



REMUNERATION AND QUALITY OF LIFE OF TEACHERS OF THE FACULTY OF ACCOUNTING SCIENCES OF THE NATIONAL UNIVERSITY OF SAN MARCOS

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ABSTRACT.

The present study allowed us to determine and analyze the relationship between the remuneration received by university professors from the Faculty of Accounting Sciences of the Universidad Nacional Mayor de San Marcos and the quality of life perceived by them. For this, the application of surveys to a group of 48 teachers was carried out. The Chi-Square test was used to statistically validate the results of the surveys carried out. This analysis allowed us to conclude that there is a statistically significant relationship between remuneration and quality of life; between the physical well-being and the monthly income of teachers; and between material well-being and teachers' monthly income. A set of actions was proposed to improve the level of salary satisfaction of teachers, and with it the elevation of the quality of life. The TOPSIS multicriteria method was applied to determine an order of priorities among the proposed actions.

Keywords: quality of life, remuneration, well-being, university professors

INTRODUCTION.

Remuneration and quality of life are two concepts that have been the subject of philosophical debate in the world for a long time. Philosophers believe that quality of life should be measured in terms of utility, whether happiness or satisfaction of wants or needs. (Verdugo et al., 2013). The word "happiness" has been used for centuries in all connotations of quality of life, and the study of happiness has long been the domain of moral philosophers, although in recent decades social scientists have also become interested in the subject. (Barraza & Aime, 2019)

Philosophically, the social philosophy of good living conditions, i.e., happiness as a good society, and the moral philosophy of good behavior, which implies that happiness is a virtue, prevail. (Urzúa & Caqueo-Urizar, 2012). Epicurus, the great physician of happiness, defined human needs into three categories: natural and necessary, natural, but not necessary, and those that are neither natural nor unnecessary things. According to Guerrero-Martelo et al.

(2015), quality of life is the result of a constant interaction between economic, social factors, individual needs, emotional freedom, ecological environments, health conditions, etc.

The Statement of Concept of remuneration, which applies to all levels of the company, guides the development of payment systems tailored to the subunits and defines limits and parameters for the evaluation of proposals. In such systems, work stimulates autonomy and personal identity is widely valued and seen as an important condition for improving the quality of life in the work environment. (Castro et al., 2018). From this it can be said that work plays an important role in influencing the psychological, social and economic elements of life and plays an important role in the formation of society. (Castaño et al., 2009)

Mental health and therefore personal, family and professional well-being are linked and seen as an aspect of everyday life, interspersed between perceptions, expectations and understandings of the conditions in which work is performed. In this regard, Jiménez Figueroa & Moyano Díaz (2008) They confirm that such conditions refer not only to the environment of physical interaction, but also to the degree of participation in work and its importance in personal life. Thus, both general working conditions and the interpretation of individual circumstances affect both subjective and objective assessments of work activities.

In Latin America, teachers of all types of education often face constant challenges in terms of their remuneration and, as such, their quality of life. Since the 1970s, work has established itself as a factor of quality of life and has been validated for its potential contribution to the development of healthy work environments. However, due to social and organizational changes over the years, the quality of life of teachers has become conceptually complicated as it is closely related to various problems of the work environment and a variety of drawbacks and difficulties. (Vaillant, 2013)

According to Oaks (2017) Teachers' quality of life can be considered multidimensional because it involves work-related characteristics that affect satisfaction, motivation, and performance. Although it is not clearly defined, one of the fundamental components refers to the remuneration received by university professors, taking into account their individual effort and professional performance to participate in the training of new professionals.

Other elements that affect the well-being and satisfaction of teachers are related to the allocation of working time and quantitative and emotional demands. These elements, in addition to being elucidated as psychosocial risk factors, affect perceptions of quality of life, even more so when there is no minimum desire for coordination and interaction between compensation and quality of life. These disturbances can lead to frustration, fatigue and burnout, attributes thought to affect worker health and well-being. (Castilla-Gutiérrez et al., 2021; Restrepo et al., 2021).

Restrepo Escobar & López Velásquez (2013) They mentioned that, in the context of university teaching, workers experience stress from the work environment. This means that their well-being and motivation in the workplace are related to workload, talent management, management style, aspects related to work demands and psychosocial risk affect the quality of working life. These conditions affect work performance and, therefore, the positioning of the organization's employees, and their competitiveness.

The data uncovered in this study raises the question of whether it is necessary to strengthen areas for improvement and those areas that are desirable to improve desired organizational outcomes. This is consistent with the formulation of the International Labour Organization (ILO, 1998), which expresses the need and responsibility to promote the improvement of the quality of life of university teachers, which, together with other social protection legislation, makes it possible to raise levels of equity in remuneration according to their professional performance. (Dávila Burbano et al., 2018)

In recent years, worldwide, various experts have begun to be especially concerned about social welfare and there has been a growing interest in promoting actions to increase the physical, material, social, emotional and personal well-being of the population in general and in particular to teachers of all educations. (Zubieta & Delfino, 2010). In Peru, as in many of the countries that make up Latin America, there are deficiencies related to labor factors that afflict the population of university teachers. These factors transcend the educational process and affect the quality of life that teachers maintain. (Fuster-Guillén et al., 2019; Tacca Huamán et al., 2020)

The present study constitutes a central axis based on the quality of life of the professors of the Faculty of Accounting Sciences of the Universidad Nacional Mayor de San Marcos (UNMSM) as an economic, social and psychological determinant of the human being, which makes it a determinant of the quality of life of natural and moral persons. In this case, the purpose of this research is to determine the relationship between the quality of life and the remuneration of university professors of the Faculty of Accounting Sciences of the Universidad Nacional Mayor de San Marcos and determine the relationships that unite them.

METHODOLOGY.

During the present study, the Descriptive – Relational Research was used as a type of research. To carry out the research was done through a descriptive and field research. According to Arias (2012), descriptive research consists of the characterization of a fact, phenomenon, individual or group, in order to establish its structure or behavior. The research design is non-experimental since it is the empirical and systematic search in which the scientist has no control of the independent variables, because their manifestations have already occurred or because they are inherently not manipulable.

The unit of analysis of the present research was the ordinary professor of the Faculty of Accounting Sciences of the National University of San Marcos, so there was a population of 93 ordinary teachers of the Faculty of Accounting Sciences of the UNMSM.

Stratified sampling was used to determine the sample number, using equation (1).

$$n = \frac{\sum_{i=1}^L N_i \widehat{p}_i \widehat{q}_i}{ND + \frac{1}{N} \sum_{i=1}^L N_i \widehat{p}_i \widehat{q}_i}, n_i = n \left(\frac{N_i}{\sum_{i=1}^L N_i} \right), D = \frac{b^2}{4} \quad (1)$$

Where:

n: Total sample size.

n_i : Sample size of each L-stratum.

b: Estimation error

P: population success rate ($q=1-p$)

N: Population size.

Since N= 93 (Auxiliaries=28, Associates= 39, Principals=26), P=0.5, q=0.5, Confidence Level = 95% and Error = 0.1, then a sample number of 48 teachers is obtained. Then, replacing values in the formula yields a sample of 48 teachers, of which 15 are Assistants, 20 Associates, and 13 principals of the Faculty of Accounting Sciences of the U.N.M.S.M.

$$n_1 = n \frac{N_i}{\sum N_i} = 48 \times \frac{28}{93} = 15 \text{ Auxiliary}$$

$$n_1 = n \frac{N_i}{\sum N_i} = 48 \times \frac{39}{93} = 20 \text{ Associated}$$

$$n_1 = n \frac{N_i}{\sum N_i} = 48 \times \frac{26}{93} = 13 \text{ Main}$$

Direct observation was used as a technique for data collection, so that the researcher evidenced and closely visualized the study subject. Observation is an intellectual and intentional technique that the researcher uses on facts, events, data and relationships that indicate the existence of phenomena that can be explained in the market of the study that is carried out. The data collection instrument used was the so-called questionnaire, whose questions referred to quality of life and remuneration. Then we proceeded to data collection, conducting surveys and sampling 48 professors of the Faculty of Accounting Sciences, stratified sampling and simple random sampling. For the processing and analysis of information, the SPSS Version 26 program was used and, through the use of descriptive and inferential methods, the information obtained was presented.

TOPSIS method.

The TOPSIS Method is a decision-making technique that was developed by Hwang and Yoon in 1981. It allows you to combine several heterogeneous attributes into a single dimensionless index, and this is because the attributes under evaluation are very likely to be expressed in different units or scales. (Argilagos et al., 2022)

TOPSIS is based on the concept that the selected alternative should have the smallest Euclidean distance to an ideal solution and the greatest Euclidean distance to an anti-ideal solution. Thus, the order of preference of the alternatives can be determined by a series of comparisons of these distances. Both solutions, the ideal and the anti-ideal, are fictitious solutions. (Opricovic, S., & Tzeng, 2004)

The ideal solution is a solution for which all attribute values correspond to the optimal values of each attribute contained in the alternatives; The anti-ideal solution is the solution for which all attribute values correspond to the least desired values of each attribute contained in the alternatives. In this way TOPSIS provides a solution that is not only the closest to a hypothetically better solution, but also the furthest to the hypothetically worst. The process is described below:

1. Determine the objective and identify the attributes to be evaluated.
2. Develop a matrix based on the available information on the attributes. Each line corresponds to an alternate and each column to each attribute. The x_{ij} element of the array represents the non-normalized value of the j -th attribute for the i -th alternative.
3. Calculate the normalized decision matrix R_{ij} . This is achieved by dividing each value of attribute X_j by the square root of the sum of squares of each value of attribute X_j . This is represented mathematically by equation (2):

$$R_{ij} = \frac{x_{ij}}{\sqrt{\sum_{m=1}^k x_{mj}^2}} \quad (2)$$

4. Determine the relative importance or weight for each attribute with respect to the objective. This gives rise to a set of weights w_j (for $j = 1, 2, \dots, J$) such that $\sum w_j = 1$. Weights are generally based on expert judgements and should reflect the relative importance assigned to the performance attributes assessed. The range of possible values of w_j will only be limited by the ability of the decision group elements to distinguish the relative importance of the performance attributes analyzed.
5. Obtain the normalized and weighted matrix V_{ij} . This is done by multiplying each element of the columns of the matrix R_{ij} by its corresponding weight w_j . Therefore, the elements of the normalized and weighted matrix are expressed by equation (3):

$$V_{ij} = w_j * R_{ij} \quad (3)$$

6. Get the ideal solution and the anti-ideal: The ideal solution can be expressed as: (4) and the anti-ideal as (5). V_j^+ indicates the ideal value of the attribute considered among the attribute values for the different alternatives, while V_j^- indicates the worst value of the considered attribute among the attribute values for the different alternatives.

$$V^+ = \{V_1^+, V_2^+, V_3^+, \dots, V_j^+\} \quad (4)$$

$$V^- = \{V_1^-, V_2^-, V_3^-, \dots, V_j^-\} \quad (5)$$

7. Calculate the Euclidean distances of each alternative to the ideal and anti-ideal solutions using the following equations:

$$D_i^+ = \sqrt{\sum_{j=1}^J (V_{ij} - V_j^+)^2} \quad (6)$$

$$D_i^- = \sqrt{\sum_{j=1}^j (V_{ij} - V_j^-)^2} \quad (7)$$

8. The relative closeness P_i of a particular alternative to the ideal solution is expressed by (8):

$$P_i = \frac{D_i^-}{(D_i^+ + D_i^-)} \quad (8)$$

9. In this step a set of alternatives is generated in descending order according to the value of P_i having as the best alternative the one with the highest value of P_i .

RESULTS AND DISCUSSION.

The surveys carried out allowed to determine a series of elements of special interest for the development of the study. The selected sample was made up of 81.25% of male teachers, while 18.75% belonged to the female sex. Of the total teachers surveyed, 41.66% belonged to people with 60 years or more, 33.33% were in ages from 51 years to 60 years, 22.92% were between 41 and 50 years old and only 2.08% were between 30 years and 40 years old.

Among the participants, 31.25% had more than 20 years working as teachers, 16.67%, from 16 years to 20 years of experience, 22.92% had from 11 to 15 years of experience, 22.92% had from 6 years to 10 years of experience and 6.25% had less than 6 years of experience in the field. On the other hand, of the total number of teachers surveyed, 35.42% have a PhD degree, 45.83% have a Master's degree and 18.75% have a maximum of a Bachelor's degree.

The information provided by the surveys allowed to determine that 27.08% of the teachers surveyed affirm that their monthly income allows an adequate standard of living. On the other hand, 18.75% showed a neutral position, while 35.42% disagree with monthly income and 18.75% strongly disagree about it. In this way, at first glance it can be seen that more than 50% of the sample analyzed is in some degree of disagreement with the current monthly income they receive for the performance of their work.

On the other hand, of the total number of teachers surveyed, 83.34% said they positively agreed to have a good quality of life. In this sense, 14.58% indicated that they were not entirely sure of having a good quality of life, while 2.08% strongly disagreed. In this case, it is observed that in general there is a favorable perception regarding the level of quality of life reported by the teachers surveyed.

In relation to future and probable income after retirement from the profession, 25% said they agreed with monthly income after retirement, 29.17% adopted a neutral position on this question, and 45.83% clearly disagreed with the income to be received at the time of retirement. In this case, there is a clear majority of dissatisfaction regarding this particular issue, although it is noteworthy that almost 30% of respondents were neutral about it.

According to the survey results, the majority of teachers (60.42%) agree with the importance of physical well-being in relation to a good quality of life. However, 20.83% do not have a clear opinion on the matter, while a minority (18.75%) disagree with this statement. In this case, it is evident that the vast majority of respondents considered the great relevance of an adequate physical condition and its relationship with an adequate level of quality of life.

On the other hand, 27.08% of the teachers surveyed indicated a concordance in that their monthly income allows them to achieve an acceptable standard of quality of life. On the other hand, 18.75% expressed neutrality regarding the issue, while 54.17% expressed a clear disagreement with said income in relation to their standard of living.

To demonstrate the relationships between the different variables analyzed during the surveys, the non-parametric Chi-Square test was applied. In this way, it seeks to relate the quality of life and remuneration, physical well-being and monthly income and material well-being and monthly income of the professors of the Faculty of Accounting Sciences of the UNMSM.

Board 1. Application of the Chi-Square test in the different variables of the study.

Hypothesis	Significant Value (p-value)	Decision	Level of significance
<p>Ho: There is no significant relationship between the remuneration and quality of life of the professors of the Faculty of Accounting Sciences of the UNMSM.</p> <p>H1: There is a significant relationship between the remuneration and quality of life of the professors of the Faculty of Accounting Sciences of the UNMSM.</p>	p = 0.04015	0.04015 < 0.05, then Ho is rejected, it was concluded that there is a significant relationship between the remuneration and the quality of life of the professors of the Faculty of Accounting Sciences of the UNMSM.	α=0,05
<p>Ho: There is no relationship between the physical well-being and the monthly income of the professors of the Faculty of Accounting Sciences of the UNMSM.</p> <p>H1: There is a relationship between physical well-being and the monthly income of the professors of the Faculty of Accounting Sciences of the UNMSM.</p>	p = 0.03726	0.03726 < 0.05, then Ho is rejected, it was concluded that there is a relationship between physical well-being and the monthly income of the professors of the Faculty of Accounting Sciences of the UNMSM.	
<p>Ho: There is no relationship between material well-being and the monthly income of the professors of the Faculty of Accounting Sciences of the UNMSM.</p> <p>H1: There is a relationship between material well-</p>	p = 0.00268	0.00268 < 0.05, then Ho is rejected, it was concluded that there is a relationship between material well-being and the monthly income of the professors of the Faculty of Accounting Sciences of the UNMSM.	

being and the monthly income of teachers of the Faculty of Accounting Sciences of the UNMSM.			
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Source: Authors.

The perception of the professors of the Faculty of Accounting Sciences of the UNMSM indicates that the salaries of the teachers are not enough to have a good physical and material well-being, as well as a high academic level. According to the hypothesis proposed, it was concluded that there is a significant relationship between the remuneration and the quality of life of the professors of the Faculty of Accounting Sciences of the UNMSM. Guevara Rivas & Domínguez Montiel (2011) In their study Quality of life of university professors seen from the point of view of complexity, they indicate that the quality of life of university professors emerged as a reality in progressive deterioration with respect to socioeconomic components, such as economic remuneration.

On the other hand, the professors of the Faculty of Accounting Sciences of the UNMSM have the perception that their income is not enough to achieve good physical well-being, that is, to have health insurance or health care. The variable income and physical well-being are related to the fact that teachers work in other activities, which leads to better personal and family health. It was concluded that there is a relationship between physical well-being and the monthly income of teachers of the Faculty of Accounting Sciences of the UNMSM. Rivas & Montiel (2011) In his thesis entitled As theoretical approaches to the quality of life of university professors of the School of Public Health and Social Development, University of Carabobo, highlights the possibility of university teachers to achieve a resilient self-realization within the framework of complexity. In this case, interrelationships were achieved in progressive deterioration, configured by associated components such as low salary, little recognition, difficulties for promotion, personal and social insecurity, work stress, dissatisfaction and uncertainty, health problems, among others.

Finally, the results obtained after the analysis of the data indicate that the income of teachers is not enough to have a good material well-being, that is, to have good living conditions, comforts, basic services and others; To meet these life indicators you need income. The variable income and material well-being are related according to the fact that teachers work in other activities, which economically causes greater personal and family comfort. It was concluded that there is a relationship between material well-being and the monthly income of teachers of the Faculty of Accounting Sciences of the UNMSM. Guevara Rivas & Domínguez Montiel (2011) In their study Quality of life of university professors seen from the complexity, they indicate that the quality of life of university professors emerged as a reality in progressive deterioration with respect to the socioeconomic components, mental health and job satisfaction, being relevant work, recreation, social and family support.

Obviously, there is a clear perception in the teachers analyzed regarding the existence of highly significant relationships between the remuneration received and the quality and standard of living in all its aspects. Likewise, it is evident that this system of relationships has been hindered by dissimilar causes that have become clear dissatisfactions in the teaching staff of the Faculty analyzed.

Improving teachers' salary satisfaction is crucial to attracting and retaining the best professionals in education and achieving better standards of quality of life. A fair and equitable pay system can motivate teachers to perform better and develop their careers in education. In addition, it is important to mention that an improvement in teachers' salary satisfaction can have a positive impact on teachers' quality of life and their motivation to perform better.

As part of the process of continuous improvement to the processes, the work team has proposed a series of guidelines or measures to be followed to improve the salary satisfaction of teachers in the faculty analyzed. Likewise, the use of the TOPSIS method is proposed for the selection and prioritization of these measures according to the level of impact on the quality of life of teachers (C1), positive results in the short term (C2) and ease of immediate implementation (C3). The analysis is carried out by 5 experts.

1. Increase teachers' salaries and benefits to make them competitive with other education professionals and with other professionals in other areas.
2. Establish a system of bonuses and incentives for teachers who excel in job performance.
3. Increasing funding for teacher remuneration and reducing the pay gap between teachers with different levels of education and experience can help ensure that all teachers are paid fairly and equitably. This can help promote equal opportunities in education and improve the quality of education.
4. Establish an adequate pension and social security system for teachers; In this way, teachers are guaranteed to have a safe and comfortable old age.
5. Providing health insurance for teachers and their families can help ensure access to quality health care. This directly influences the quality of life of teachers and the creation of a safer and healthier work environment.

Table 2 shows the matrices obtained after following the steps indicated by the method.

Board 2. Normalized and weighted matrix resulting from the method

Normalized matrix			
	Level of impact on teachers' quality of life	Positive results in the short term	Ease of immediate deployment
Increase teachers' salaries and benefits to make them competitive with other education professionals and other professionals in other areas	0.53	0.546	0.42
Establish a system of bonuses and incentives for teachers who excel in job performance	0.424	0.546	0.7
Increase funding for teacher pay	0.424	0.327	0.28
Establish a pension and social security system for teachers	0.424	0.327	0.42
Provide health insurance for teachers and their families	0.424	0.436	0.28
Weighted matrix			
Increase teachers' salaries and benefits to make them competitive with other education professionals and other professionals in other areas	0.176	0.182	0.14
Establish a system of bonuses and incentives for teachers who excel in job performance	0.141	0.182	0.233
Increase funding for teacher pay	0.141	0.109	0.093
Establish a pension and social security system for teachers	0.141	0.109	0.14

Provide health insurance for teachers and their families	0.141	0.145	0.093
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Source: Authors.

In summary, the TOPSIS method evaluates each option based on its proximity to a positive ideal point and its distance to a negative ideal point. Table 3 presents the calculations of the distances between each option and these ideal points.

Board 3. Ideal positive and negative distances and calculated Pi

	Distance to positive ideal solution	Distance to negative ideal solution	Pi	Order
Increase teachers' salaries and benefits to make them competitive with other education professionals and other professionals in other areas	0.093	0.093	0.5	2
Establish a system of bonuses and incentives for teachers who excel in job performance	0.035	0.158	0.817	1
Increase funding for teacher pay	0.162	0	0	5
Establish a pension and social security system for teachers	0.123	0.047	0.274	3
Provide health insurance for teachers and their families	0.149	0.036	0.196	4

Source: Authors.

The method used reveals a clear preference to establish, in the first place, a system of bonuses and incentives for teachers who excel in job performance. This measure will clearly encourage teachers to work harder and improve their performance. Similarly, a higher bonus, of any kind, has an impact on a higher level of quality of life for teachers. Second, the increase in teachers' salaries and benefits will clearly lead to increased competition for these positions. The implementation of this measure can help attract the best candidates for teaching work. In this way it is possible to reach new levels of motivation among teachers during the development of their work. Finally, establishing a pension system that is relevant and attractive to teachers, despite the proposed measures with a longer execution time, is definitely a measure that can have an extreme influence when it comes to improving the quality of life of teachers not only during their working and active period, but as a guarantee of a worthy retirement of the contributions made throughout life.

CONCLUSIONS.

This study allowed to determine and analyze the relationship between the remuneration received by university professors of the Faculty of Accounting Sciences of the UNMSM and the quality of life perceived by them. Surveys were applied to a sample group of teachers to carry out the study. In general, it was observed that there is dissatisfaction with the level of income received by teachers, as well as the impossibility of achieving adequate or satisfactory living standards with this income.

To statistically validate the results of the surveys conducted, the Chi-Square test was used in the various variables collected during the study. This analysis allowed us to conclude that there is a statistically significant relationship between remuneration and quality of life; between teachers' physical well-being and monthly income; and between material well-being and teachers' monthly income.

Based on the results obtained, a set of actions was proposed to improve the level of salary satisfaction of teachers, and with it the elevation of the quality of life. The TOPSIS multi-criteria method was applied to determine an order of priorities among the proposed actions. The findings contributed to a greater understanding of the concept of quality of life regarding life expectancy, academic level, physical well-being and material well-being versus people's remuneration.

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