

EVALUATION OF THE QUALITY OF WORK LIFE OF STUDENTS OF A PUBLIC HIGH SCHOOL IN SOUTHERN SONORA

**Alejandra Samayoa Velásquez¹, Patricia Alejandra Verdugo Martínez²,
Dra. Celia Yaneth Quiroz Campas³, Dra. Lizeth Armenta Zazueta⁴, Dr. Alberto Galván Corral⁵,
Dr. Carlos Jesús Hinojoza Rodríguez⁶, Dr. Arturo de la Mora Yocupicio⁷,
Dra. Cecilia Aurora Murillo Félix⁸**

¹Instituto Tecnológico de Sonora, Unidad Navojoa

²Instituto Tecnológico de Sonora, Unidad Navojoa

³Instituto Tecnológico de Sonora, Unidad Navojoa

⁴Instituto Tecnológico de Sonora, Unidad Navojoa

⁵Instituto Tecnológico de Sonora, Unidad Navojoa

⁶Instituto Tecnológico de Sonora, Unidad Navojoa

⁷Instituto Tecnológico de Sonora, Unidad Navojoa

⁸Instituto Tecnológico de Sonora, Unidad Navojoa

Corresponding author: Dr. Celia Yaneth Quiroz Campas

cjquiroz@itson.edu.mx

SUMMARY

The objective of this study was to evaluate the quality of work life of high school students in southern Sonora, using a structured instrument to identify the factors that affect their well-being and academic performance. We worked with a representative sample of 326 students, selected through probabilistic sampling in which the results indicated that 78.8% perceive their quality of life favorably in secondary school, considering that they have the adequate resources for their academic training. For data collection, a questionnaire based on previous studies was applied, composed of 32 items on the Likert scale and divided into three main dimensions: quality of student life, secondary identity and academic performance.

The research took a quantitative and experimental approach. In the initial phase, the importance of the topic and its scarce exploration in the local context were justified. A literature review was conducted to define the key variables and a representative sample of public high school students from southern Sonora was selected. The questionnaire was administered under a standardized process, guaranteeing the confidentiality of the responses. Subsequently, statistical methods were used to analyze the data and determine patterns between the dimensions studied.

According to the results, 40.2% of the students agreed and 33.7% totally agreed that their academic load allows them to balance their personal lives. However, 12.9% expressed disagreement regarding the freedom to express their opinions at school. In general terms, 81.6% expressed satisfaction with their student experience. The reliability analysis of the instrument reflected a Cronbach's alpha coefficient of 0.893, indicating high internal consistency. In addition, 75.2% of students said they understood their academic responsibilities, while 78.8% identified with high school goals. Regarding conflict resolution in the institution, 38.3% considered the existing mechanisms adequate. Regarding the treatment of teachers, 49.1% of the students expressed feeling totally satisfied.

INTRODUCTION

This paper aims to determine the influence of the quality of work life of students in a basic education school in Southern Sonora, and the way in which this affects their academic performance. Because, in recent years, the concept of quality of life, which is multifaceted, encompasses both social and personal dimensions, including both objective and subjective aspects, and extends to different areas such as physical, emotional, educational and work. Students, even if not employed in the strict sense, experience an environment that significantly affects their overall well-being and academic performance. This highlights the importance of analyzing how the

labor factors, although indirect, can influence student life and academic development (Peralta, 2022).

It is important to note that secondary education in Mexico is taught during adolescence, a stage

characterized by individual and interpersonal changes that can influence the well-being perceived by young people, which is why the study will be carried out to understand how the conditions in which students develop within a basic education school in southern Sonora influence their academic performance. Variables such as self-concept, self-esteem, relationships with the opposite sex, and acceptance in peer groups play a crucial role, affecting students' well-being in a positive or negative way. In addition, the lack of specific training for teachers to address the problems of adolescence, together with the need for constant updating to face educational reforms, represents an additional challenge that can influence the educational environment and, therefore, the quality of students' working lives (Rodríguez & Macías, 2017).

Therefore, it seeks to delve into the relationship between the school environment and students' academic performance, exploring how aspects of the quality of work life, such as physical conditions, social interactions, and emotional support, influence their overall well-being. By better understanding these factors, key areas to improve the educational experience can be identified, developing policies and programs that consider integral well-being as a crucial factor for academic success. This could contribute to developing quality education that not only boosts academic performance, but also promotes a healthier and more satisfying school environment due to an improvement in academic results in students' educational future (Escobar & Rodríguez, 2018).

1.1 Background

The concept of quality of life in adolescents within the school environment has evolved significantly since its first mentions in educational and psychological studies. Originally, quality of life was understood as a construct more related to physical and economic well-being, but over time, its definition has expanded to include emotional, social, and educational aspects, especially in adolescence, a critical stage of development. Over the past twenty years, special attention has been paid to how school environment conditions influence adolescents' quality of life, especially in secondary education, where young people face numerous challenges that can affect their overall well-being and academic performance (Cohen & Wills, 2020).

In the 1990s, research began to focus on how interpersonal relationships within high schools, such as peer relationships and between students and teachers, might impact the quality of life of adolescents. Initial studies indicated that students who perceived a supportive school environment tended to experience greater emotional well-being and, consequently, better academic performance. These findings led to further research on the importance of the school environment in promoting quality of life, highlighting the need for schools to offer not only academic education, but also adequate emotional and social support (Extremera & Fernández, 2009).

During the early years of the 21st century, the focus on the quality of life of secondary school students expanded to include aspects such as bullying, academic pressure, and mental health. Growing awareness of adolescent mental health led researchers to explore how factors such as academic stress and conflicted relationships might deteriorate students' quality of life. This shift in focus reflected a deeper understanding of the challenges adolescents face in secondary school and pointed to the need for interventions that address not only academics, but also emotional and social aspects to improve students' overall well-being (García & Pérez, 2017).

In the Mexican context, the quality of life of secondary school students has been the subject of study in research that considers both individual and contextual factors. It has been shown that students' quality of life is influenced by variables such as self-esteem, self-efficacy and the quality of interpersonal relationships within the school. In addition, teacher training and preparation to address the specific problems of adolescence has been identified as a critical factor affecting students' quality of life. Lack of training in adolescent development issues can limit teachers' ability to provide the necessary support, which can negatively impact students' quality of life and academic performance (Gertler et al., 2016).

Recently, research has begun to focus on the intersection between quality of life and educational reforms. Reforms that place new demands on both students and teachers can have both positive and negative effects on the quality of life of adolescents. On the one hand, modernizing and improving curricula can increase educational opportunities and thus improve quality of life. Of

Alternatively, the pressure to adapt to these changes without adequate support can increase stress and decrease students' emotional well-being. This dilemma highlights the importance of implementing educational reforms in a way that considers not only academic performance, but also the overall well-being of students (Losada, 2018).

In an international study conducted in Spain, a standardized instrument was applied to assess the quality of life of 2,220 high school students, aged between 12 and 16 years. The aim was to analyse how school climate and perceived social support influence their overall well-being. The results showed that students who experienced greater support from both their peers and their professors tended to report a better quality of life, which was also reflected in their academic performance and emotional well-being. This finding highlights the importance of the social environment in school as a determining factor in the integral development of adolescents, favoring their adaptation to the school environment and reducing the risk of school dropout (Extremera and Fernández 2009).

Similarly, an international meta-analysis conducted in the United States, which included 1,200 high school students between the ages of 12 and 17, highlighted the influence of emotional intelligence as a key predictor of adolescent quality of life. The results revealed that students with higher levels of emotional intelligence not only had better academic performance, but also a notable reduction in school stress. This study highlights the relevance of emotional intelligence as a tool to cope with academic demands and improve the general well-being of students. In addition, it was emphasized that those adolescents with greater emotional control were more resilient in situations of school conflict, which contributes to the creation of a healthier and more productive educational environment. For this reason, this study also highlights the importance of educational programs that promote emotional skills, which could improve students' well-being and contribute to a more positive and productive school environment (Losada, 2018).

In Mexico, research on the quality of life of students at the secondary level has revealed the importance of the educational environment in the well-being of adolescents. A nationwide study, which surveyed 400 high school students between the ages of 13 and 15, found that students' quality of life is influenced by the perception of safety and the school living environment. Those students who feel safe and accepted in their school environment tend to show better academic performance and greater emotional well-being according to Gertler et al., (2016). In addition, recent research has highlighted that educational reforms in Mexico, although essential, have generated an increase in academic stress among students, which has negatively affected their quality of life.

In the state of Sonora, a study conducted in secondary schools in the south of the state indicated that contextual factors, such as the quality of school infrastructure and teacher training, are crucial determinants in the quality of life of adolescent students. The study, which applied a questionnaire to 250 students between the ages of 12 and 15, found that schools that have adequate facilities and teachers trained in the management of adolescent problems have students with greater general well-being and better academic performance (Gertler et al., 2016). These findings denote the importance of improving school conditions in Sonora to promote the integral development of adolescents.

1.2 Problem statement

The quality of work life of students in public high schools in southern Sonora has been underresearched, despite its potential impact on the general well-being and academic performance of adolescents. Existing research has highlighted the importance of school infrastructure and teacher training, but specific data on how these factors affect students in this particular region are limited. This lack of research highlights the need for more detailed studies that explore how school conditions influence the educational

experience and holistic development of young people in this area.

At the international level, the World Health Organization (WHO) and the International Labor Organization (ILO) have addressed the importance of healthy and safe educational environments. The WHO has highlighted how physical and emotional conditions in the educational environment can affect student development, suggesting that a positive environment can contribute significantly to the mental health and overall well-being of young people World Health Organization (2021). The ILO has emphasised that a quality educational working environment is critical for young people's well-being and achievement, noting that the quality of the educational environment has a direct impact on students' ability to reach their full potential International Labour Organization (2020). The Organisation for Economic Co-operation and Development (OECD) has also highlighted that optimal educational conditions are essential to improve academic performance and student well-being, and has recommended the improvement of school infrastructures and teacher training as key strategies to achieve this goal Organisation for Economic Co-operation and Development, (2022).

In the local context of Sonora, previous studies have shown that the quality of school infrastructure and teacher training are critical determinants in the quality of life of students. Gertler et al., (2016) found that schools with adequate facilities and teachers trained in the management of adolescent problems have students with greater general well-being and better academic performance. However, the application of these findings to southern Sonora remains insufficient, highlighting the need for specific research addressing how these variables affect students in this region.

A recent study in southern Sonora revealed that contextual factors, such as the quality of school infrastructure and teacher training, have a significant impact on students' quality of work lives. The study, which applied a questionnaire to 250 students between the ages of 12 and 15, found that schools with better facilities and adequate teacher training tend to have students with higher general well-being and better academic performance Gertler et al., (2016). This evidence highlights the need for further research into how these specific variables influence the local school environment and how conditions can be improved to promote more holistic development in adolescents.

The lack of specific research for southern Sonora poses a significant dilemma. Improving the quality of student work life could have a direct impact on young people's academic success and personal development. A targeted approach based on local studies is required to promote educational policies that optimize the school environment and, consequently, the well-being and performance of students in this area

region. Incorporating these findings into the design of educational policies and intervention strategies is crucial to address the specific needs of students in southern Sonora and improve their quality of work life.

Therefore, how can research on the quality of work life in public secondary schools in southern Sonora contribute to the formulation of more effective educational policies and improve the well-being and academic performance of students?

1.3. Objective

To evaluate the quality of work life of students in a high school in southern Sonora, through the application of an instrument in order to identify factors that affect their well-being and academic performance.

THEORETICAL FOUNDATION

This research highlights the importance of the quality of work life in the educational environment, focusing on secondary school students. A favorable academic environment has a positive impact on emotional well-being and performance, benefiting both young people and the institution. In this chapter, the theoretical foundations that support the research on the quality of work life of students of a public high school in southern Sonora will be developed. This section covers the key definitions and concepts

related to the quality of student life, as well as the theories and models that explain various factors that affect the well-being and academic performance of adolescents that provide a solid basis for interpreting the results and proposing strategies in the context of southern Sonora.

2.1 Administration concept

Currently, considering management as a science may seem an outdated concept in the face of economic, social, political and technological transformations. However, its essence remains relevant, since whenever a person or organization wants to achieve goals, it will be necessary to manage resources efficiently. In the contemporary business environment, planning remains crucial, not to accurately predict the future, but to evaluate strategies, optimize the use of time and resources, and adapt to changes, reinventing approaches to achieve the desired objectives (Ramirez et al., 2018). Therefore, it also applies in educational contexts, where students who combine work and study need to effectively manage their time and efforts to fulfill their academic and work responsibilities.

The word "administration" originates from Latin, where "ad" implies direction and "minister" refers to subordination. Its initial meaning has changed significantly, since currently management focuses on establishing the objectives of an organization and turning them into actions through the planning, organization, direction and control of efforts at all levels. This process seeks to achieve the objectives in the most effective way, ensuring competitiveness in a complex business environment saturated with competitors (Chiavenato, 2019). Similarly, students act as "stewards" of their own academic lives, applying these principles to achieve a balance that allows them to perform adequately in different fields.

2.1.1 Importance of Stewardship

Business management is a crucial function in any organization, as it focuses on setting, pursuing, and achieving goals. We all act as stewards in our lives, and the principles of stewardship manifest themselves in areas such as business, education, government and family. Setting and achieving goals presents significant challenges, and the administrative hurdles faced are often similar in different contexts. Thus, understanding management is not only essential for companies, but also for the personal and social development of each individual ((Rhenals Almanza F. 2015). This is particularly relevant because students must Manage multiple responsibilities: work, school, and their personal well-being. The correct management of these elements can determine their academic success and quality of life, showing how management impacts beyond the business environment.

It is essential to highlight several arguments that underline the relevance of administration. In the first place, its universality shows that it is essential for the proper functioning of any social organization. In addition, management simplifies work by establishing principles, methods, and procedures that increase speed and effectiveness. Also, the productivity and efficiency of a company are directly related to good management. Likewise, administrative principles promote the common welfare by optimizing the use of resources, improving human relations and generating employment. Being an interdisciplinary discipline, administration is supported by various sciences and techniques, such as social sciences, exact sciences and technical disciplines, which are necessary for its integral development (Arteaga, 2016).

2.1.2 Areas of administration

A functional area in an organization refers to a set of processes, activities, and responsibilities that are carried out within a specific department or section. In order for a company to achieve its goals, it needs to perform a wide variety of activities. This is why the division of labor and specialization is implemented, which facilitates the grouping of similar tasks to achieve the five basic functions that every organization must fulfill: the sale of products or services, manufacturing, financial management, information and technology management, as well as the coordination of personnel. These functional areas can also be called areas of activity, areas of responsibility, departments, management, or directions, depending on the size of the organization. The management of these areas involves the

application of the administrative process, seeking to optimize the resources of each department and achieve maximum efficiency and quality in operations.

The importance of functional areas is undeniable, since through them it is possible to meet the objectives of the organization. In addition, their existence promotes greater efficiency and effectiveness by eliminating duplication of efforts and optimizing the use of resources. These areas also allow for the delimitation of functions and the establishment of hierarchies, which is essential to ensure efficient work. The interrelationship between functional areas

It ensures that all departments work together towards a common goal, thus improving communication and coordination. Likewise, proper management of these areas is essential not only for companies, but also for individuals, such as students, who must manage different "areas" of their lives: academic, work and personal. Good personal management can be seen as the correct management of these areas, allowing a balance that favors both their well-being and their performance (Münch, 2018).

Münch (2015) points out that the administration of functional areas consists of implementing the administrative process in the tasks of each function:

- Planning. It consists of drawing up a detailed plan and an adequate schedule of the activities that will be carried out in each area of the organization.
- Organization. It is responsible for designing both the structure and the processes that fit the needs of the company, ensuring that each area works correctly.
- Address. Effective leadership is essential to ensure the proper execution of assigned functions.
- Control. They allow you to review and evaluate all the activities carried out, which is crucial to achieve continuous improvement.

2.2 Background of the quality of work life in students

The concept of quality of life in adolescents within the school environment has undergone an important evolution since its first references in psychological and pedagogical studies. In its beginnings, quality of life was mostly focused on physical and economic aspects, but over the years it has expanded to encompass emotional, social and educational dimensions, particularly in adolescents, who are going through a key phase of development. Over the past 20 years, interest in the relationship between the school environment and adolescent quality of life has grown, especially in secondary education, a stage in which young people face several challenges that can influence both their general well-being and their academic performance (Alzina & Rebolledo, 2021).

The concept of quality of life began to gain relevance in the 60s and 70s of the twentieth century, when authors such as Campbell and Converse (1972) began to use it in social studies to evaluate people's well-being, focusing their attention on material aspects such as income and living conditions. However, in the 1980s, there was a paradigm shift with the integration of more subjective aspects, such as personal satisfaction and emotional well-being, with the influence of Flanagan's (1982) quality of life model being decisive, which broadened the focus to social, emotional and environmental interaction factors. In this context, quality of life in adolescents began to include more complex variables, such as school environment, relationships with peers and teachers, and mental health.

Over the past two decades, attention to bullying and mental health in secondary schools has increased, leading to an increased number of

research on how these factors affect students' quality of life. Studies have revealed that adolescents who face high levels of academic stress and interpersonal conflict at school tend to have a decrease in their overall well-being, which affects their academic performance and increases their risk of dropping out of school. This shift in perspective has emphasized the importance of implementing psychosocial support programs within schools, not only to improve academic outcomes, but also to promote the holistic well-being of adolescents (Martínez & Escobar, 2009).

In a study conducted in Germany, a survey was applied to 1,500 high school students, between 13 and 16 years old, with the aim of investigating how the school environment and perceived social support

influenced their general well-being. The results showed that adolescents who received greater support from their peers and teachers reported a better quality of life, which was reflected in their academic performance and emotional well-being. In addition, the findings indicated that a positive school environment not only fostered healthy interpersonal relationships, but also contributed to the formation of a stronger personal identity among young people. This study highlights the relevance of the social environment in school as a key factor in the comprehensive development of adolescents and the prevention of school dropout (Núñez, 2020).

In Mexico, the quality of life of students has been analyzed from a multifactorial perspective. Research has shown that socioeconomic factors, school infrastructure, and emotional support provided by teachers have a direct influence on the well-being of secondary school students. A study conducted in 2012 revealed that those students who attend schools with better facilities and a healthy living environment have greater satisfaction with their educational experience and better academic performance. Likewise, teacher preparation in emotional health issues has been identified as a crucial factor for the well-being of students, which has led to recommendations for educational institutions to offer continuous training to teachers on conflict management and emotional support issues (Retana, 2012).

A statewide study in Jalisco surveyed 350 high school students between the ages of 13 and 16, showing that the perception of safety in the school environment and coexistence relationships play a fundamental role in the emotional well-being of students. Those who felt safe and accepted reported higher academic performance and better emotional health. In addition, it was observed that participation in extracurricular activities, such as sports and clubs, was positively associated with the perception of a safe school environment, suggesting that fostering social integration can be an effective approach to improve the quality of school life. These results emphasize the importance of optimizing conditions in schools to promote the comprehensive development of young people (Alzina & Rebolledo, 2021).

In summary, research on the quality of life of adolescents in the school environment has shown that emotional and social factors, together with school support, are as important as academic factors for the overall well-being of students. As awareness grows about the challenges faced by adolescents in high school, the need to develop educational policies that not only focus on academic achievement, but also promote students' emotional and social development to improve their quality of life and long-term academic success becomes more apparent.

2.3 Conceptualization of quality of life

2.3.1 Quality of Life Concept

The concept of quality of life acquires complexity when it is approached as a construct that not only focuses on meeting needs, but also on understanding, internalizing, appreciating and enhancing them for the sake of the common welfare. Therefore, the concept of quality of life is broad and lacks a single and universally accepted definition. According to the Royal Spanish Academy (RAE) (2023), quality of life is defined as a "set of conditions that contribute to making life pleasant, dignified and valuable". This definition highlights the importance of assessing not only the material conditions that surround people, but also the subjective aspects that influence their perception of well-being. Elements such as mental health, social support, and personal satisfaction play a crucial role in how people experience their daily lives. In addition, quality of life is affected by external factors, such as the community environment and public policies, which can facilitate or hinder access to opportunities.

2.3.2 Importance of quality of life

Quality of life is essential for individual and collective well-being, encompassing physical, emotional and social aspects that allow people to achieve a balance in their lives. According to the article, a high quality of life not only improves personal satisfaction and health, but is also crucial for community development, by fostering positive social relationships and overall well-being. An environment that promotes quality of life contributes to a more inclusive, healthy and harmonious society, positively

impacting various areas of daily life, which the active participation of the individual in their own decision-making process is crucial to ensure that their needs and preferences are adequately addressed (Ribot et al., 2016)

2.3.3 Evolution of the concept of quality of life

The notion of quality of life has evolved considerably in recent decades, reflecting the changes in the expectations and needs of modern societies. Originally, the concept focused on economic indicators, such as per capita income and the availability of material goods. However, since the 1980s, a more multidimensional approach has been adopted that includes social and psychological aspects. Recently, the importance of life satisfaction and subjective well-being has been highlighted, suggesting that quality of life is a concept that transcends the purely material and economic, integrating dimensions that affect people's general well-being (Ramirez et al., 2020).

Currently, quality of life is approached from a multidimensional perspective that considers a wide range of factors. This includes health, education, the environment, social participation and interpersonal relationships. Quality of life indices, such as the Human Development Index (HDI), have become crucial tools for assessing the well-being of populations. This comprehensive approach also highlights the importance of considering equity and sustainability, recognizing that well-being is not evenly distributed in society and that it is essential to promote policies that seek to reduce these inequalities (Ruidiaz&Cacante, 2021).

Finally, the concept of quality of life has evolved beyond its initial understanding focused on material prosperity, encompassing a more complex vision that includes both objective conditions and subjective perceptions. As new metrics are developed and more accurate data is collected, the concept is expected to continue to adapt to changing realities and emerging challenges. In this sense, quality of life is presented as a dynamic and contextual concept that adjusts to the priorities and needs of each society, promoting development focused on the integral well-being of its inhabitants (OECD, 2020).

Currently, quality of life does not only refer to economic aspects, but also to laws and policies that directly impact the well-being of the population. An example of this is the initiative of the Peruvian Congress, which seeks to promote laws to improve the quality of life of citizens. This highlights the importance of considering not only economic well-being, but also access to fundamental services and rights as an integral part of the quality of life in contemporary society.

2.4 Quality indicators

Quality of life indicators cover various areas that offer a comprehensive view of people's well-being. The National Institute of Statistics (INE) groups these indicators into dimensions such as material living conditions, employment, health, education, social relations, security, governance, the environment and the perception of life in general. These dimensions are assessed using disaggregated data according to factors such as age, gender and socioeconomic level, allowing a more detailed analysis of the situation of each social group and thus effectively understanding the environment.

1. **Material living conditions:** This category analyzes income, disposable income and access to basic services, which is essential to ensure that people have sufficient resources to meet their primary needs. Economic stability is an essential component of quality of life, as it facilitates access to goods and services that ensure an adequate level of well-being.
2. **Employment:** This indicator assesses not only the availability of work, but also the quality of employment and working conditions. Job stability, job security and the possibility of developing a career significantly influence the well-being and personal satisfaction of individuals. Quality employment offers economic security and contributes to the general well-being of individuals and their families (INE, 2024).
3. **Health:** This dimension measures people's perception of health, access to medical services and life expectancy. Health is a key component of well-being, as it directly influences people's ability to lead full and productive lives. Access to adequate health services is essential to maintain or

improve quality of life over time.

4. Education: This indicator examines access to education and training throughout life, which is essential for individual and social development. Education not only allows for professional growth, but also contributes to a greater understanding of social and personal problems, thus improving the overall quality of life. A partnership with high levels of education tend to experience higher levels of well-being and economic progress (INE, 2024).

2.5 Factors that affect quality of life

Quality of life is influenced by various factors, one of the main ones being physical and mental health. The World Health Organization (WHO) highlights that the presence of chronic diseases, physical limitations or chronic pain significantly reduce people's quality of life. Likewise, mental health, including the prevalence of disorders such as depression and anxiety, plays a crucial role in the perception of well-being. Access to adequate health services is an essential component to ensure a good quality of life, as the lack of timely and quality medical care can exacerbate health conditions and, therefore, negatively affect general well-being (WorldHealthOrganization, 2015).

Another determining factor in quality of life is the social environment. Interpersonal relationships, such as the quality of interactions with family, friends, and coworkers, are essential for emotional well-being. According to studies by the American Psychological Association (APA), a good social support system acts as a buffer against stressful situations, while social isolation or conflictive relationships can negatively affect mental health and, therefore, quality of life. In addition, participation in social networks and community activities strengthens the sense of belonging and can improve overall well-being (American Psychological Association, 2020).

The physical environment and socioeconomic conditions are key factors that determine quality of life. According to the National Institute of Older Adults (INAPAM), living in an environment that fosters autonomy and social participation is essential to maintain a good quality of life, especially in advanced stages of life. A healthy and accessible environment, along with the possibility of active participation in the community, contributes to overall well-being. In addition, economic conditions directly influence access to basic services such as health care, education, and adequate food, which considerably affects people's physical and emotional well-being (INAPAM, 2023).

2.6 Quality of life ranking in the world

A quality of life ranking is a classification that compares different countries or cities based on multiple indicators that reflect the well-being of their inhabitants. These indices usually consider aspects such as the economy, education, health, safety, environment and infrastructure, thus providing a comprehensive view of living conditions in various localities. Its purpose is to help individuals and authorities make informed decisions about where to live or how to implement effective public policies. Quality of life rankings are therefore valuable tools for measuring well-being and comparing different regions. According to Numbeo (2016).

Note. Map representing the quality of life index by country, where green colors indicate a higher quality of life and red colors represent a lower quality of life. The data was obtained from the Numbeo platform, which collects information based on users' perceptions of various indicators related to quality of life (Numbeo, 2024).

2.7 Bibliometric data on quality of life

Bibliometric studies on quality of life have gained relevance in recent decades due to their importance in assessing human well-being from different perspectives. Bibliometric analyses allow us to identify the main areas of research, as well as the geographical and temporal trends related to this concept. A recent example is the increase in research on quality of life in the context of ageing, especially in countries with ageing populations, such as the United States and the United Kingdom. These studies focus on topics such as mental health, social support, and healthcare, key areas that directly influence the well-

being of older people (Fordjour&Chow, 2022).

A study on rural revitalization examines global research related to the development of rural areas, highlighting how environmental factors, such as the quality of public services, infrastructure, and access to essential resources, are critical to improving the quality of life in these contexts. In addition, research on palliative care highlights the importance of the emotional and social well-being of terminally ill patients, noting that adequate psychological and social support can lead to significant improvements in their quality of life, particularly in their final days, by providing them with greater dignity and emotional relief (Liu et al., 2023).

2.8 Model

2.8.1 Diener's Model of Subjective Well-Being

The subjective well-being model proposed by Diener is widely recognized in the literature on positive psychology. This approach focuses on how people evaluate their lives and emotions, encompassing three essential components: life satisfaction, positive affects, and negative affects. Life satisfaction refers to the general perception a person has about their own existence, while positive affects are the pleasant emotions we experience, such as joy and gratitude. On the other hand, negative affects include emotions such as sadness and anxiety. The interaction of these components determines the quality of the subjective well-being that an individual experiences in his or her daily life. The importance of this model lies in its ability to offer a comprehensive view of well-being, thus allowing the identification of areas in which interventions can be implemented to improve people's quality of life (Lapuente, et al., 2018).

Subjective well-being in students refers to how they perceive their own satisfaction with life and their everyday emotions, many of these young people experience a range of positive emotions that contribute to their overall perception of happiness and well-being. However, it is not uncommon for some to face moments of dissatisfaction, highlighting the need for a comprehensive approach to their emotional well-being. In this way, valuing the subjective well-being of students is essential for their satisfaction and happiness. Positive self-evaluation is key to understanding how they perceive their life. Reflecting on their well-being not only helps them identify their emotions, but also contributes to their integral development, promoting a more enriching educational experience (Mery, et al., 2017).

2.9 Theories

2.9.1 Goal-Orientation Theory

According to Mulero (2022), goal-orientation theory focuses on the analysis of the types of objectives that students pursue and the way in which educational structures influence their motivation and learning. This approach highlights the relevance of the goals that students set, as they have a direct impact on their academic performance and emotional well-being. Specifically, a distinction is made between learning goals, which focus on the acquisition of knowledge and skills, and performance goals, which seek to demonstrate competencies compared to their peers. Recent research indicates that a school environment that promotes the setting of learning goals tends to foster greater student satisfaction and engagement. These types of goals can reduce the pressure associated with competition, allowing students to focus more on their personal development, which in turn can result in higher emotional well-being (Senko&Hulleman, 2016).

In addition, it has been shown that educational practices that encourage this motivational approach can significantly improve students' quality of life by being associated with higher academic achievement. Thus, goal-orientation theory becomes a valuable tool when assessing the quality of life of students in secondary school, as it helps to identify motivational dynamics that can be optimized in the school context. Therefore, by implementing strategies that promote goal-orientation in the classroom, one can contribute to an educational environment that not only favors learning, but also enhances the integral well-being of students, supporting their academic and personal development in an educational environment that prioritizes continuous improvement and individual growth (Kaplan and Garner, 2018).

2.9.2 Hedonic and eudaimonic welfare theory

The theory of hedonic and eudaimonic well-being is an approach that differentiates two fundamental concepts to understand well-being and happiness in individuals. The hedonic well-being perspective focuses on pleasure-seeking and pain avoidance, assessing well-being primarily based on the satisfaction of personal desires and positive emotions. This model has been widely used in research on subjective well-being, as it considers well-being as an experience of positive emotions and satisfaction with life. In contrast, eudaimonic theory delves into the development of human potential and self-actualization, emphasizing that true well-being comes from leading a life of purpose and meaning. Eudaimonic theory suggests that a fulfilling life depends not only on immediate pleasures, but on the realization of goals aligned with deep personal values, which is also related to resilience and personal growth (Rivera, 2020).

The relevance of this theory in the educational context is significant, as both approaches to well-being offer insights into understanding how students can achieve a balance between personal satisfaction and life purpose. Recent studies have shown that educational environments that encourage both enjoyment in learning and the development of skills aligned with personal values can positively impact students' well-being. In addition, when assessing well-being in students, it is useful to consider these two types of happiness, as they offer tools to analyze factors that can improve their quality of life, including both the emotional aspect and the personal development aspect. Thus, hedonic and eudaimonic well-being contribute to a better understanding of the different aspects that make up the well-being of students in educational environments, allowing the academic focus to be extended towards practices that promote both the achievement of objectives and emotional satisfaction, fundamental aspects for the integral well-being of students in adolescence (Rendón et al., 2024).

2.10 Quality of life in the educational environment

School quality of life is a fundamental concept in educational research, as it encompasses the general well-being of students in the school context, and is closely linked to their academic, emotional and social development. This construct has been studied since the 1970s, evolving from approaches focused solely on educational infrastructure and resources, to a more comprehensive perspective that considers psychosocial factors, such as the perception of safety, school climate, relationships interpersonal and satisfaction with academic life. The importance of this concept lies in its ability to reflect not only the physical and material conditions of the educational environment, but also the perception that students have about their daily experience in school. Analysing the quality of school life allows researchers and education policymakers to identify areas for improvement and develop strategies that promote a more inclusive and satisfying environment for students (Escobar & Rodríguez, 2018).

The study of the quality of school life involves various dimensions that affect students' perception of their educational environment. Escobar and Rodríguez (2018) point out that, in order to evaluate this concept, the general satisfaction with the school, the emotions that the institution generates, the support received from teachers, and the opportunities for personal and academic development must be considered. Previous research has shown that students who perceive a positive and safe school environment show a higher level of motivation towards learning and a lower risk of dropping out of school. In addition, interpersonal relationships within the school play a key role in building a fulfilling academic experience. Students who maintain healthy relationships with their peers and professors tend to feel more engaged in their studies and actively participate in extracurricular activities. On the other hand, factors such as inequity in the distribution of educational resources and the lack of emotional support programs can negatively impact the quality of school life, especially in contexts with high marginalization and inequality.

In short, the quality of school life is an essential indicator of the integral well-being of students and the effectiveness of the educational environment in promoting personal and academic development.

Evaluating this construct involves not only analyzing the infrastructure and resources available, but also the students' perception of their environment, their interpersonal relationships, and the support received from the educational community. To improve the quality of school life, it is necessary for educational institutions and policymakers adopt approaches that consider emotional health, inclusion, and equitable access to learning opportunities. Implementing strategies that promote a positive school climate, the strengthening of relationships between students, and appropriate psychopedagogical guidance will contribute to making the educational experience more enriching and for students to achieve their full potential within the school (Pisa, 2015).

2.10.1 Quality of Student Life

Quality of student life refers to the overall experience students have in their academic environment, including emotional, social, and physical aspects. Quality of life is closely related to academic performance and personal satisfaction. A study at the César Vallejo University of Trujillo explored the relationship between students' adaptation and their interaction with fellow students, which is why the quality of student life is affected by the ability to adapt to the academic environment, interpersonal relationships, and economic stability, which directly affects the performance and continuity of students in higher education institutions. These elements are crucial to fostering an environment conducive to learning and personal development. In addition, it has been observed that a good quality of life can contribute to greater motivation and academic commitment, which in turn translates into better school performance (Yengle, 2019).

2.10.2 Definition of quality of life in adolescents

Research on quality of life in adolescents has been limited, as their satisfaction or well-being is rarely assessed from their own perspective. The United Nations International Children's Emergency Fund (UNICEF, 2015) describes adolescence as a transitional phase between childhood and adulthood, which is divided into early adolescence (10-13 years), intermediate (14-16 years) and advanced (17-19 years). This period is crucial for the development of the individual, since the experiences and skills acquired in this stage influence their future. Adolescence is characterized by biological, psychological, and social changes, marked by growing independence from the family environment and the construction of personal identity. At the cognitive level, adolescents develop the ability to critically evaluate their satisfaction in various aspects of life, while, in the affective and social sphere, they seek self-affirmation, which can generate tensions at home and school, accompanied by feelings of dissatisfaction (Rodríguez et al., 2017).

In addition to the changes of adolescence, this stage can also be marked by the appearance of risky behaviors that directly affect the quality of life of the young people. Substance use, violence, family conflicts and school dropout are some of the behaviors that, although they originate during this stage, can extend to adult life, affecting their general well-being, as well as studies carried out in Colombia have shown the importance of factors such as mental health, socioeconomic conditions and family dynamics in the quality of life of adolescents (Higuita and Cardona, 2016).

2.10.3 Factors Influencing Quality of Life in School Settings

In a study on the factors that affect the quality of the education system in Spain, four fundamental aspects are highlighted. Educational resources, limited by lack of investment, influence infrastructure and attention to diversity. Properly trained teachers are crucial to successful teaching. The curriculum must promote dynamic learning, not just rote learning. Finally, evaluation, with accountability and transparency mechanisms, is essential to promote improvements in the education system and guarantee its effectiveness, addressing the educational needs and comprehensive development of students (Ladera, 2018).

Other problems that affect educational institutions and make it difficult for them to become adequate spaces for learning, teaching and the promotion of values are: School dropout, which is an alarming

phenomenon, since many students abandon their studies, which limits their academic and personal development. On the other hand, failure creates an environment of discouragement and demotivation that can lead to dropout. Violence, both physical and emotional, generates a hostile climate that affects the academic performance and well-being of students, hindering their connection with the educational process. These

interrelated factors create a negative cycle that harms the establishment of an effective educational culture (Barrios, 2016).

2.10.4 Balancing Academic and Personal Responsibilities

The balance between academic and personal responsibilities is essential for a good quality of student life. According to a study by Carbonero et al. (2015), those students who manage to balance their academic obligations with personal and recreational activities experience greater satisfaction and general well-being. This balance not only helps reduce stress, but also improves concentration and academic performance. A lack of this balance can lead to mental health problems, such as anxiety and depression, underscoring the need for educational institutions to promote policies that encourage this balance.

2.10.5 Perception of satisfaction with schoolwork

The perception of satisfaction with schoolwork is another key component of student quality of life. According to Patiño Villada (2019), students who consider the assigned tasks to be relevant and manageable tend to experience greater satisfaction with their educational experience. This satisfaction is not only related to the academic content, but also to the way in which the tasks are presented and the support received from the teaching staff. A positive educational environment, where students feel that their opinions are valued and their needs are met, contributes to a more favorable perception of homework (Patiño Villada, 2019). In contrast, an excessive burden or tasks

perceived as irrelevant can lead to frustration and demotivation, negatively affecting both quality of life and academic performance.

2.10.6 Institutional academic identity

Human identity is constructed in a social context, intimately linked to ideological and institutional structures. Identification with the educational institution refers to the degree to which students feel part of their academic community. This connection influences their motivation, commitment, and academic performance. Students who positively identify with their institution tend to show greater involvement in academic and extracurricular activities, which can enhance their educational experience. In addition, academic identity can be strengthened by social support, institutional culture, and quality of teaching, contributing to a more positive learning environment (González & Hernández, 2018).

2.10.7 Academic performance

Academic performance is an important reflection of the effectiveness of the educational system and its quality, being a topic of interest in both the academic and social spheres. This concept refers to the degree to which a student achieves the goals, achievements or objectives set within their program or course, these results are evaluated during a specific academic period, using both qualitative and quantitative methods. Over the years, this evaluation process makes it possible to measure progress and success in meeting the educational goals set, ensuring that students acquire the necessary competencies within that time frame by revealing changes in learning patterns and the factors that influence the academic success of students (Brito & Palacio 2016; Estrada, 2018;).

2.11 Factors that influence academic performance

Academic performance is influenced by multiple factors that interact in complex ways, both socially and personally. According to Salinas and González (2019), "one of the main objectives of educational institutions is to achieve the highest levels of school performance in their students. With this commitment, the identification of factors associated with school performance is of great importance." These factors not only affect learning, but also the well-being and integral development of students. To better understand the causes of low performance or school dropout, it is essential to analyze both the

external conditions that surround the student and his or her internal ability to adapt to educational demands.

2.11.1 Socioeconomic Factors

Socioeconomic factors exert a considerable influence on students' academic performance, as they are directly related to their quality of life. Elements such as family income level, parental education, and access to material resources, such as books and technology, affect the educational process. Likewise, stability at home and access to an equitable education are determinants of academic success. Family difficulties, such as unemployment or lack of parental education, can negatively impact school performance, while those who come from more advantaged contexts are more likely to achieve good results (Ramírez, 2023).

2.11.2 Individual Factors

Individual factors encompass the student's attitude, skills, and motivation, which are essential elements for academic achievement. Motivation goes beyond personal skills, directly influencing the results of assessments. Favorable psychosocial development promotes confidence and self-esteem, which are essential for good school performance. Factors such as gender and family environment also play a role. The evolutionary process is gradual and dependent on learning experiences, so it is crucial to address practices that negatively affect a child's development. This implies transforming attitudes and methods that limit their potential, fostering an environment that promotes integral growth and the skills necessary to face future challenges (Durán et al., 2017).

METHOD AND MATERIALS.

The proposed methodology allows for a comprehensive evaluation of the quality of work life of students in a high school in southern Sonora, with the aim of identifying the factors that affect their well-being and academic performance. To this end, a structured work plan is designed that includes the application of a specific instrument to measure key indicators such as physical and mental health, personal satisfaction, the school environment and the social support received from classmates, teachers and family members. In order to guarantee the validity and reliability of the results, pilot tests and statistical analyses are carried out that allow the instrument to be adjusted according to the context. In addition, differences in students' quality of life are analyzed based on demographic and school variables, such as age, gender, academic performance, and participation in extracurricular activities. This approach allows for a more complete view of their physical, emotional, educational, and occupational well-being, providing valuable information for future interventions.

3.1 Method

3.1.1 Type of research

The research is classified as quantitative, focused on the numerical measurement and evaluation of the quality of students' work life. According to Hernández et al., (2014) the methodology allows the generation of objective and generalizable results, providing a firm basis for the interpretation and application of the results.

3.1.2 Participants

Students of a public high school in southern Sonora, which are adolescents in school between the ages of 12 and 15 years developing demographic characteristics such as their educational and socioeconomic context, the probabilistic sampling allowed the selection of 368 students randomly, ensuring representativeness within the school population.

The formula used to calculate the sample size, based on descriptive studies, was taken from Stevenson (1981). This formula allows you to determine the

Number of participants required to ensure the statistical representativeness of the study:

$$n = \frac{D^2 \cdot p \cdot q \cdot N}{e^2 \cdot (N - 1) + D^2 \cdot p \cdot q}$$

N = Population

D = Standard Deviation (Confidence Level) e = Expected error

p = Proportion in favor

q = Ratio against n = Sample size

N	8,719		
D	1.96		
e	5.0%		
p	0.5		
q	0.5	D2	3.8416
n	368	e2	0.0025

3.1.3 Instrument

For data collection, the instrument originally designed to evaluate the quality of life of university students in the state of Sonora, adapted in this research for high school students, will be used. The data collection instrument consists of 32 items on a Likert scale, divided into three dimensions: quality of student life, secondary identity, and academic performance. According to Moroyoqui et al., (2023), the design was validated with a sample of 531 students selected in a non-probabilistic and convenience way. Content validity was performed with a focus group of experts, while construct validity was tested using exploratory factor analysis. The internal consistency of the instrument was high, with a Cronbach α of 0.957 validating the internal consistency of the instrument.

3.1.4 Procedure

Design. This research was carried out under the approach of a quantitative and experimental study. The expected results were achieved through the following procedure by Hernández et al., (2014).

Phase 1

The chosen topic, Evaluation of the quality of work life of students of a public high school in southern Sonora, emerged in collaboration with our advisor as a relevant and little explored proposal. Its importance and interest in delving into this area motivated us to develop this research.

The quality of student work life has been little studied, despite its impact on academic well-being and performance. In southern Sonora, the lack of research on this topic limits the development of

strategies to improve young people's academic and personal success.

Phase 3

Scientific literature on the topic and its relationship with academic performance was reviewed, identifying key concepts and studies. This allowed to theoretically base the research and contextualize possible problems in southern Sonora, defining the main variables.

Phase 4

The study will evaluate factors that influence the quality of students' work lives and their impact on academic well-being and performance, and will provide a basis for improving the educational environment.

Phase 5

The research design involves the use of a validated instrument to assess the quality of life of students in a high school in Sonora.

Phase 6

A representative sample of high school students from different public schools in southern Sonora will be selected, ensuring that it is broad and diverse enough to obtain significant results.

Phase 7

The evaluation instrument will be applied to the selected students, ensuring the confidentiality of the answers and a standardized collection process.

The data collected will be analyzed using appropriate statistical methods to identify patterns and correlations between the dimensions evaluated and their impact on quality of life and academic performance.

Phase 9

A detailed report will be written with the findings, including graphs and tables illustrating the results. This report will identify critical factors and propose recommendations to improve the educational environment and student well-being.

RESULTS AND DISCUSSION

This chapter shows in a clear and detailed manner the results obtained from the application of an instrument designed to evaluate the quality of work life of students in a high school in southern Sonora. The data analysis was carried out with the aim of identifying the factors that affect their well-being and academic performance. Through tables and graphs, the most relevant findings will be presented, providing a detailed interpretation of them. In addition, the results will be compared with previous studies on the subject, which will allow a greater understanding in the educational context. Subsequently, the possible explanations of the findings and their repercussions for future research will be analyzed, as well as recommendations that help improve the quality of life of students and intervention strategies in their academic development.

In the present research, the objective of evaluating the quality of life of students of a high school in southern Sonora was achieved by means of a highly reliable instrument in order to analyze the variables that affect quality of life. The high school students who answered the instrument were 326 were made up of 46.6% female, 45.4% male and 8% non-binary, with ages under 12 years 38.3%, 12 years 47.5%, 13 years 10.2%, 14 years 4%, of which 33.1% are in first grade, 36.5% in second grade and 30.4% in third grade, thus obtaining an overall result of 78.77%.

Cronbach's alpha coefficient obtained in this study is 0.893 for the 35 items of the instrument, which indicates high reliability (Cronbach, 1951).

Table 1
Total percentage by variable

Variable/Dimension	Percentage
Quality of Student Life	71.23%
Student Identity	79.28%
Academic performance	75.26%

Student identity obtained the highest percentage 79.28%, followed by academic performance 75.26% and quality of student life 71.23%, which indicates positive results in general, although with areas of improvement in student well-being.

4.2 Discussion

Quality of life is a very broad concept that is interpreted in various ways, since its perception varies between individuals depending on their experiences and expectations. In this study, we sought to evaluate the quality of work life of high school students in southern Sonora, in order to identify the factors that affect their well-being and academic performance.

This is consistent with the United Nations Human Settlements Programme (UN Habitat, 2024) and its project on quality of life, which emphasizes that it encompasses multiple dimensions, including access to basic services, adequate infrastructure, environmental sustainability and social inclusion. Therefore, a community with a high quality of life provides optimal conditions for educational and personal development, ensuring that students have a safe and conducive environment for learning. Quality of life, according to this perspective, is not only limited to material aspects, but also involves the emotional and social well-being of individuals within their school and community environment.

The findings of this research show that 78.8% of secondary school students positively perceive their quality of life within the school environment, which reflects favorable conditions for their academic and emotional well-being. This is consistent with the study presented by Garcia et al. (2023), where the results also revealed high scores in dimensions such as physical function (88.01) and emotional role (73.50), it is observed that study participants have fewer physical limitations and less emotional interference in their academic and daily activities.

Finally, in terms of the relationship between students and their peers, 38.3% of students agree and another 38.3% strongly agree that the relationship with their peers is adequate for a healthy coexistence. This data coincides with the research of Pimentel et al. (2025), as it reveals a significant relationship between bond variables (59.7%) and acceptance (56.6%), which confirms that the emotional aspects of students influence their ability to maintain positive and healthy interpersonal relationships, it is key to promote comprehensive development, not only in academic terms, but also in terms of education. but also emotional, which is directly reflected in the quality of student life.

V. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The findings of this study confirm that the quality of life of high school students in southern Sonora directly influences their well-being and academic performance. Through the application

of a data collection instrument, it was possible to obtain relevant information on the conditions in which these students develop their school activities and the impact they have on their academic performance. The findings reveal that various factors, such as school environment, academic load, teacher support, and socioeconomic conditions, significantly affect students' perception of well-being.

It was observed that those students who experience a favorable school environment, with adequate conditions for learning and support from their teachers, present a better academic performance compared to those who face difficulties in these aspects. Likewise, it was identified that academic stress and lack of resources negatively affect students' motivation and interest in their studies. In this sense, it is essential that educational institutions implement strategies to improve the quality of students' work lives, promoting healthy learning spaces, fostering inclusion and psychological support.

In addition, reducing unnecessary stressors would contribute to a more balanced school environment, allowing students to develop their academic potential effectively. In conclusion, the quality of students' work life is a key element in their academic performance and general well-being. Therefore, it is imperative that educational authorities, teachers and families work together to guarantee a school environment conducive to the integral development of students. Finally, it is recommended that future research be carried out that delves into the relationship between quality of work life and academic success in different educational contexts.

5.2 Recommendations

It is recommended to carry out replication of similar studies in different institutions state educational institutions, as well as private, rural and urban secondary schools, in order to determine the generalization of the results obtained. Likewise, socioeconomic, cultural and geographical factors that may influence the perception of student quality of life must be considered. The application of this study in different contexts would allow a more comprehensive understanding of the problem and facilitate the formulation of intervention strategies adapted to each specific environment. Likewise, having larger and more representative samples will help to increase the external validity of the results, which would reinforce their usefulness in the design and implementation of educational policies aimed at student well-being.

It is recommended to complement the quantitative approach with qualitative methods, such as semi-structured interviews and focus groups, which make it possible to explore in depth the experience of students and capture subjective dimensions that are not easily quantifiable through standardized questionnaires. The use of a mixed methodology would enrich the analysis allowing the data obtained from different approaches to be contrasted. Additionally, it is suggested that longitudinal studies be carried out to evaluate the evolution of the quality of student life over time, in order to identify patterns of change and the factors that affect their improvement or deterioration. This methodological expansion would provide a more complete analysis of the phenomenon and offer a solid basis for the development of strategies to improve the educational environment.

It is considered pertinent to incorporate new variables in future research, such as the impact of the family environment on the quality of student life, the role of administrative staff in the educational experience, and the influence of extracurricular activities on student well-being. It is also important to examine

how psychological aspects, such as self-esteem, motivation, and academic stress, affect the perception of quality of life and school performance. Another line of research could focus on gender differences and how they influence the perception of the school environment, given that factors such as bullying or inequality in opportunities can generate differentiated effects among students, exploring these dimensions would allow a more complete picture to be obtained and

facilitate the design of specific strategies to improve the quality of life in the educational environment.

Although the results show a generally positive perception of quality of life in secondary school, it is essential to analyze how these conditions affect academic performance and dropout rates. It is recommended to include new indicators, such as performance in standardized tests and participation in extracurricular academic activities, to establish correlations between quality of life and student performance. In addition, it would be relevant to examine the differences between students from different socioeconomic or family backgrounds, which would allow the design of interventions aimed at those with greater academic challenges.

At the same time, it is necessary to evaluate the conditions of infrastructure and educational resources, carrying out regular diagnoses on the state of the facilities and the availability of materials, improving these resources is crucial to ensure that all students have the necessary conditions for adequate learning. It is also suggested to implement strategies to promote healthy school coexistence, such as conflict resolution workshops, social inclusion programs and activities that promote teamwork. Finally, it is important to strengthen the link between teachers and students, promoting more participatory methodologies and establishing spaces for effective communication, which facilitates a closer relationship and a better learning environment.

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