

Quality of Working Life of Teachers Public Universities in The States of Sonora and Tlaxcala

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Abstract

The present research study aims to carry out a collaborative project that will obtain as a result the knowledge of the level of quality of working life in teachers in the states of Sonora and Tlaxcala, with the purpose of carrying out a comparison in order to know their differences and detect the areas of opportunity that educational institutions may present. The objective of this study is to develop a descriptive study of the impact of the quality of work life of professors of public universities in the states of Sonora and Tlaxcala, through the application of an instrument, to know their levels of quality of work life and areas of opportunity. The study was applied to 169 teachers from Sonora and 163 teachers from Tlaxcala, between men and women, aged from 20 years to more than 50 years, with employment contracts for a fixed and indefinite period. The instrument to be used was that of Quiroz, et. al, (2021) which is designed with the purpose of measuring the quality of work life in employees of higher education institutions, where they evaluate 3 dimensions: quality of life, organizational management and organizational performance. An overall result of 89.49 was obtained for Sonora and 90.09 for Tlaxcala, the latter being the best rated state in the instrument in general. The general results by variables showed that, in terms of quality of life, Sonora had a lower level of qualification than Tlaxcala with a difference of 0.10 in the mean, for the dimension of organizational management Sonora was better rated than Tlaxcala with a difference of 0.06 on average and finally in the variable of organizational performance Sonora had a lower average response than Tlaxcala with a difference of 0.07 on average.

Keywords: *Quality of Life, Teachers, University*

INTRODUCTION

This paper investigates the issue of quality of working life in university professors in the states of Sonora and Tlaxcala, for Castro et. al, (2018), the quality of work life is related to the conditions with which a person works, and they are characterized by causing an influence by presenting health and safety risks to the employee, which means that the worker obtains a possible mishap damaging his or her work, causing illness, work stress or injuries.

Cruz (2018), mentions that the quality of work life, also known as quality of life at work, is focused on the level of perception that the employees of an organization have towards their degree of job satisfaction or dissatisfaction, based on the environment with which they surround themselves to develop their activities, which leads to an evaluation of the level of well-being and development of working conditions. If the levels yield negative results, it has an impact on the optimal functioning of the organization.

The quality of work life can be seen as a goal that generates the establishment of a set of organizational commitments with the purpose of guaranteeing that working conditions are improved, which leads to a process of obtaining satisfaction towards the objectives set through the participation of employees to achieve high levels of job satisfaction (Matabanchoy, et. al, 2019). The reasons why the quality of life of university professors is investigated is due to the fact that this niche is constantly exposed to elements that produce stress, related to the work demands that the staff usually has due to changing landscapes and environments, as a result of the

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change of modern working conditions, high degree of competitiveness and minimum rest time (Castilla, et. al, 2021).

Background.

In this section, a series of studies on quality of work life are described, which is the satisfaction of the needs that workers may have, which require recognition, balance between their job and family, motivation, security, as well as fair and equitable remuneration (Castro et. al, 2018). For Martínez (2015), studies that delve into the quality of life of university professors generate relevance because the education shared by these individuals allows society to explore the community, the past through symbols and social customs, as well as knowledge of the natural or social environment with the purpose of achieving a collective good. whose objective is to satisfy social needs.

Cruz (2018), carried out research where he determined the main variables that are related to the quality of work life, through a search for information where data from scientific articles were collected, whose results presented that quality of life is related to managerial coaching, where not only the satisfaction of the company is sought, but also the satisfaction of the employee is achieved, through leadership and self-knowledge.

Quality of life is also related to work effort and attractiveness, in relation to work performance, as well as the stimulation given to the employee. Another variable is corporate social responsibility, which seeks to achieve a common goal in the workplace. Another example is staff turnover, if you have a good quality of life in the company, the organization is more likely to retain its employees (Bermúdez, et al 2022).

Bordas (2014) conducted research with university professors with a focus on changes in the work experience, with a double type of effect, the first on the positive side with rationalization and economic efficiency, improvement in resources and techniques, on the other hand, the negative, based on the overload of tasks, less available time and organizational problems. These two points to be considered were expressed with quantitative responses on a questionnaire scale and were nuanced in interviews.

Castile, et. al, (2021) mention that there are various causes and working conditions that influence the workload of university professors, which generates a negative impact on their quality of life, because of this it is important to raise awareness about working conditions and the detection of needs to implement changes in work environments. They carried out a study through a review of scientific literature with the purpose of generating an analysis of the effects of the workload that teachers have, which influences their quality of life, the results showed that the workload related to the multiple responsibilities issued by the management of the educational institution causes a lack of time for teachers to enjoy a personal life, thus generating possible psychosocial risks in relation to stress and physical affectations. According to Espinoza and Álvarez (2016), university professors have begun to be required to be more prepared and committed to the design of training programs, multivariate methodological strategies, and the management of information and communication technologies. In Mexico, teacher salaries have remained stagnant, although individual teacher performance is on the rise.

Peñaherrera, et. al, (2015), saw quality of life as a determining factor for the generation of productivity and the level of quality of service offered by employees in their jobs, so they carried out a study with which they sought knowledge of the perception of quality of life in university professors. conducting its study in the country of Ecuador, based on the study variables of perceived quality of life and other independent variables such as: motivation, managerial support, workload and the opinion of the participants.

The author's study had the result of a score below the average in the perception of managerial support, on the contrary, work motivation was one of the best rated variables, achieving a high score, no diagnoses were obtained of teachers' feelings towards their quality of work life, since the results were not decisive. For Robles (2017), employees demand that they be treated with respect, dignity and fairness, which is part of a very important factor that is quality of life, so he sought the relationship between these two variables before the professors of a Peruvian university, through the development of an instrument to measure quality of life, discovering if there is a relationship with life satisfaction.

As a result of the author's research, it was obtained that, with respect to the level of life satisfaction, none of the teachers placed their answers in the positive ones, on the contrary, all the answers went to the categories of dissatisfied and very dissatisfied, in terms of the rating of the quality of life, although it did not obtain any value in the highest positive answer. I get a better grade in that it wasn't that high or that low. Regarding the result of the relationship between both variables, it was concluded that there is no relationship between life satisfaction and quality of work life in teachers of university educational institutions. Another research article, carried out by Sepúlveda (2016), aimed to relate the quality of working life in Chilean higher education teachers, carrying out an analysis of indicators with which they realize the work they perform and giving way to a comparison between sociodemographic variables. As a result, the indicators showed that teachers reacted positively to how they perceive the support of the principals, as well as intrinsic motivation, but, on the contrary, to the fact that they obtain a large workload in a negative response, which causes lack of time for their personal life, amount of work, stress, overload of responsibilities, They have low satisfaction with their salary and have difficulty separating themselves from the working day because they do not finish it as such.

García et al. (2014), conducted research on the quality of life at work in relation to symptoms of stress in university administrative staff in the country of Ecuador, with the application of questionnaires, specifically the Gohisalo quality of life at work, and an evaluation of stress symptoms. 76% of employees expressed having physiological symptoms of stress at medium, high and very high levels, the symptoms of social, intellectual, work and psycho-emotional behaviors obtained low results in stress. In the authors' research, employees did not report having mental or psychoemotivational disorders. Two-thirds of the population on which the research was based are at risk of having an imbalance in their perceived quality of work life, while a third had high job satisfaction. In conclusion, the study was able to detect the relationship between quality of life and stress symptoms, which leads to the generation of strategies to improve these variables in the university context.

Quiroz and Beltrán (2021), carried out research that aimed to evaluate the quality of work life and the effects of the coronavirus on employees of a higher education institution in southern Sonora, using a mixed approach, and collecting information through the application of an instrument called CVT-GOHISALO based on the Likert scale. The results of the research showed that the lowest rated dimensions of quality of life in times of pandemic were: institutional support, work at home and salary security dimension under the new normal, on the positive side the best rated of the dimensions was job satisfaction through work reorganized by covid-19. Among the other dimensions were: personal and professional development, integration into the workplace derived from the reorganization due to covid-19 and quality of life at work derived from the reorganization due to covid-19. The authors concluded that the research they carried out supports institutions in making correct decisions to employ appropriate strategies in the face of the health crisis for a better quality of life in their collaborators.

The aim of this research is to evaluate the level of quality of work life of professors at universities in the states of Sonora and Tlaxcala, in order to know the areas of opportunity and have information that is relevant to the institutions and serves to make improvements in their processes, as well as support for new research.

Statement of the problem.

For the World Health Organization (WHO), quality of life is the way in which a person perceives their life, their place in the cultural environment and the values they implement in their existence, as well as the relationship they have with their goals, expectations, norms, criteria and concerns, all of which are linked to daily activities. state of physical and psychological health, social and environmental relationships, and personal beliefs (Cardona & Higuera, 2014). The International Labour Organization (ILO) mentions that decent work synthesizes the aspirations of individuals during their working lives, giving the opportunity to access productive employment with a fair income, job security and family protection, allowing personal development and social integration, as well as the opportunity to freely express opinions in equal opportunities. In 2000, the ILO raised the importance of raising the quality-of-life standards in organizations, since fundamental skills are developed in the workplace for people and companies must show interest in the growth of their human resources (Cruz, et al, 2018). Tumino and Poitevin (2014) mention that there is a considerable increase in the interest in the quality of life in the school environment and as this should be evaluated, these teachings should not be solely

focused on the work of the teaching staff, there should be a focus on the global environment of university experience with the services offered.

Quality focused on higher education is made up of a set of characteristics that lead to the identification of a program or academic institution, and how it provides the service. Education centers have the difficult task of offering services with high levels of quality, dynamism, flexibility and meeting multicultural and changing demands. With globalization, the labor demands to provide satisfaction cause institutions to be more competitive, if a teacher perceives a good level of job satisfaction and well-being, this will generate better productivity and efficiency in their service (Peñaherrera, et. al, 2015).

Factors such as participation, responsibility, contribution and leadership are important indicators that drive the effective performance of teacher Torres do and are related to the quality of work life of teachers. Also, the demographic, social and cultural changes that have occurred in recent years have made it difficult for people to find a balance between their work and personal lives (Sepúlveda, 2016).

The Organisation for Economic Co-operation and Development (OECD) considers some indicators that are linked to the quality of working life, such as: the income received to achieve greater well-being and improve access to health, education and housing services. Employment that allows, in addition to obtaining income, social inclusion, development of skills and personal aspirations. The quality of the environment with which it interacts, as it affects the health and well-being of workers, as well as access to clean water. Having a work-life balance, working hours is a factor that often affects this element (Castro, et. al, 2018).

The present research study supports the institutional academic functions and contributes to the integration of the country's higher education system, since it is the support of the scientific production of the University: it also proposes the modality of collaborative teamwork where the recognition and appreciation of each of the participants is very important. as well as the development of interpersonal skills and effective communication that allow them to get to know each other and establish a relationship of trust. In a study carried out by Leahey (2016), he mentions that a relevant factor in determining the importance of a university lies in the scientific production it generates. For this reason, the implementation of this collaborative project will result in the generation and application of knowledge in the line of research quality of life of professors, since it is essential to carry out research of this type to know what are the differences and areas of opportunity of educational institutions, it is important to compare the results of the two universities to be able to know in depth the experience in the quality of work life that they perceive teachers; For this reason, it is intended to identify, what is the level of quality of working life in professors of public universities in the states of Sonora and Tlaxcala?

Objective

To develop a descriptive study of the impact of the quality of work life of professors of public universities in the states of Sonora and Tlaxcala, through the application of an instrument, to know their levels of quality of work life and areas of opportunity.

Theoretical Framework

Quality of working life

The feeling of being satisfied with the professional load, psychological, business and social resources that an individual faces, is perceived as quality of life. This concept is also based on the balance that exists between the entire ecosystem that surrounds the person, their environment, everything with which they are in contact and that generates an influence and transformation in their life. In the work aspect, having a good quality of life causes the employee to obtain job satisfaction, in the work environment aspects that cause professional development come into action, as well as factors that generate motivation, and abilities to adapt to possible changes that may arise in the organization, which allows the individual to develop his creativity and innovation (Montero et. al, 2020).

The quality of work life focuses on the well-being of work perceived by the employee, with the aim of guaranteeing the quality of work they perform in their job. When this is perceived in a positive way, it causes an environment of trust and respect between company and employee, achieving mutual benefits at the time

that the person increases their contributions and increases their success, and the company obtains greater productivity. The factors that influence the quality of life are if the employee is overworked, if it is unstable, if there is an imbalance between work and family life, the salary received is not sufficient, the training provided to the worker, the leadership that the company has and the intrinsic motivation towards the employee (Peñaherrera, et. al, 2015).

Benefits of quality of work life.

The fact that the company can develop programs that support the quality of work life generates benefits for the organization and for the worker, which can be reflected through the evolution and development that the employee presents during his or her work stay, the level of motivation with which he or she develops his or her activities, the improvements in the development of his or her functions, etc. low levels of turnover, as well as a decrease in absenteeism, a lower history of complaints, a reduction in leisure time, an increase in job satisfaction, greater efficiency on the part of the organization, and a reduction in workplace accidents and illnesses that may be work-related (Castro, et. al, 2018).

Importance of quality of working life.

When studying the quality of working life, as an objective, it is intended to obtain a description that focuses on the work situation of the subjects under study, which should include family and community aspects, providing broad and precise information that determines if there are factors that can be modified, or if they are not modifiable. about the work environment that surrounds the person and how it is shaped, with the purpose of making easier decisions that lead to maximizing the human and material resources of their work area. The study that is carried out must be able to identify the elements that generate weakness or strength in the organization (De Carrasquel, 2016).

For Germán, et. al, (2018), the quality of working life is very much based on people's values and beliefs, on their cultural aspects, life histories, as well as the assessments given to human needs. It is able to incorporate the perspectives of the work environment, focusing on organizational interests, i.e., culture, environment, productivity, working life conditions, and, on the other hand, it also focuses on a perspective with a focus on the person in a psychological way, in terms of attitudes, motivations, satisfaction and work values.

Studies of the quality of working life

A study by Castro et. al, (2018), through the Benemérita Universidad Autónoma de Puebla in Mexico, used a qualitative, exploratory, descriptive and documentary methodology, through magazines, books and websites, to identify the aspects that make up the quality of working life. As a result, it was obtained that the quality of work life has factors, where one of them are individual factors, which lead to a balance between their personal life and work, the degree of job satisfaction they perceive, professional development, the motivation that the person feels for their work and their work well-being.

When studying the quality of working life, the aim is to identify physical, social and material elements that are included in the environment, integrating in the same way, as far as possible, the family and community aspects that generate high levels of satisfaction and dissatisfaction among the population, and at the same time to break down the situation in detail as a whole. The results of the studies on the quality of working life do not focus on the manifestation of degrees of happiness or emotional state, nor on a state of mind, what is intended to be obtained is the level of affectation produced by a particular element of its environment. When a study of this type is carried out, it is not acceptable to apply experimental methods, if modifications are to be made to the working conditions of the subjects under study, these should be carried out after the information has been obtained (De Carrasquel, 2016).

Characteristics of quality of life at work

According to Castro, et. al, (2018) The characteristics that link quality of life with work are based on the fact that there must be fair pay, since workers must receive remuneration that is equitable with respect to their work environment; there must be a good level of working conditions, as these must be safe and healthy; you need to have job security in order to have a job in the future or that there is the possibility of promotion; there must

be dignity and respect among all members of the workforce; there must be integrity, learning and advocacy, as well as participation in decision-making or problem-solving; Teamwork is essential so that no one feels isolated and feedback for the knowledge of the levels of effectiveness of their performance.

Quality of work life models.

Nadler and Lawer's model of quality of life at work

This model uses four characteristics to develop, which are: one, all employees must be involved, with their active participation in all work activities. Two, there must be an innovative reward system. Three, working conditions need to be improved. Four, the tasks must be clearly set and responsibilities and roles must be clearly assigned to each collaborator. It is important for employees to feel part of the organization and to perceive a sense of well-being and satisfaction with their daily activities (García, et. al, 2014).

Hackman and Oldhan's model of quality of life at work

This model focuses on the fact that the employee must have a feeling of appreciation for his work environment, which will cause him to feel job satisfaction through his quality of life, this model has a focus on five dimensions, which were called critical psychological states. The first, variety of skills, which focuses on the demands of the job towards the competencies of the employee and their diverse talents; the second, task identity, referring to the level at which the work allows the employee to complete the development of his or her activities; third, the significance of the task, which focuses on ensuring that the work carried out by the employee has a significant impact on his or her working life; fourth, autonomy, referring to the fact that the collaborator has so much freedom and independence in his or her work and that these are relevant aspects; and fifth, feedback, which is the degree to which the worker receives information that supports raising their work performance (Quispe, et. al, 2021).

Walton's model of quality of life at work

Rangel, et. al, (2015) mention that Walton's model exposes eight factors that generate influence on the quality of life in the work aspect, which are: 1) Fair and adequate compensation, referring to the remuneration received by the employee. 2) Health and safety conditions at work, based on working hours and an adequate physical environment. 3) Capacity building and utilization, opportunities to increase skills and knowledge, as well as feedback. 4) Opportunity for continued growth and security, long-term employment with opportunities for advancement and entrepreneurial career. 5) Social integration in the organization, that there is discrimination and that there is mutual support. 6) Constitutionalism, referring to rules, rights, norms, and duties of the organization. 7) Work and total living space, that is, that there is a balance between their work activities and their personal life. 8) Social relevance of working life, as work is perceived as a social activity, and the employee should feel proud to be part of the company.

METHODOLOGY

Type of research

The type of research in this paper is a sequential exploratory design, in which the collection and analysis of data from qualitative research is followed by the collection and analysis of quantitative data. Priority is given to the qualitative aspect of the study and the findings are integrated during the interpretation phase of the study. It is also quantitative, since data will be obtained through an instrument, which will then be passed on to the SPSS version 26 statistical program, from which we will have information that will serve as a comparative source between the results of both states. Because the research aims to study the differences in quality of life between the states of Sonora and Tlaxcala, it is considered exploratory, since the information has not been studied before, and afterwards it will be used to carry out scientific studies. It is also descriptive since there will be a comparison between the results obtained.

Participants

In this research, professors from the universities of the state of Sonora and Tlaxcala will be considered as participants, who were of interest because a group of researchers, with common work, decided to carry out the

research to compare results, with a population of 169 teachers from the state of Sonora and 163 teachers from the state of Tlaxcala. for the purpose of benchmarking. The demographic data of the participants are men and women, with age ranges between 20 and more than 50 years of age, with variable marital status between married, single, widowed and divorced, with employment contract for a fixed or indefinite period, as well as the various areas of study offered by the institutions will be taken into account.

Instrument

The instrument to be used is that of Quiroz, et. al, (2021) which is designed with the purpose of measuring the quality of work life in employees of higher education institutions, where they evaluate 3 dimensions of quality of life, which are: quality of life, organizational management and organizational performance. The composition of the quality of life at work instrument is based on 31 questions, which seek the perception of the teaching staff about the quality of working life in the dimensions of quality of life with 8 questions, organizational management with 10 questions, and organizational performance with 13 questions. Each of the questions can be answered on a Likert scale with values from 1 to 5 with the following categories: strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). It includes data on the area or department of work, type of contract, type of sex, level of education, marital status and age ranges ranging from less than 20 years old to more than 50 years old, in addition to explaining the objective of the survey and instructions for answering the questions.

Validation of the Instrument

For the validation of the instrument, three types of validations were carried out, which are by content, by criterion and by construct. The validation by content was carried out through a focus group, in which six higher education professors who were experts in research were participating, with the objective of seeking that the design was easy to understand and understandable for those who came to answer the instrument, a certificate of validity of the content of the instrument was also used. where clarity and relevance were assessed. The experts based themselves on the clarity, wording, content and relevance of the items, they reached the deliberation that the questions were in accordance with the dimensions presented, with the exception of six, so that of the 37 items that were initially available, only 31 remained.

From there, we worked on validity by criteria, which was obtained by means of a scale of quality of life at work that was proposed with the comparison of other quality of life instruments that perform the same measurement. A group of experts reviewed instruments similar to the one designed to be different from the quality of life at work scale proposed in this instrument to be used.

The construct validity was obtained by means of an exploratory factor analysis, with the use of factor analysis and with simple Varimax rotation, with the Kaiser Meyer Olkin Test (KMO), which according to the scale of subjects a value close to 1 was obtained, which showed that a factor analysis was feasible, in addition to this a Bartlett sphericity test was performed, which showed a level of significance of less than 0.05, which was obtained as confirmation that a factor analysis is acceptable.

Instrument Reliability

For the reliability of the instrument and the congruence in terms of its dimensions, it was determined based on Cronbach's α coefficient using the SPSS version 26 statistical package, resulting in $\alpha = 0.983$, which according to Germán and Mallery (2003) is considered excellent.

Procedure

For the present study, the process by which the results are intended to be obtained are based on nine phases, which are described below.

Phase 1. Present the research proposal to the Autonomous University of Tlaxcala.

Derived from a collaboration agreement with the academic body of the University of Tlaxcala, this project arises to generate joint research between researchers from both schools with the purpose of comparing results obtained.

Phase 2. Develop a frame of reference with scientific literature related to the topic.

In order to be able to support the research carried out and have a base where models, theories, articles, books, among others, were considered.

Phase 3. Define the scope of the study by state.

A public university in Tlaxcala and Sonora was associated with the purpose of collecting the largest number of instruments applied to carry out the comparison of results.

Phase 4. Development of the research design.

The methodology to be worked on was elaborated in order to have the research design, participants, instrument to be used, which includes reliability and validity, in order to have a support for the research.

Phase 5. Definition and selection of the sample.

For Sonora and Tlaxcala, the application of instruments was carried out in person and virtually, with the purpose of achieving the largest number of surveys answered, in order to cover most of the areas where universities have educational campuses.

Phase 6. Data analysis was collected using the statistical program Statistical Package for the Social Sciences (SPSS) version 26. Once the instruments have been answered, the information collected by both states will be emptied into the programmed statistical Package for the Social Sciences (SPSS) version 26.

Phase 7. Statistical analysis.

In the case of Sonora, 169 instruments were applied to teachers from various universities and cities, in Tlaxcala there were 163, through the statistical program Statistical Package for the Social Sciences (SPSS) version 26, it was possible to carry out the analysis obtained from these surveys, by downloading the results.

Phase 8. Preparation of the results report.

With the download of results from the system, it will be possible to carry out a comparison that will allow to know the evaluations of the best and worst dimensions of the instrument valued by each state, thus obtaining a perspective of how teachers in each state perceive the quality of work life in their universities.

Phase 9. Preparation of the final manuscript

With the results of the applications of the instruments by both states, it will be possible to make a comparison between Tlaxcala and Sonora, so that the information in this document will be ready for conclusions and recommendations, obtaining a complete finished document.

RESULT AND FINDINGS

A total of 169 instruments were applied to the state of Sonora and 163 to the state of Tlaxcala, which is composed of 31 items rated on a Likert scale where the highest value is 5. With this in consideration of the general results of each state, calculated based on the sum of the means, by 100 by the highest value to be qualified, an overall result of 89.49 was obtained for Sonora and 90.09 for Tlaxcala, the latter being the best qualified state in the instrument in general.

Table 1.

90.09

General results

Sonora	89.49
Tlaxcala	90.09

Fountain. Own elaboration

In Sonora, the 169 teachers are made up of 40.8% men and 59.2% women, 10.7% between 22 and 30 years old, 44.4% from 31 to 40 years old, 24.3% from 41 to 50 years old and 20.7% over 50 years old, of which 20.7% are single, 76.9% married and 2.4% divorced. Of the total number of teachers, 33.1% have a permanent contract and 66.9% have a contract contract, in addition, 89.3% have a postgraduate level and 10.7% have a university degree.

Tlaxcala had a total of 163 teachers surveyed, where 37.4% were men and 62.6% women, with 11.7% aged between 22 and 30 years, 38% between 31 and 40 years old, 31.3% between 41 and 50 years old and 19% over 50 years old, with 17.8% single marital status, 79.1% married and 3.1% divorced. 42.9% had a permanent contract and 57.1% had a contract contract, and 83.4% had a postgraduate degree and 16.6% had a university degree.

The instrument applied to teachers in both states consisted of three dimensions to be graded in order to evaluate the quality of work life, which are: quality of life, organizational management and organizational performance. The results obtained for the state of Sonora by average response of the variables, which were obtained by adding the means of responses between the number of items of each variable, indicate that in the dimension of quality of life it obtained a 4.27, in organizational management 4.65 and in organizational performance

4.47. Regarding the state of Tlaxcala, with the application of the same method to obtain the results, it was obtained that the average response of the variable of quality of life was 4.37, organizational management 4.59 and organizational performance 4.54.

Comparing the results of each of the states, in terms of the results of the average responses of each of the variables that make up the instrument, it can be seen that, in terms of quality of life, Sonora had a lower rating level than Tlaxcala with a difference of 0.10 in the mean. for the organizational management dimension, Sonora was rated better than Tlaxcala, with a difference of

0.06 on average and finally in the variable of organizational performance, Sonora had a lower average response than Tlaxcala, with a difference of 0.07 on average.

Table 2.

4.54

Variables	Results Sonora	Results Tlaxcala
Quality of life	4.27	4.37
Organizational Management	4.65	4.59
Organizational Performance	4.47	4.54

Fountain. Own elaboration

The best rated items according to the results for the state of Sonora were: I feel satisfied with the treatment I receive from my superiors with an average of 4.79, followed by the item: I am proud of my work that I do in the institution with an average of 4.88, the item: I consider that my work contributes to the objectives of the institution with 4.89 and finally the highest qualified: I am clear about my responsibilities in the institution with 4.90.

Table 3.

4.90

Ítem	half
I feel satisfied with the treatment I receive from my superiors.	4.79
I am proud of my work that I do at the institution.	4.88
I consider that my work contributes to the objectives of the institution.	4.89
I am clear about my responsibilities in the institution.	4.90

Source: Authors' own creation

For the state of Tlaxcala, the best rated items were: I feel totally identified with the objectives of the institution, with an average of 4.77, then the item: I am proud of my work that I do in the institution, with 4.88 on average, I am clear about my responsibilities in the institution, with 4.89 and the highest qualified with 4.90 was: I consider my work to contribute to the goals of the institution.

Table 4.

4.90

Item	half
I feel totally identified with the objectives of the institution.	4.77
I am proud of my work that I do at the institution.	4.88
I am clear about my responsibilities in the institution.	4.89
I consider that my work contributes to the objectives of the institution.	4.90

Source: Authors' own creation

As for the worst rated results, in the case of Sonora there are three items that have a rating level below the average of 4.00, considered the lowest items are: the amount of work assigned to me is adequate to my daily working day, with an average response of 3.72, Item: I have time enough to do my job within the working day, with 3.63 and finally, the worst rated for this state was: in the new distance modality, spaces are promoted to interact with staff in activities different from those of daily work, with 3.54 responses.

Table 5.

3.72

Item	half
In the new distance modality, spaces are promoted for interact with staff in activities other than daily work.	3.54
I have enough time to do my job during the work day.	3.63
The amount of work assigned to me is appropriate to my daily work schedule.	3.72

Source: Authors' own creation

For the state of Tlaxcala, there were two items with average levels below 4.00, one of them is: I have enough time to do my work within the working day, with an average response rate of 3.82 and the worst rated was the item: in the new distance modality, spaces are promoted to interact with staff in activities different from those of daily work, with 3.69 responses.

Table 6.

3.82

Item	half
In the new remote modality, spaces are promoted to interact with staff in activities other than daily work.	3.69
I have enough time to do my work during the day labor_	3.82

Source: Authors' own creation

According to the result obtained from table 7, a sample is determined between the groups of Sonora and Tlaxcala, due to the fact that they present statistical differences due to the statistical value of contrast, in the present case, the meaning that is reflected is 0.0000, with an indicator lower than 0.05, in this way it can be affirmed that statistically significant differences have been found.

Table 7.

4.47

Test value = 0						
	t	gl	Sig. (bilateral)	Mean difference	95% confidence interval of the difference	
					Lower	upper
La calidad de vida laboral	57.806	162	0	4.319	4.17	4.47

Source: Authors' own creation

Discussion

In the research study of this document, both Sonora and Tlaxcala agreed that the dimension of the instrument that had an average in responses lower than the other two was the quality of life, being the items: in the new distance modality, spaces are promoted to interact with staff in activities different from those of daily work, and the item: I have enough time to do my work within the working day, the results that present areas of opportunity due to their low levels of assessment for both states, hence the importance of applying statistical tests to improve the interpretation of the results (Quiroz et al., 2022)

Within the theoretical framework, the importance of improving the quality of life in higher level teachers was exposed, as can be seen with the responses of the teachers there is a lack of participation and dialogue that allows teachers to interact and get out of the rigid work environment that they may perceive, the balance between work and personal life can be affected at this point. Also, regarding the lack of time to carry out activities, it can affect the work self-efficacy that the teacher feels with respect to their work, since they may perceive the feeling of not covering the demands of the position and not achieving a positive response to their level of performance and work execution, which can cause work stress. derived from the demands that the teacher receives or self-imposes (Quiroz et al., 2023)

Another item considered to be among the worst valued, where both states also coincide to be among their worst qualified, is: the amount of work that is assigned to me is adequate to my daily working day, unlike the two items exposed above, this is within the dimension of organizational management, having a low level of response the teachers expose that they perceive an excess of work with which they cannot comply within the established schedules, which affects your organizational performance, since you may not be meeting the goals or objectives that the educational institution wants to be achieved. These results may lead teachers to perceive job insecurity, as they do not feel self-effective in the activities they carry out during their workday (Quiroz et al., 2023)

However, although both states agree that the three items mentioned above were the worst valued, it is in the state of Sonora where the lowest rated responses are exposed, showing that the level of quality of work life perceived by its teachers, in terms of interactions outside of daily activities, work schedules and workloads, it is lower than that developed in the teachers of the institutions of the state of Tlaxcala. A comparative study of quality of life in teachers in Chile and Colombia conducted by Zambrano, et. al, (2022), gave as results that for both countries the worst valued dimension according to the sum of the averages of 47.00 was the emotional role, with Chile being the country that worst valued this dimension, followed by vitality with an average of 49.20, where Chile was also the one that obtained the lowest result, and hence the physical role of 49.70, that on this occasion Colombia was the one that valued this dimension the worst. In the authors' research, the best valued dimension was physical function with 80.90, with Colombia being the one with the highest score.

The results of a study on the quality of working life and professional self-efficacy in higher level teachers, carried out by Restrepo, et. al, (2021), showed that, in terms of the perception of job security, better results were obtained from permanent teachers with a sum of means in responses of 236.6, compared to teachers who were working under contract with 217.2, as well as in terms of effectiveness, permanent teachers are the ones who presented the best evaluations with a sum of averages of 72.5 and contract teachers with 66.5. In the authors' study, public and private institutions were evaluated, the latter being the ones that best rated their quality of life

with 236.60 and self-efficacy with 71.4, on the contrary of the public ones that had the result of quality of life of 218.1 and professional self-efficacy 68.50.

Benites (2020) carried out research on the implementation of teleworking and quality of work life in university professors, where the results of the quality-of-life study showed that the worst rated variables were stress at work, where the percentage of response in efficiency was 24% and control at work with 55%. Among the variables of the study that obtained the best percentage were job and professional satisfaction, with 71% of efficient responses, and the best of all was general quality of life, with 77% of efficiency.

Regarding the items of the instrument used in this research that are the best rated in Sonora (Table 3) and Tlaxcala (Table 4), the first three positions coincide in the list of highest response scores for both states, being a combination of the three dimensions where positive results are given, which show that teachers are aware that their work in universities, And likewise, these activities are important for educational institutions, which causes their personal needs to be satisfied, which leads to generating a job fulfillment.

However, there is a difference in response in the item positioned in fourth place, Sonora stated that she perceives a high level of satisfaction in terms of the treatment that superiors have with teachers, which leads to communication by both parties can be effective by having a good interaction and integration between the various work levels. Likewise, the result can be translated into the fact that the work environment in Sonora does not affect the behaviors of teachers when there is an interaction between leaders and subordinates.

On the Tlaxcala side, its fourth item exposes an identification between the objectives of the teaching staff with those of the same institution where they work, which is important to develop the quality of working life, since universities can take into account those factors such as professional development, job satisfaction, level of belonging and work environment. As part of the improvement in their objectives, the teacher will feel that their needs are being met, which is of benefit to both parties, since an increase in the quality of life for the worker and quality of service of the institution would be achieved.

The results of a scientific literature study on the work environment in organizational performance, carried out by Dávila and Bardales (2020), showed that 90% of the research coincides that there is a positive relationship between the organizational climate and the work performance of teachers in public institutions, while 10% obtained contrary results. These are not favorable, due to the influence of extrinsic factors that affect the institution, such as working conditions, workload and the environment in which teachers work.

CONCLUSION

The quality of life in university teachers is important as it can have an impact on the way they teach students, if an educator is expected to provide a quality education to students, it is necessary that they are given the appropriate tools to carry out this work, which is not only about meeting the economic needs of the staff, but also about the way they teach students. Rather, institutions must focus on the safety and health with which they are counted, the resources with which they work and carry out their daily tasks, the work times that are implemented for them, as well as the responsibilities and workloads that are assigned to them, all this so that the employee can perceive that their work aligns with their personal expectations and achieve a balance with their personal life. Comparing the general results obtained from the research with the objective of the study, and carrying out the comparison between the two states studied, which are Sonora and Tlaxcala, it is the latter that stood out for having better overall results with 90.09 compared to Sonora which had 89.49, as well as, in the averages of average responses obtained higher scores, which can be translated as that, according to the research through the applied instrument, the level of quality of working life in teachers is higher in Tlaxcala, however, Sonora is not far behind in general results, since the difference between both results of 0.60 is not very wide.

Despite the differences in the ranges in responses to the questions of the instrument, in the results of the research, both positive and negative, it was the same items that were in the highest and lowest positions of both states. For Sonora and Tlaxcala, the positive results reflected the satisfaction of the teachers for their work, and that this profession is of importance for the institution, however, on the negative side, there was a disagreement

on the part of the teachers of both states in terms of the workload, the time spent together outside of work activities and the working day. The level of commitment shown by teachers is high, it just needs institutions to detect the low points where a good quality of life is not perceived (Quiroz et al., 2022).

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