard deviation (confidence level)

e = expected error,

p = proportion in favor

q = proportion against and

n = sample size.

N = 338

D = 2.00

e = 5.0%

p = 0.5

q = 0.5

n = 183

Even though the sample size in the case of the instrument used in the students, when applying the formula gave us 183, the participation of 227 students in the survey was achieved.

3.4 Instruments

There are two instruments used in this research: one aimed at the student community and a second instrument which was aimed at the staff working in the educational institution. In the first instrument, the one applied to secondary school students is composed of 32 items, of which the first 10 focused on measuring the quality of student life, the next 10 were aimed at student identity, and the last 12 items were used to measure the variable of academic performance. In this survey, the Likert Scale was used to measure each of the items, with five possible options from which the option of selecting only one answer was given, with 1 being totally disagree, 2 somewhat disagree, 3 neither agree nor disagree, 4 somewhat agree and 5 totally agree. The application of this instrument was carried out electronically using the Google Forms tool. This instrument was applied with the support of students who are doing social service at school and teachers in charge of the media classroom; the media classroom was used, which has computers with Internet access to facilitate students' participation (Moroyoqui et al., 2023).

Prior to the application of the survey, a conference was held by the thesis advisor with the student community to inform about the topic on which they were subjects of study, which consisted of a single massive conference.

The second instrument was applied to the personnel working in secondary school and is composed of 31 items, of which the first 10 focused on measuring quality of life, the next 10 were directed to organizational management, and the last 11 items were used to measure organizational performance. In this survey, the Likert Scale was used to measure each of the items, offering five possible answers, with 1 strongly disagreeing, 2 somewhat disagreeing, 3 neither agreeing nor disagreeing, 4 somewhat agreeing and 5 strongly agreeing. The application of this instrument was carried out electronically using the Google Forms tool. In the case of secondary school staff, they were given the option of answering the survey in the media classroom like the students or answering it on their mobile phones (Quiroz et al., 2021).

In the same way as with the student community, a conference was held by the thesis advisor with the staff who work in the secondary school in the previously scheduled school technical council; this, so that all the personnel were present at the meeting and were informed about the research topic in which their participation was requested.

3.5 Procedure

The following steps were taken to collect data:

1. A conference was held by the thesis advisor with the student community to inform about the topic on which they were subjects of study. It consisted of a single massive conference on the day and time in which it was recommended by the director of the school according to the activities of the institution.
2. Application of the instrument aimed at the student community with the support of school staff, as well as personnel who are providing social service in the institution.
3. The application of the instrument was done by taking the students to the media room that the school has. There are computers with internet, which made it easier to answer the instrument.
4. Conference by the thesis advisor with the teaching staff working in the secondary school at the school technical council of the nearest date as a recommendation of the school principal; this, so that all the personnel were present at the meeting and were informed about the research topic in which their participation was requested.

5. Application of the instrument aimed at the staff working in the school after the conference received from the advisor. For this, the link of the instrument was shared with the staff with the option of answering it on their mobile phones or in the media room that the school has.
6. Data analysis. The Statistical Package Social Science (SPSS) was used to perform the descriptive analyses. These consisted of developing contingency tables to relate the results of the scale with some sociodemographic variables of the students and the variables of identification of the school (shift, modality, municipality of belonging, among others). For the construction of the contingency tables, the observed score and the percentage that corresponded to each variable were considered.

3.6 Validity and reliability of instruments

The validity of the instrument which was applied to the students was carried out through three types: content, criterion and construct, where the validation of the content data was obtained with respect to clarity (in each item), relevance (in the placement of the dimension) and, finally, the relevance of this to highlight the information obtained.

Reliability of the instrument: in order to measure the reliability of the instrument, it was measured using Cronbach's Alpha coefficient and a confidence level of 95.5% was obtained, considered as excellent.

The Cronbach coefficient obtained in the instrument applied to the students is 0.957, so, according to the Table of George and Mallery (2003) to interpret Cronbach's alpha $\alpha \geq .90$ is considered as excellent.

Table 1. Student instrument reliability statistics

Cronbach's alpha	N of elements
.957	32
Source: Own elaboration	

In the instrument used in the teaching staff, to measure the reliability and internal congruence of the dimensions that make it up, the Cronbach α coefficient was determined with the SPSS version 26 statistical package, obtaining a $\alpha = 0.983$ considered excellent (George & Mallery, 2003). Three types of validity were evaluated: content, criterion and construct.

4. RESULTS

This chapter shows the results obtained in the instruments applied both to the student community and to the teaching staff working in the secondary school under study. Numerical data were processed using the SPSS statistical program (George & Mallery, 2003). Through the application of both instruments, the impact of the quality of work life of the teaching staff on the student community was verified, as well as the variables that have a greater influence on it.

4.1 Variable results evaluated to the student community

4.1.1 Quality of Student Life

In the results obtained from the instrument applied to the student community, Table 1 shows that the variable of quality of student life, which is composed of 10 items, was evaluated with a deviation of 3,933. The item "I consider that the working conditions of the distance modality favored my student safety" was the one that obtained the lowest score according to the perception of the student community with an average of 3.62; while "I consider that the quality of student life is appropriate to my needs" and "I have a good satisfaction with the quality of student life in my secondary education" were the ones that obtained the best rating in the answers provided by the students with an average of 4.19.

Board1. Quality of Student Life

	N	Minimal	Maximum	Stocking	Desv. Deviation
My school activities allow me to maintain a balance between my student responsibilities and personal life	100	1.00	5.00	3.9200	1.07947
The activities I do at school on a daily basis represent more than just attending high school.	100	1.00	5.00	3.7500	1.14922
I feel free to express my opinion within my school.	100	1.00	5.00	3.7800	1.20252
The work I do as a student on a daily basis allows me to develop my skills and abilities.	100	1.00	5.00	4.1200	0.97732
I have enough time to make my assignments for the subjects I take within each day.	100	1.00	5.00	3.9000	1.10554

I consider that the working conditions of the distance modality favored my student security	100	1.00	5.00	3.6200	1.02277
In the new distance modality, spaces are promoted to interact with teachers and classmates	100	1.00	5.00	3.8200	1.14926
The quality of life promoted in the school is adequate.	100	1.00	5.00	4.0400	0.99412
I consider the quality of student life to be appropriate to my needs	100	1.00	5.00	4.1900	0.87265
I have a good satisfaction of quality of student life in my high school education.	100	1.00	5.00	4.1900	0.97125
				39.3300	3.93300
Fountain. Own elaboration					

4.1.2 Student Identity

In the Student Identity variable, the results obtained are described in Table 2. Composed of 10 items, it was evaluated with a deviation of 4,133. In this variable we can observe that the item "I have signs of solidarity from my classmates when I have problems in student activities" represents the lowest score in the evaluation of the instrument with an average of 3,800. Meanwhile, the item "I am clear about my responsibilities in high school" is the one that was best perceived with an average of 4,670.

Board 2. Student identity

	N	Minimal	Maximum	Stocking	Desv. Deviation
I believe that I have the resources, equipment, tools and materials necessary to carry out my activities properly in secondary school	100	1.00	5.00	4.2800	0.93290
I consider that my student work contributes to the objectives of secondary school	100	1.00	5.00	4.0900	0.79258
I am clear about my responsibilities in high school	100	1.00	5.00	4.6700	0.69711
The amount of work I am assigned in high school is appropriate for my student day	100	1.00	5.00	3.9300	1.03724
I am satisfied with the tasks I perform in my academic performance	100	1.00	5.00	4.0700	1.05653
I feel satisfied, with respect to the degree of commitment that is requested of me in each of the subjects I take.	100	1.00	5.00	3.9500	1.06719
I count on signs of solidarity from my classmates when I have problems in student activities	100	1.00	5.00	3.8000	1.10096
The relationship with my classmates in high school is adequate for a healthy coexistence.	100	1.00	5.00	3.9400	1.19612
I believe that I have the support of my professors to solve doubts and/or problems that arise.	100	1.00	5.00	4.3300	1.09226
I feel satisfied, with respect to the degree of commitment that is requested of me for the fulfillment of the objectives assigned to me.	100	1.00	5.00	4.2700	0.88597
				41.3300	4.13300
Fountain. Own elaboration					

4.1.3 Academic Performance

In the Academic Performance variable, the results obtained are described in Table 3, composed of 12 items, which was evaluated with a deviation of 4,180. As can be seen in Table 3, the item with the lowest score in the evaluation is "I consider that my proposals are listened to and applied, in secondary school" with an average of 3.73. On the other hand, the best evaluated item with an average of 5.00 is "I am proud of the work I do as a student".

Board 3. Academic Performance

	N	Minimal	Maximum	Stocking	Desv. Deviation
My degree of satisfaction is adequate with my academic performance	100	1.00	5.00	4.3300	0.91071
I believe that I have the same opportunities as my classmates to grow academically within high school.	100	1.00	5.00	4.0800	1.05102
I have opportunities to improve my skills within the grade I am in high school.	100	1.00	5.00	4.4900	0.79766
I have the freedom to decide how to conduct my student activities	100	1.00	5.00	4.1400	0.97463
I receive the necessary advice to carry out my daily activities, when I require them.	100	1.00	5.00	4.0300	0.96875
The results of the review of my work serve as feedback in each of my subjects.	100	1.00	5.00	4.0900	0.88871
I feel totally identified with the objectives of high school.	100	1.00	5.00	3.8800	0.95642
I believe that the ways of resolving conflicts in secondary school are the right ones.	100	1.00	5.00	3.8200	1.20922
I agree that my teachers show interest in the quality of life in the institution.	100	1.00	5.00	4.3000	0.95874
I believe that my proposals are heard and applied in high school.	100	1.00	5.00	3.7300	1.09963
I feel satisfied with the treatment I receive from my teachers.	100	1.00	5.00	4.2700	0.91954
I am proud of the work I do as a student.	100	1.00	5.00	5.0000	0.00000
	100			50.1600	4.18000
Fountain. Own elaboration					

4.1.4 Results of the variables of the student community

As can be seen in Table N.4, we can see that academic performance is the variable with the highest or best evaluated result with a 4.180 compared to the other two variables evaluated.

Board 4. Results obtained from the variables of the student community

Variables	Result
Quality of Student Life	3.933
Student identity	4.133
Academic Performance	4.180
Source: own elaboration	

4.1.5 Strengths

Based on the highest scores obtained in each of the items, the strengths were detected, which are described below in Table 5:

Board 5. Descriptive statistics of student strengths

Items	N	Minimal	Maximum	Stocking	Desv. Deviation
I have opportunities to improve my skills within my school	100	1.00	5.00	4.4900	0.79766
I am clear about my responsibilities at school	100	1.00	5.00	4.6700	0.69711
I am proud of my work that I do as a student	100	1.00	5.00	5.0000	0.00000

Source: own elaboration

4.1.6 Areas of opportunity

Based on the lowest scores obtained in each of the items, the areas of opportunity were detected, which are described below in Table 6:

Board 6. Descriptive Statistics Students with Areas of Opportunity

Items	N	Minimal	Maximum	Stocking	Desv. Deviation
I consider that the working conditions of the distance modality favored my student security	100	1	5	3.62	1.022771043
I believe that my proposals are heard and applied, in the school	100	1	5	3.73	1.099632629
The activities I do at school on a daily basis represent more than just attending high school.	100	1	5	3.75	1.149220201

Source: Own elaboration

4.2 Variable results evaluated for teaching staff

4.2.1 Quality of Work Life

The results obtained from the variables when applying the instrument aimed at secondary school teachers are shown in Table 7, in which it can be seen that the item "I consider that the working conditions of the distance modality favored my occupational safety and health" was the one that obtained the lowest score with an average of 3.44; on the other hand, the question "The work I do daily allows me to develop my skills and abilities", obtained the best rating with an average of 4.39.

Board 7. Quality of work life

	N	Minimal	Maximum	Stocking	Desv. Deviation
My job allows me to maintain a balance between my personal and work responsibilities.	41	1	5	4.24	1.135
The work I do every day represents more than just work for me.	41	1	5	4.00	1.225
I feel free to express my opinion within my work team.	41	1	5	4.32	0.986
The work I do daily allows me to develop my skills and abilities.	41	1	5	4.39	0.945
I have enough time to do my work within the working day.	41	1	5	3.73	1.342
I consider that the working conditions of the remote modality favored my occupational safety and health.	41	1	5	3.44	1.266
In the new distance modality, spaces are promoted to interact with staff in activities different from those of daily work.	41	1	5	3.90	1.068
The quality of life promoted in the institution is adequate.	41	1	5	4.15	0.989
				32.17	4.021

Fountain. Own elaboration

4.2.2 Organizational Management

The results obtained in Table 8 are observed in the organizational management variable. The item "I have signs of solidarity from my colleagues when I have problems in work activities" obtained an average of 3.88, this being the lowest evaluated. On the other hand, the question "I consider that my work contributes to the objectives of the institution" was the best evaluated with an average of 4.66.

Board 8. Organizational Management

	N	Minimal	Maximum	Stocking	Desv. Deviation
I believe that I have the resources, equipment, tools and materials necessary to carry out my activities properly.	41	1	5	4.66	0.794
I believe that my work contributes to the objectives of the institution.	41	1	5	4.73	0.895

I am clear about my responsibilities in the institution.	41	1	5	4.41	1.024
The amount of work assigned to me is appropriate to my daily working day.	41	1	5	4.54	0.925
I am satisfied with the tasks I perform in my working day.	41	1	5	4.54	1.002
I feel satisfied with the degree of commitment that is requested of me for the fulfillment of the objectives that have been assigned to me.	41	1	5	4.07	1.127
I count on signs of solidarity from my colleagues when I have problems in work activities.	41	1	5	3.88	1.269
The relationship with my co-workers is adequate for a healthy coexistence at work.	41	1	5	4.44	1.001
I believe that I have the support of my superiors to resolve doubts and/or problems that arise.	41	1	5	4.32	1.150
I feel satisfied, with respect to the degree of commitment that is requested of me for the fulfillment of the objectives assigned to me.	41	1	5	4.59	0.805
				44.17	4.417
Fountain. Own elaboration					

4.2.3 Organizational Performance

Table 9 shows the results obtained from the variable Organizational performance; in it it can be seen that the best evaluated question with an average of 4.61 is "I have opportunities to improve my skills in the institution", while "I have the freedom to decide how to carry out my work activities" was the item that obtained the lowest score with an average of 3.95.

Board 9. Organizational Performance

	N	Minimal	Maximum	Stocking	Desv. Deviation
The degree of satisfaction is adequate for my professional performance.	41	1	5	4.27	1.141
I believe that I have the same opportunities as my classmates to grow within the institution.	41	1	5	4.32	0.934
I have opportunities to improve my skills at the institution.	41	1	5	4.61	0.802
I have the freedom to decide how to carry out my work activities.	41	1	5	3.95	1.244
I receive the necessary training to do my job.	41	1	5	4.17	1.202
The results of the supervision of my work serve as feedback.	41	1	5	4.37	0.915
I feel totally identified with the objectives of the institution.	41	1	5	4.07	1.191
The ways of resolving conflicts in my work, I consider to be the right ones.	41	1	5	4.41	0.999
I agree that my superiors show interest in the quality of life in the institution.	41	1	5	4.07	0.985
I believe that my proposals are heard and applied.	41	1	5	4.41	0.921
I feel satisfied with the treatment I receive from my superiors.	41	1	5	4.54	0.977
I am proud of the work I do at the institution.	41	1	5	4.29	1.031
I feel satisfied with the quality of work life I have.	38	1	5	4.37	0.913
				55.86	4.655
Fountain. Own elaboration					

4.2.4 Results of the teaching staff variables

The variable with the highest average compared to the other two evaluated is Organizational Performance with a score of 4,655, Organizational Management with a result of 4,417 and Quality of Work Life with a score of 4,021 as can be seen in Table 10.

Board 10. Results of the teaching staff variables

Variables	
Quality of Work Life	4.021
Organizational Management	4.417
Organizational Performance	4.655
Fountain. Own elaboration	

4.2.5 Strengths

Based on the highest scores obtained in each of the items, the strengths were detected, which are described below in Table 11:

Board 11. Descriptive statistics of teacher strengths

Items	N	Minimal	Maximum	Stocking	Desv. Deviation
I feel satisfied, with respect to the degree of commitment that is requested of me for the fulfillment of the objectives assigned to me.	41	1	5	4.59	0.805
I have opportunities to improve my skills at the institution.	41	1	5	4.61	0.802
I believe that I have the resources, equipment, tools and materials necessary to carry out my activities properly.	41	1	5	4.66	0.794

Fountain. Own elaboration

4.2.6 Areas of opportunity

Based on the lowest scores obtained in each of the items, the areas of opportunity were detected, which are described below in Table 12:

Board 12. Descriptive statistics of teacher opportunity areas

Items	N	Minimal	Maximum	Stocking	Desv. Deviation
I consider that the working conditions of the remote modality favor my occupational safety and health.	41	1	5	3.44	1.266
I have enough time to do my work within the working day.	41	1	5	3.73	1.342
I count on signs of solidarity from my colleagues when I have problems in work activities.	41	1	5	3.88	1.269

Fountain. Own elaboration

4.3 Discussion

In studies carried out in 2018 by Canales-Vergara et. In the case of teachers in public schools in Concepción, Chile, it was shown that the deterioration of the quality of educational processes is directly linked to the teaching labor condition. In other words, it was determined that, the higher the quality of life of the teacher, the better the result is obtained in the student community and has a direct impact on the increase in the quality of education provided in educational institutions.

On the other hand, in a study carried out by Armenta et. al (2021) in Mexico, it was found that the quality of the teacher's work life, whether satisfactory or not, is reflected in the academic performance of students and their academic achievement.

In 2013 a study was carried out by Peñaherrera-Larenas et. al, in the Faculty of Engineering Sciences at a Public University in Ecuador. The results obtained indicated that there is a relationship between work performance, managerial management, continuous training and the benefits received by students. By feeling empowered and

valued by managers, it was observed that better work performance is promoted and the quality of work life is increased; collaborating with this to obtain greater benefits for the student community.

In this study carried out in the secondary school of southern Sonora, it can be seen in the results obtained that the variables studied in this case influence in a directly proportional way in the student community, since as can be seen in tables 4 and 10, the variables quality of life, organizational management and organizational performance were evaluated by the teaching staff with scores similar to the variables quality of student life, student identity and academic performance by the student community in a proportional manner. Therefore, it can be said that there is a close relationship between the quality of work life of the teaching staff and the quality of life of the high school student community that is the subject of this research.

Regarding the result of the quality of life of teachers and students, it is concluded that it is very important not only to carry out studies of the teachers, but also of the students, since, through this, the effort made by the teachers will be reflected. As mentioned in the previously cited studies, the quality of life of the teacher influences the quality of education, the teaching-learning processes, as well as the performance and academic achievement of the student.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

We can conclude that the quality of work life of the teaching staff of the secondary school under study causes a directly proportional impact on the student community based on the results obtained in the instruments applied.

Tables 4 and 10 show how the relationship between the variables quality of working life, organizational management and organizational performance of teachers with the variables quality of student life, student identity and academic performance is directly related. As shown in the aforementioned tables, the proportionality with which the variables behave demonstrates the relationship between the quality of work life of the teaching staff and the impact that this causes in the student community. Therefore, we can conclude that the quality of teaching work life in the secondary school under study is directly proportional to the impact caused in the student community. In other words, the higher the quality of work life, the impact that will be caused in the student community will increase positively.

In order to be able to carry out quality education, it is necessary to combine several factors, among which the role of the teacher gains strength in the development of this objective. The curricula developed by governments should focus on meeting the needs of teachers; from their academic training, updates, provide infrastructures that allow them to cover the minimum necessary to optimally develop the impartation of knowledge, as well as create strategies to promote a quality of working life.

Various studies have shown that the quality of work life has a direct influence on workers' productivity; in a study carried out by Parra Giordano (2020) it was concluded that for a better performance of teaching work it is important to promote a quality of work life which is promoted by the institution itself with the different strategies to create a favorable work environment and labor relations, as well as improvements in infrastructure.

In this regard, Restrepo and López (2013) refer to how university professors are exposed to pressures from their work context, such as: workload, human talent management, management styles, work demands and psychosocial risks; that affect the Quality of Work Life and, therefore, the perception of well-being in the workplace, work performance, the positioning of the organization and its competitiveness.

5.2 Recommendations

According to the results obtained in the instruments applied, in the areas of opportunity detected, such as the support provided between colleagues when there is a work difficulty, it is recommended to create workshops or training aimed at teaching staff in which topics about teamwork and self-directed teams are addressed in order to promote camaraderie and solidarity among equals. To improve the perception and organization of the time dedicated to the activities of teaching within the working day, the teaching of courses on time management or administration is proposed.

To strengthen the identity of both the teaching staff and the student community, the creation of a motto is proposed which creates an identity of both the teaching staff and the student community. Currently the educational institution carries out the promotion of culture and sports through the creation of a rondalla made up of students of the three academic grades and a folkloric dance group, as well as intramural rapid soccer tournaments. It is recommended to follow up on this type of activities that encourage the participation of the student community, this in order to promote teamwork conditions among students.

It is advisable to periodically carry out an evaluation of the impact obtained through the application of the instruments used in this study, and thus be able to keep a record of results that allows us to determine if the actions carried out are sufficient or if it is necessary to carry out different actions to improve the results.

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