

# Labor Satisfaction from Educational Organizations

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Received December 12, 2018; Revised January 16, 2019; Accepted January 25, 2019

**Abstract** Job satisfaction has always been a turning point for educational organizations. Reasons why the study that is presented today was developed. It is difficult to understand the factors that lead to this kind of situation, however we are looking for ways to make these organizations improve their functioning based on the results obtained. The study sought to understand the phenomenon that occurs from job satisfaction and how it affects job performance and can cause other situations such as work stress that in the short or medium term can be determinant in the operation of the organization. For all this it is important to see how educational organizations through the educational system and directors can find a way to deal with this situation and reach that balance that any organization whatever its turn needs to be healthy and achieve the goals you are looking for and pursue.

**Keywords:** *job satisfaction, school performance, teacher work stress, teacher unrest*

**Cite This Article:** Luis Fernando García Hernández, Sandra Carina Fulquez Castro, and Joaquín Vázquez García, "Labor Satisfaction from Educational Organizations." *American Journal of Educational Research*, vol. 7, no. 1 (2019): 109-117. doi: 10.12691/education-7-1-17.

## 1. Introduction

For many years, job satisfaction within educational organizations has been a turning point within them. It is difficult to understand the factors that can lead to this phenomenon more and more recurrent and that in the educational organizations of some Latin American countries from the structural reforms in education that are occurring affect them in a remarkable way. Mexico is not the exception, since 2013 there has been a profound restructuring in education and which has had a direct impact on the labor relationship that teachers had with educational authorities.

The educational authorities, as well as the directors, should be aware of the importance of job satisfaction for the teaching performance which will lead the institution to be healthy and therefore allow greater productivity and good cohesion as an organization.

Plan tea study the situation presented from job satisfaction and how this affects job performance and can lead to stress and other situations that affect the educational organization. This is why it is important to provide new ways to improve working conditions but above all that educational authorities, as well as directors, can understand this phenomenon and look for strategies to overcome this situation.

The studies concerning job satisfaction have taken a big boom in the last two decades, proof of this are studies like, [1-6].

Likewise, these studies have been approached from different perspectives and contexts such as: in the educational field [2,7,8,9,10], in industry [10] in the social

sphere [7,9] among other types of studies that include government agencies and sports.

## 2. Development

As mentioned earlier in recent years, job satisfaction has become a recurring theme in different forums of the educational environment, it is important to understand that in the educational field is not the exception.

With the educational reform (2013) it was raised more than an educational reform, as a labor-type reform, which focuses on the following points:

1. Professional teaching service.
2. National Institute for Educational Evaluation
3. Management autonomy.

Also, this is regulated by the General Law Professional Teaching Service and what it says is:

*"Organ created to regulate the teaching profession and based on the general law of the professional teaching service of September 11, 2013, and which establishes the criteria, terms and conditions for the Admission, Promotion, Recognition and Permanence in the Service."*

Therefore you can see the complexity in which education professionals are currently in Mexico and how their job security is subject to an examination and a law.

Therefore, the first thing that is sought is to understand what job satisfaction is from the perspective of the different theorists who have sought to conceptualize it.

For Martinez Caraballo [11], he mentions that in the business and business world, employee satisfaction has become one of the main corporate priorities of recent years. Thus, it also makes mention that organizations whatever their turn, can not be competitive or aspire to

improve their quality in the service and especially in the products offered if the staff is not satisfied with their working conditions. It is for all this that in recent years companies in any field have begun to work on finding better ways for their employees to have spaces and working conditions in order to find in it a job satisfaction.

The accelerated on the concept and development related to the subject studies, growth is because job satisfaction is always always found associated with different variables that directly or indirectly are always there in organizing shows of them are different studies exist in relation to productivity and performance, stress, burnout, absenteeism, rotation among others [2,5,6,10,12,13] Therefore, and starting from the above, the popularity of the concept has grown and has developed rapidly in the past, for some theorists is understood job satisfaction as that factor that determines the degree of well-being that a subject experiences in their work and It is becoming a central problem for the organization [14]. For his part ([15]: 48) defines it as "the favorable or unfavorable perspective that workers have about their work expressed through the degree of agreement that exists between the expectations of people with respect to work, the rewards that it offers you, interpersonal relationships and management style.

Likewise, Dessler [16] states that there is no consensus regarding the meaning of the term, definitions revolve around purely objective organizational factors such as structure, policies and rules, even perceived attributes as subjective as cordiality and support.

As we can see and despite the complexity of the concept and with which we associate it, its description has always been complicated by the different connotations that can be given to it and above all with the different areas to which it is associated: educational, industrial, governmental, health, etc.

In this regard it is worth mentioning that although some theorists have already developed the construct, it is necessary to specify that the studies are focused more on teacher unrest, teacher work stress, among others, but in all this type of studies one of the variables of Analysis is job satisfaction since it is closely associated with the two already mentioned.

## 2.1. The Relationship between Health and Work as Determinants of Job Satisfaction

As mentioned previously, the term job satisfaction will always be associated with teacher malaise, whose term is relatively new, however, has a direct impact in the workplace and consiguiente has come to affect around s of professionals and health. The World Health Organization (WHO) and education professionals have considered that teacher unrest has come to give a new meaning to the teaching profession and an importance because without emotional stability the teacher could hardly perform optimally. Work and therefore would not have a good job satisfaction.

For its part, WHO also mentions that health is associated with a complete state of physical, mental and social well-being, and not merely the absence of illness or disability? Theorists like Freud focus more on saying that it is considered the ideal health that corresponds to an optimal level of functioning that is never achieved.

Leriche defines health as life in the silence of organs; Freud considers that health is an ideal that corresponds to an optimal level of functioning that is never achieved, and another author, Amiel, adds that health status is a functional normality and an active equilibrium [17]. Therefore, it is to be understood that the mental health of teachers is directed in two fundamental senses, the psychic and the social.

Therefore, and taking the roots of the terminology of the word work leads us to the *tripalium* Roman, and which was a three-stick instrument, considering an instrument of torture. The development of the concept work has been changing over time from the seventeenth century the word work was associated with punishment and suffering on the part of the person, however, following this conception the philologists give a new meaning and that is when It is already known as occupation.

Within the field that implies the term work can be determined in two lines, the first directed to the activity of achieving specific objectives and the second in the conception of the direction. Meanwhile, and trying to understand what occupies this is udio, which is the job satisfaction of what s education professionals, and which must always seek inner balance and performance with the environment where it plays n their work. Therefore, the objective to which all teachers must reach is to exercise and obtain the results in accordance with what has been established by society, as this will allow them not to fall into what is our object of study and may have a better job performance and be well in what we mentioned at the beginning the psychic and the social.

Esteve, cited by [18] makes an explanation where he mentions that from a phenomenological perspective work can be considered as an act that takes place between the human being and nature (Marx); the grouping of activities through which the individual modifies the material and what has life (Hegel); The work of the person consists in the creation of something useful (Bergson). Concretely, following the thought of Bergson, it can be said that the work for the professionals of the education is "the use that makes the man of his physical and moral forces for the production of the riches or of the services".

From these principles and by studies done to teachers in Guanajuato, the physical and ergonomic environment in the classrooms is located as a cause of stress [8]. In this regard, teachers are exposed to a level of noise much higher than that required for their tasks, where students are added to the outside. The available space and the conservation of the buildings, the constructive quality and the chromatic environment, have also been identified as stressors [19]: For its part, the Department of Public Health of China in a study of 1460 teachers, as a cause of stress stress the physical environment of work and role overload [20]. Other aspects related to the conformation of the ergonomic environment are usually included such as: the quality of the teacher's furniture, its spatial arrangement, overcrowding, the quality of the luminaries, its distribution, and the absence of climatic comfort (United Nations Educational Organization, Science and Culture, 2007). Cited by [5]

Simonin (former professor of Occupational Medicine at the University of Strasbourg) mentions and identifies work with effort; because it considers that the work is any

effort made to do something regardless of the work done by the professional or non-professional.

Based on what is mentioned in the previous paragraphs, we can understand that if we start from the word activity understood as work or action to carry out an activity we could confuse work as joy. But if we focus on what most people understand when they hear the word work, we will see that they associate it with fatigue based on this. How can we separate the teacher's discomfort from job satisfaction?

By nature, work is associated with forced or non-related human relationships, and the simple fact of working with people of different ways of thinking, nationalities, culture, etc., implies that there is friction and that this progressively leads us to an experience of discomfort. This is based on the relationships that the teacher develops in their environment, students, teachers, managers, parents who ultimately expect results and achievements and that these can become pressure, fatigue, headaches, etc. and consequently discomfort. The teacher works in a context determined by situations, which if they are not flexible end up determining the personality of the same and is disturbed, and the human being by nature is different and for that same nature his way of acting will be different from that of the rest. This will determine to a large extent if a subject may or may not suffer from teaching discomfort and therefore lack job satisfaction, but we will realize that people who have greater control of their emotions will hardly suffer this problem or their level will be very low.

Therefore, to have a balance we must maintain our stable personality, our emotions, the result of not having that balance would generate a rejection, displacement and logically a lack of values and feelings that emerge when certain situations occur. Falling constantly in these situations in addition to the imbalance that the teacher presents would attack a system that would be prone and overcome by a problematic difficult to attack and consequently to see this type of situations would be lost and lead to a dead end commonly called as work dissatisfaction.

Summarizing this would be reflected in the teacher's performance and manifested in different ways such as the appearance of some of the diseases that are associated with components of fatigue, such as sleep, insomnia, environment excluded by sensory stimuli, sensation of heaviness of the body, affections related to the voice, flu, depression, disinterest, inability to concentrate, changes in behavior ... etc. [21,22].

## 2.2. Teacher Satisfaction and Welfare

Teaching job stress or teacher unrest in some countries has become a simple natural phenomenon of personal attrition, to be a national health problem and therefore already considered an occupational disease. So that this phenomenon does not happen and it does not get worse already in the situations that are taking place it is necessary the improvement in the conditions of the personnel that converge in the educational centers.

The WHO [23]: in its report on mental health in the world defines satisfaction as a state of complete physical, mental and social well-being, and not only as the absence of diseases or illnesses. Also Muños [24] notes that job satisfaction is conceived as a feeling of pleasure or

positive experience that a subject by the fact of performing a job that interests you, in an environment that allows you to be comfortable, within the scope of a company or organization that is attractive to him and for which he perceives a series of psycho-socio-economics compensations according to his expectations.

On the other hand, Daft [25] indicates that job satisfaction is a pleasant or positive emotional state as a result of the evaluation of work or work experience, and that it is achieved when expectations and reality coincide. [26] mention that job satisfaction is perceived as an attitudinal dimension defined as a set of positive emotional attitudes and reactions for the individual who downloads in their work. Bisquerra [27] defines it more as emotional well-being than as job satisfaction and says that it is "the degree to which a person judges favorably the global quality of his life"

Likewise, Cornejo [28] speaks of decisive factors in the obtaining of the educational well-being, and they mention the following: the control on the situation, the social support in the work, the management of the time and the significance, or perceived autoeficacia and the strategies of coping with stressful situations. Newstroms [29] points out that job satisfaction is a set of favorable feelings and emotions with which employees perceive their work; it is a feeling of relative pleasure, which differs from objective thoughts and behavioral intentions.

According to Locke [30] job satisfaction can be defined as a positive response to work in general or to some aspect of it, which leads to an affective emotional state or pleasant result of subjective perception of the work experiences of the subject. Focusing on the field of education, the concept of teacher satisfaction has been addressed by different theorists and from different topics such as the "mental health of teachers", "emotional balance", "anguish of teachers", "conflict of teachers", "Teacher stress and anxiety", "burnout (teacher discomfort) or professional burnout", "job satisfaction of teachers", etc. All these terms lead us to observe from which points of view the satisfaction and dissatisfaction of the teachers has been addressed. In 1995 Padrón noted that "personal and professional satisfaction is closely related to mental health and personal balance. In the case of teachers, satisfaction is accompanied by specific situations of their teaching and with the characteristics of their own personality, insofar as all this affects their emotional stability, creating tension, stress, and producing discomfort, both from a personal perspective as a professional. "

For Herrador, Zagalaz, Martínez & Rodríguez [31] argue that the main basis of teacher discomfort is linked to the situations they give in the environment of teaching, and the pressures that fall on them and never as now teachers had been subjected to such intense demands and contradictory by the administration, students, parents and society in general. With all this, different studies have been developed that address teacher job satisfaction. Most of these studies focus on the relationship between teacher satisfaction and effectiveness of the center. Based on these ideas we can understand teacher satisfaction as in reality should be the teaching work and what according to their expectations should be [32].

Guell [2] already mentioned in his study on the job satisfaction of teachers and where he made a very detailed

analysis, where he managed to specify in a table the factors that determine job satisfaction in the teaching profession proposed by different authors. It can be observed how the different authors mention the factors that, according to them, determine whether a person has a full professional satisfaction.

**Table 1. Factors that determine job satisfaction in the teaching profession proposed by different authors**

Author	Year	Factors
Gordillo	1988	General factor: work as such. Specific factors: economic retribution, supervision and relationship with colleagues, material conditions in which the work is carried out.
Veeman	1988	Importance of classroom work: teaching load, materials used, coordination with other teachers, student motivation, and collaboration with parents.
Peiró and Cols	1991	Six factors: Supervision and participation in the organization, physical environment, material benefits, work in itself, economic remuneration, interpersonal relationships.
Zubieta and Susinos	1992	Economic remuneration, resources of the center, relations with students, parents, peers, administration and direction, activities in class, usefulness of the teaching activity, social recognition.
Dinham and Scott	1996	Student performance and personal growth
Dovecotes	2000	Extrinsic Values: Economic conditions and social status. Intrinsic values: Social recognition and vocational motivation.
Marchesi Evans Dinham and Scott Bogler	1990 1998 2000 2012	Economic incentives, training, professional promotion and social recognition.
Estremadura T al.	2005	Economic remuneration, autonomy, relationship with colleagues, social recognition.
Cold Azcarate	2006	Two axes: Axis of the elements that make up the symbolic command: the image of what the University represents and being a teacher, the status. The prestige.
Anaya and Suarez	2007 2010	Global satisfaction 5 dimensions: work design, living conditions associated with work, personal fulfillment, promotion and relationship with superiors and salary.

It is difficult to understand that teacher satisfaction, however, can be defined as the sets of positive attitudes and feelings with the teacher's account part of their values and interests that determine their teaching work and condition their work and professional environments.

### 2.3. Personal, Group and Organizational Intervention Strategies

Why do you have consequences, no, the teacher's discomfort, both in the personal and family question, and

in the future. For the confrontation of the teacher's malaise, and thus to be able to develop a good educational well-being and to satisfy the labor thing. It can be approached from three areas: from the personal, the group and the organizational. Before analyzing these issues we have first been published. These studies have been published.

#### 2.3.1. Personal and Group Intervention Strategies

Lewin [33] was the first to use the dynamic expression of the group to design the whole set of phenomena that take place in the life of a group. Emphasize the dynamic nature of a group to pass the different phases in its constitution and development. Considers it important to take into account the interrelationships that exist between the people that make up a group, since the change in one of them causes a transformation in the whole.

This is the type of strategies or techniques. Within this type of techniques that are determinant in the educational field are the following Gil-Monte and Peiró, [34]:

- Experiential techniques
  - Animation: To break the ice and the presentation of groups.
  - Group division: work in small groups and experiences.
  - Communication: interaction and encounter among others.
  - Analysis: To reflect on real situations.
  - Construction: We take a successive construction on the analysis of some subject.
- Techniques or games for children: it is a matter of moving forward or backward, they meet around a matrix, they do not work with activities that do not require group work and they work in small groups.
- Organization and planning techniques: are those that aim to conceptualize how to organize and plan groups.
- Evaluation techniques: are those that lead us to group decisions and are also used to modify actions.

This is the kind of experience that is understood that they are not alone that there are other teachers in the same situations and in new ones, this allows to increase the camaraderie and strength enough to face the situations and face the reality of the problems that are daily they find the classrooms. The intervention techniques are usually very similar in the same job that the teacher performs in this case.

#### 2.3.2. Strategies of Organizational Type

Teacher training over the decades has been addressed by pedagogy and psychology throughout history in different educational systems. For this reason, curricular designs and implementations in teacher training, in the public and private sectors, interact with knowledge and psychopedagogical practices. For Ferry [35] the format is reflexive for himself, for a work on himself, on situations, on events, on ideas that will help him to perfect.

Here are all the strategies, workshops and others that the educational administration for teachers and to be able to respond to situations that arise. This type of measures is very general and seeks the effects of the teacher's malaise.

Claude Lévy-Lavoyer [36] the differences between training and development, and the indication of the development of competencies is a logical evolution of the

formation of the nature of evolutions in the context of work. Part of this idea the activity that occurs between work and development are work activities and training.

It is important that if a teacher has had adequate professional training, is prepared in terms of strategies, techniques, content management, as well as good management of their emotions, ways to cope with stress and above all to be able to find the way to solve all situations that arise in a work day. All this would lead the teacher to have tools to avoid falling into the teacher's discomfort.

### 3. Methodology

In any study it is always important to understand how we want to approach methodologically the phenomenon that is being analyzed, that is why, in view of the need to know and understand what is happening around teaching well-being, it is necessary to do a non-experimental descriptive research, where the phenomenon can be addressed, likewise, allow us to respond to the different questions that have arisen in relation to the issue.

Based on these ideas, we can understand that the methodology that has been used to carry out this particular study, as well as, know and understand the phenomenon of job satisfaction within educational organizations, based on the educational well - being which was approached from a study on teacher unrest in the Border City of Mexicali in the State of Baja California Mexico.

The descriptive study focused on a positive paradigm of quantitative cut, which required a non-experimental methodology, which indicates that the situation under which one works is not modified at any time, since it works with a group of people who are immersed in a specific context and that allows us to obtain the information we require. These "non-experimental or ex-post-facto methods are limited to describing the situation that is already given to the researcher, although the latter may select values to estimate relationships between the variables" [37].

As mentioned, the study is of a descriptive type which according to Danhke cited by [38] mentions that "these studies seek to specify the properties, characteristics and important profiles of people, groups, communities or any other phenomenon that undergo analysis. "It is for this reason that this method is the most suitable for this study, since it allows us to measure or collect information independently or together on the concepts or variables with which we are working. In other words this method will allow us to know if the objectives that were raised at the beginning of the study have been achieved or not since the time it was implemented in the human sciences faculty, in addition to the purposes that are sought this type of method is the most appropriate. Therefore, and since it is a quantitative study, the information will be obtained by means of a Likert escalation test in which the subjects will classify the object of study. On the other hand, Due to the nature of this research, the means to obtain information in reference to the detected teacher discomfort originated by the dependent variables is a questionnaire made for that purpose and the passing of the "Burn Out" Inventory of malash and the CBP-R.

### 4. Conclusions

Based on the results of triangulation performed between variables emotional exhaustion, depersonalization and fulfillment, it was observed that teachers who have low levels in the first two dimensions (tiredness emotional and depersonalization) in fulfillment have a level is high, so it can be seen that 1 out of 5 teachers have problems with their personal performance, however, they do not suffer significant levels of depersonalization and emotional fatigue, on the other hand, it was also observed that those who suffer medium levels of emotional fatigue usually suffer from high in depersonalization and personal fulfillment, of the above, we can deduce that the teachers surveyed, Although they do not suffer the first two dimensions, in the last dimension the levels shown are usually high.

Starting from the dimensions addressed by the teacher discomfort and other studies such as Restrepo [39], where the results shown were at severe levels of emotional exhaustion and depersonalization reaching 37% and 34%, while in the study conducted by Arís [40] point out that 46% of teachers show emotional exhaustion, 20% depersonalization and 48% low professional achievement. In the research of Fernández [41] shows, 33.7% of teachers evaluated have high levels of emotional exhaustion, 33% high degrees of depersonalization and 50% high degrees of low personal achievement. Professional performance would be the dimension most affected in the case of the teachers of these studies due to low acceptance.

So much, as to what we considered with respect to job satisfaction and affects job performance, it was found that teachers have low levels of emotional exhaustion and measured depersonalization by MBI tend to have high levels of staff Embodiment, This leads us to understand that teachers, even if they are emotionally tired and lacking in feeling, are not an impediment to feel satisfied personally. For more information, refer to the analysis of results section.

Also, by measuring levels of teacher distress through instruments MBI and CBP-R and if your professional recognition is low, we note that 1 you results that were obtained are relevant since it was observed that 30.6% of teachers Both basic and upper secondary education surveyed showed some degree of lack of professional recognition and in turn suffer from high levels of teacher discomfort.

Studies such as that of Arias and Jiménez [42] found that the low and moderate relations between economic income and the low personal fulfillment of teachers, although the relationship is low and negative (-0,141), this suggests that insufficient income for teachers they generate low personal fulfillment. Likewise, studies such as that of Arís [40], Fernández [41], although they do not mention directly that the low income obtained is determinant in a low personal realization, they point out that the social, economic and political factors are determinants for the professional realization.

In the results obtained in this study it was observed that 1 out of 3 teachers surveyed see their work performance affected, directly by the lack of professional recognition, or from some of the causes that cause teacher unrest or teacher work stress.

Likewise, also when making the crossing between the variables lack of professional recognition and the final results that the data of the surveyed teachers showed us, where teachers who suffer from teacher unrest are presented, it was observed that:

The nominal rate tests **Pearson's chi, chi-square, lambda goodman and kruskal tau, contingency coefficient, phi uncertainty coefficient v of Cramer,** they showed an association of  $p < 0.000$ . This indicates that there is a negative association between these variables,

and they show us that the lack of professional recognition influences whether the teacher suffers or not from teacher discomfort and therefore they are affected in their job satisfaction. Likewise, the ordinal type tests **likel i hood radi, somers d, Kendal tau b, Kendal tau c, gamma and spearman correlation,** I addition to showing us the association of significance, also show us that the lack of professional recognition has to do directly with other factors that affect the teacher such as teacher discomfort or teacher work stress.

**Table 2. Crossed tables between the variables lack of professional recognition and final result**

	Value	Asymp Std. Error <sup>a</sup>	Approx.T	Approx. Sig
<b>Nominal by Lambda</b>	,329	,074	4,169	,000
<b>Nominal</b> Final result				
Dependet	,426	,091	3,889	,000
lack of recognition	,211	,094	2,058	,000
<b>Goodman and Kruskal tau</b>				
Final result	,237	,071		,000
Dependet				
lack of recognition	,178	,055		,000
Uncertainly Coeff				
Final result	,201	,061	3,250	,000
Dependet	,216	,066	3,250	,000
lack of recognition	,188	,057	3,250	,000
<b>Ordinal by</b>				
<b>Ordinal</b> Final result	,502	,090	5,451	,000
Dependet	,497	,088	5,451	,000
lack of recognition	,507	,093	5,451	,000

Therefore, it can be concluded that teachers of basic and upper secondary education who present teacher unrest or teacher work stress, and which indicates that it is 1 out of 3, may be due to the lack of recognition in te work perform.

**Table 3. Crossed tables between the variables lack of professional recognition and final result**

**Chi-square Test**

	Value	df	Asymp.Sig (2-sided)
Pearson Chi-Square	33,761 <sup>a</sup>	6	,000
Likelihood Ratio	34,081	6	,000
Linear-by-Linear			
N of Valid Cases	72		
Association	20,350	1	,000

**Table 4. Crossed tables between the variables lack of professional recognition and final result**

**Symmetric Measures**

	Value	Asymp Std. Error <sup>a</sup>	Approx.T	Approx. Sig
<b>Nominal by Phi</b>	,685			,000
<b>Nominal</b> Cramers v	,484			,000
Contingency Coefficient	,565			,000
<b>Ordinal by</b> kendall 'tau-b	,502	0,90	5,451	,000
<b>Ordinal</b> kendall 'tau-c	,506	0,93	5,451	,000
Gamma	,685	,111	5,451	,000
Spearman Correlation	,554	,098	5,464	,000
<b>Interval by</b> Interval				
Pearson's	,535	,097	5,303	,000
N of Valid Cases	72			

In conclusion, as we have seen in the research process the teaching problem arises from all the situations that are presented in context. This type of situations in the short or medium term lead the teacher to situations of teacher work stress and therefore to the development of teacher discomfort.

The study could not provide a profile of how our teachers are in relation to job satisfaction and how this impacts on their work performance, and it was observed that one in three teachers are at high levels of suffering this situation and some other such as job stress or teacher distress, and which do not lead to take into account that it must work at it so that they do not suffer, so the same, the results also we yielded results where one in three teachers and seems This situation is not satisfied in their work because of the different conditions and environments that the context is providing them.

Therefore, we have to mention other studies that were carried out in Venezuelan schools, the first one in the basic and middle school levels, and where it was found that the labor factors that cause the most stress are: the volume of work, the related factors with students, the inadequate salary and the deficit of material resources and shortage of equipment and facilities for work [43] and a second study also conducted in Venezuela specifically in the metropolitan area of Caracas with 295 teachers In the classroom, I report high levels of stress due to various factors, among which the recognition of salary and benefits, and insecurity in the school environment [44].

However, we must also mention other studies and in particular in France in an analysis carried out by Martínez.-Abascal & Bornas [45], they already mention that since the 70s similar indexes were already present than those obtained by our study where they mention that the 35% of the people surveyed in their study were in a situation of depression and characteristic anxiety problems valued by the MBI and consequently referring to the fact that teachers have a teaching malaise or burnout.

On the other hand, other studies carried out in the United States specifically Coates [46] and Zuo, Qiu and Zhen [47] in China, mentioned that over 30% of their samples suffered from teacher discomfort, said data that were observed resembled those obtained in our sample.

Thus, and specifically in Spanish-speaking countries, it can be seen that the data are higher, oscillating above 50%, a percentage higher than that obtained in our study, but if we consider teachers who are prone to suffer it, it is 30%. add them to the percentage of those who suffer it is observed that the percentage is greater approximately 60%.

Similarly, in the study carried out by De la Torre & Godoy [48] they mention data below 30% on the suffering of teachers, however, when making the calculation by the number of students that would be in their hands during the years of service the problem was aggravated by this situation.

As it has been observed without a doubt the teacher's discomfort is being presented more and more by the different situations in which our teachers are immersed and that are leading them to suffer burnout and that is penetrating into the bowels of the educational system and especially within of teaching work in the classroom.

In fact, other more recent investigations, such as the one carried out with teachers from the state of Guanajuato Rodríguez [8] and another conducted in China, placed the physical environment and how the classrooms where they work, as well as the excess of job.

As you can see similar studies in different studies conducted in recent decades and years, both in different countries around the world, and especially Latin Americans have obtained results very similar to those obtained in this study and which come to corroborate the results obtained and where it can be observed that the salary and the professional recognition are determining in the labor satisfaction and likewise, in the development of teacher discomfort or teacher work stress

In other words, with the results obtained and the analysis carried out, it can be observed that, above the situations of emotional character and depersonalization, the questions that have to do more with professional recognition and personal achievement determine in the majority of the teachers surveyed whether they present teaching work stress or teacher unrest.

It is interesting to see how teachers consider a salary more determinant, that they value their work, which they are appreciated for the activities they carry out and when this does not happen, teachers feel frustrated and therefore feel as we mentioned previously dissatisfied and therefore they present teaching discomfort, teacher job stress. Likewise, it was observed that it does not distinguish educational level since the teachers of upper secondary education presented this same situation in comparison with the teachers of basic education in the same parameters, which also indicates that as progress is made in educational levels teachers can suffer from the situations that are presented both personally, as the professional environment.

Lastly, as we mentioned before, it is important to understand that 30% of those who are unemployed are not satisfied with their work, however, there is another 30% of teacher's prone to pay for it, and that is where work must first be done to improve their conditions. Work without neglecting those teachers who already suffer and who can also recover that motivation for work.

On the other hand it is also important to emphasize that the years of service were a determinant in this problem since the younger ones are the ones who presented this situation, conditioned in large part by the current working conditions that the educational reform through the professional service Teachers are granting, unlike those with more years of service since their working conditions are still those they had before that reform came into force.

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