

School And Its Impact On The Performance And Quality Of Life Of Primary School Teachers

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ABSTRACT

The objective of this study is to announce the impact that the school has on the performance and quality of life of primary school teachers. The sample that participated on the work was selected from a probability sampling of 218 teachers. The exposed results are the product of a quantitative, transversal, correlational and comparative study; these results are from the data analysis using the Pearson coefficient and t test independent by groups. In those results significant differences between the teachers that are working on quality schools, from those who don't were found. They have an increased level of internal motivation, job satisfaction, rest, spirituality. It is concluding that the quality school's teachers have a better performance and quality of life.

Keywords: School, Teacher performance and Quality of life.

1. Introduction

The school is paramount to mold a better society; however it is very devaluated, because people don't recognize its importance. That's like what Andrade (2006) says, the school is the privilege space for the democratic societies, across the educational practice, it could be an efficient instrument for development, in equal conditions, from the children who will be the citizens of tomorrow. The objectives of this study are to announce the impact of the school on the performance and the quality of life of teachers and to identify the significant differences between schools with quality and those without quality.

Therefor it can be observed that the school goes beyond from just a pile of walls designed to work inside them, it can be defined as spaces dedicated to habilitate people, on democracy, where it is involved the pedagogical forms of teacher work in a public service, because they are inherent to the commitment of people who are in disadvantage, treating students as critical agents of change. (Mclaren, 1984).

On this scholar organizations is common to find a variety of actors who are involved in the teaching learning process, because the school gets an impact from the director until the people who work outside it, in other words it's a cultural reflex of the society that surrounds it, just as Mclaren (1995) says, when he mention that schools also allowed a legitimization of language forms, reasoning, socialization, daily life experiences and life style.

Likewise Trilla (1993) made an emphasis on the importance of the pedagogical institution, but this author observes school as a whole sector from an educational universe, in other words, the campus supports the society to mold the educative function for their students.

However the Mexican educational system, in agreement with the general teacher service law (2013) describes the school as the campus in which installations provides education and establish a learning community between students and teachers, and that has an occupational structure authorized by the Educational Authority or a decentralized organism; is the organic base of the National Educational System for the provision of the public basic and mid-superior educational service.

It tries to visualize the school as an institution, in other words as a community capable of organize and improve by itself: the school works through a systemic focus. It tries to make the school as a smart organization that can learn from itself to improve. Galvan (1998).

The Mexican public schools are fragile organizations, not well assisted by the educational system for it strengthening. Botero (2013), that is to say that pretends improve the educational quality in these job centers, but the educational system doesn't support to improve its conditions.

About the same topic Murillo (2012) mentions four conditionings to allow a school be considered as a quality school: 1) has to be accessible for all children, as it say, inclusive, 2) has to be efficient, in other words getting the integral development in all its students, 3) has to be in a continuous improvement, being innovative and 4) to be a school that promotes the justice and ethical values within itself.

That is, how scholar institution can be catalogued as a microenterprise, which result corresponds at the students that it has, that's why some of its internal factors are the same as the majority of the operational enterprises. Perales (2001) defines it as one kind of institution that is an formal social organization, and it is configured for the presence of people,

well delimited hierarchy, specialized responsibility division, demarcation of tasks and roles and coordination mechanisms.

Also, in these functional and factor classification McLaren (1995) numbers the next aspects as inherent to school, like the assembly administration, the calendar, the character, the religion, the weather, the community, the behavior, the knowledge, culture, dimensions, discipline, economy, instruction, investigation, borders, rules, objectives, organization, population, scholar process, programming, reforms, and assignments.

Nevertheless it can be mentioned that one of the principal factors that affects the educational institution is the context, that how Botero (2015) describes it, to mention that the social reality weakness the school, because it is visualized as an institution that promotes the community development, but that community dulls the functionality at the same time.

Talking about school characteristics, Cassassus (2003) numbers the next ones:

- The material aspects: such as infrastructure, equipment and resources
- The characteristics and perceptions from the actors: students, teachers, parents or tutors and directors.
- The scholar microcosms, the organizational climate, the management
- The class organization, the pedagogy, the emotional climate.

On the other hand, another important concept for this study is the Teacher Performance. Evaluation is a mechanism employed to value the efficiency and suitability of the teacher.

The teacher evaluation across the last five years has created a big controversy in the national teaching, because that it hasn't been applied previously on the country with the objective of educational quality improvement. For the Professional Teaching Service (2015), it has being determinate some parameters to consider for the teacher evaluation, however, in those studies didn't consider the school characteristics.

The National Educational Evaluation Institute (2015), decided to apply five stages for the teacher evaluation that consists on:

- An responsibility accomplished inform elaborated by the director
- A teaching evidence file from the classroom
- A teaching competence and learning improving knowledge test
- A teaching planning reasoned in agreement with the students' needs
- A second language complementary test (English teachers)

In these sense there is a problematic, because it should not just be evaluated the way that the teacher offers his service to the students, and if he is suitable or not to be in a classroom, it has to be inquire the causes of the differences between the performance of the teachers from different schools, so in this way determine if the characteristics of the educational institution, in which they work, are directly related with the teacher function in the classroom.

Another problematic that it can be observed, is the constant personal rotation on primary schools, due to the teachers that are assigned to different areas according to the system requirements, and therefore they transacted their move to the work centers with a preference location.

The school's characteristics that can make a notable difference on the teacher performance, from the infrastructure, as waterers, restrooms, lamps, desks and technological equipment, to the organizational and functional issues, like the work climate between companions and the collaboration of each and every one of them.

This concept of teacher profession and everything that goes with it, has been applied to different perspectives and on different times, in agreement with the established by the society needs, for example the conceptions that Imbernon (1998) mentioned:

1. It is about a permanent work activity that serves as a life means.
2. It is about a public activity that has judgment and takes decisions on political, social and economic determined circumstances.
3. It is a shared activity in which happen agents and groups.

Harmer (1970) mentioned that there are some criteria that allows to the future teacher to judge if he possess, or not, the qualities that contribute to the teaching success:

- Self-knowledge
- Content and teaching basic concept comprehension
- Investigation provision
- Administrative detail attention
- Work capacity

The teacher performance term has been studied from some years now, focusing on the professor practices in and out the scholar building, due that it can be understood as an action.

Gordon (1974) also described the teacher performance characteristics, of those belonging of a humanity education, in other words of the affection within the teaching. Clifton (1931) described the supervision, creativity and negative affection as group control aspects too.

Those functions can be differentiated by the teacher performance profile that each region r location needs, for example, in agreement with UNESCO (2007), the following countries define the parameters on the next way:

- In Costa Rica, as the Evaluation and Certification manual say, it is considered, for one side the evaluation of personality, in which the recognize: human relations, reasoning capacity, intellectual development, matureness, oral expression, social behavior, initiative and writing expression. On the other hand, it does a work evaluation where it is considered: the student, parents and community relationship; the work organization, the program development, the work quality, the educational method appliance, the quantity of work done, the discipline and the leadership.
- In Cuba are evaluated the work results, the preparation for the development of it, the personal characteristics, the

behavior rules accomplishments, ethical, pedagogical and professional principles.

- In El Salvador, the criteria are center on three blocks, professional preparation, work appliances and teacher aptitude.
- In Slovenia the evaluation criteria are: abilities and knowledge, multidisciplinary competence, independence, reliability, creativity, professional development, collaborative work and parents relationships.
- In California it is considered the students' progress, the relation between the standard proposed by the scholar district, the techniques and strategies of instruction employed, the accomplishment of the curricular objectives and the establishment of a adequate classroom climate for learning.
- In Puerto Rico are five: the efficient management of the class keeping the discipline, the motivation offered to students designing strategies for it, the using of technology resources that improve the teaching, the objective evaluation of the students, to adapt their behavior to the school and educational system rules.

In Mexico it is considered the teacher performance in agreement with the functions that are established on the parameters and profiles described by the Teaching Professional General Service law (2015), by five dimensions:

- A teacher that knows and analyzes the plan and program's focus, purposes and contents
- An individual who can plan, organize and evaluate its classes, so that through them can develop teaching intervention strategies on learning climates.
- That reflexes about his own practice, his knowledge along his professional experience and above all the continuous formation.
- A teacher that has a large knowledge of the legal and ethical principles inherent to his profession, to generate a scholar climate of coexistence with equality and inclusion with the rules.
- A teacher that has abilities to analyze the environment, generating a bond with the community in a ambit of mutual influence relationship with the sociocultural context.

Now, the theory background of the Quality of life concept, agree on two position, one objective and other subjective. In relation with the objective aspects, it is described by the nutrition, the type of house, the security level, the accessibility to services and products and other aspects that structure human life on a objectively way.

About the subjective elements that every person assumes, built by their own perceptions and visions about the Quality of life, and about how that builds its wellness. On that way, it is a form to express the personality aspects, the living experiences, the values, the priorities, the satisfaction search, the pleasure and the life options from an individual (Saupe, 2002, quoted by Alves Correa, 2013).

According to the same topic, Gomez Mengelberg (2009) speaks about a subjective Quality of life, allowing to focus in which the individual percept in life, making clear that is strictly inherent to the subject and globing every kind of issues as physical, emotional, psychological and social status.

On this way it can be observed, that to have a good Quality of life level, it has to combine the physical characteristics that allow to worthy living, with the subjective factors that give to the subject the emotional necessary health, is like that how Ferrer Santos (2008) comments, every living being has some embodiments margin, and it's within this margin where it finds the accomplishment of the Quality of life concept.

In another hand, Ardila (2003) numbers the following factors as the inherent of Quality of life: 1. Emotional wellness, 2. Material richness and wellness, 3. Health, 4. Job and other forms of productive activities, 5. Family and social relationships, 6. Security, 7. Community integration.

About the objective of the present study, Fernandes Mitres (2007), mentions the Quality of life from the job perspective, due to the work effects, visualized by immediate reality, generates an emotional experience that causes an effect on the personal wellness, and provokes consequences within the same organization.

2. Materials and methods

2.1 Type of study

The following study is quantitative, it is consider not experimental, transversal, descriptive, correlational and comparative.

2.2 Design

It is consider with a quantitative focus due to the data statistical analysis of data to prove hypothesis from a behavior, at the same time it is consider not experimental, because it doesn't use variable manipulation, transversal due to it is realized in just one moment. Descriptive, because it can be observed variables just as they present on the reality, analyzing percent, means and frequencies on them.

Correlational, due to the search of the association of two categories or concept, in this occasion refer to the School, Teacher performance and Quality of life, and explanatory due to it is its purpose to find dependence relations through the information integration and the factor and regression analysis. Hernandez *et.al.* (2014)

The population is 5178 primary education teachers from Coahuila de Zaragoza state. The sample that participated was of 218 subjects and it was selected with a probabilistic way through a random simple sampling without replacement.

2.3 Context

The study took place on the Coahuila de Zaragoza state of Mexico, which is constituted by 38 municipalities. On this investigation, the municipalities of Acuña, Piedras Negras, Castaños and Saltillo. Geographically, these municipalities are located on the north, center and southeast region. The schools are from the scholar system, with a complete organization, in other words, they have a teacher for each grade, they are considered urban, because the surrounding sector has between 2500 and 3000 habitants.

2.4 Statistical analysis

For the purpose of this study, it has used a poll, in which it has been realized a pilot test with 21 subjects, getting a Cronbach alpha of 0.90, which means that it can be administrated again on other similar populations.

The data analysis was employed by parametric test, in this sense, it used the Pearson coefficient, due that it was found values of $p \leq 0.05$. This takes to refuse the null hypothesis. Likewise on the comparative analyses, it was used the t-test independent by groups, due to it observed significant differences between the groups $p \leq 0.05$ and it accomplish with the equality of variances ($p \geq 0.050$). A new variable was calculated from the consideration of the school characteristics and it has obtained two groups, quality schools, those who got the highest points, and schools without quality, those who obtained the lowest points.

2.5 Procedures

The appliance was realized on a periodic way, during the months of March and April of 2016, in which it was dedicated within four days in each municipality. The poll was administrated in a group way, there was given the instructions for the way to answer the poll to the teachers, and there was explained the study objective and in a verbal way it was informed about the confidentiality of the information.

3. Theory

The central concepts of this document are School, Teacher performance and Quality of life, from an educative and psychological focus. Now it is explained its meaning, theory and relation.

The term *school* is defined by Billard (2002) as everything that goes with organization; programs, methods, and architecture, which function is that realize a balance between contradiction tendencies: family, civil society and the state.

The *teacher performance* can be define according to Echevarria (2001), Fernandes (2008), Mujica de Morocoima (2006) and Montenegro (2007) as the function complex that a teacher has inside and outside the classroom, from the class planning to the practice reflect on an academic management to guarantee the quality of the educative process.

About the *quality of life* the World Health Organization (1966) defines it as the individual perception about his position in life, within a cultural context and a value system where he coexist, and referent to his objectives, expectations, interest and standards. It is a large and complex concept that integrates physical health, psychological status, independence level, social relationships, personal beliefs and the environment relationships.

In reference to this definition, Bandura (1977) on his social-cognitive theory applies the concept of *self-efficacy* to talk about the subject self-analysis about its capabilities, and the way in which they are taking advantage of them on environmental situations, obstacles and even opportunities to improve its performance.

Therefore is very important to recognize the way that the teachers do their practices, and the reasons that allow them to be quality practices or not, in this way the social-cognitive theory Bandura (2004), in which can also be find the concept of *reciprocal determinism*, that refers to the factors interdependence, as environment, personal, behavior, that together reflect the people actions.

In other words, teachers and their actions are the product of the environmental factors, which also refers at the school that they are working in, personals according to their perception of their quality of life and behavioral, the actions that are the product of the interaction of those factors.

In this way is where the self-efficacy is integrated, in other words the teacher self-perception referring to his capabilities and the way in which he takes advantage, and the reciprocal determinism, due to that self-efficacy are the teacher personal factors that help or harm his actions in and outside the classroom.

The self-efficacy gets together a t the same time the teacher quality of life, because is thanks to the positive or negative experiences that he has, his perception change about himself referring to his capabilities, which at the same time influences directly on his surrounding perception and of the situation in where he results involved.

However, how the social-cognitive theory works, the quality of the school is not just consequence of the teacher's personal factors, in other words, it doesn't just because of the teacher's capabilities, but it depends on the environmental factors too, this are the ones that are being reflected by the school characteristics as a center of job.

The school represents an environmental factor that is paramount for the teacher, due to being the place where he actually works, and from which his economic, personal and familiar stability depends, that's why the school characteristics affect the teacher's self-efficacy in front several opportunities or obstacles that present due to the location, municipality, environmental condition and even the infrastructure.

That is, how two schools cannot have the same exact result, because the quality of the education is in the hands of the teacher's reciprocal determinism, it depends on the institution conditions, which could be organizational or infrastructural, and the teacher's self-efficacy in reference of those conditions.

Likewise, the school acts in the hands of another theory, which author is Parsons, the Social System theory, in this case it observes the school as a social system with specific and independent characteristics that allow its positive or negative functionality through the school actors interaction.

In this theory, Talcott Parsons, mention the social system structure, which is a close group that has interaction between its several units and the situations that goes within it, an interrelation between objects that could be physical, social or cultural.

This theory is related with the school, due to how it acts as a social system by itself, that has units and objects related on

its interior, social objects such as the actors that are immersed, teachers, students, directives and parents, physical objects, talking about all the units that doesn't have a thought by itself, in other words the infrastructure, furniture and equipment in the institutions, and the cultural objective, the ideas, beliefs and traditions that are owned by the shared culture relationships between the social objects.

The school has been considered from different perspectives, but just as an educative campus, which is composed by the infrastructure to offer a service to students, however, a school is much more than that, it's part of a system, which elements modify its actions and therefore its results.

Within the theory's social objects can be considered the teachers, subjects on the actual study, due that the teachers have several individual characteristics, that at the same time are related to his environment and with the others social objects that are in the institution, parents, students and educative authorities, carrying some situations that affect the internal elements at the interior of each one of them. Also, the interaction between those actors has a very important relevance for the educative quality of the school.

More than that, it shouldn't be leaving a side the physical objects, due that thanks to them the educational process can be done, in other words, the required infrastructure is necessary for each one of the actions that the social objects practice, could be on classes, sports, and even administration of the educational institution.

The cultural objects also have a very important function, because they have the ideology, purposes, and institution goals, without excluding the external social objects beliefs, those that are immersed indirectly with the school, like the parents and the surrounding context of school. These actor's thoughts get together on a same purpose, the quality of the education for their students.

However, the objects are nothing if they are not related to each other, if there is no interconnection inside the system that generates the production of situation between them, because the physical objects are nothing without the social objects, by the actor's need of infrastructure and vice versa. Both objects neither have results if they exclude the cultural objects, because a vision and a mission is necessary for the system.

That is how the school is understood as a system, with the interrelations observed in its constitutive elements. However in these days there is no considered as that, because there are being evaluated just the teacher performance to grade the quality that some institution has, it is evaluating just one part from the entire system.

Talking about social actors, social objects and self-efficacy costumers it is referred to primary education teachers, base subjects on the actual study that are being evaluated as strategy to improve the educative quality. But is necessary to get into the conceptions that they have on their interior, in other words the subjective way, and there is where quality of life appears.

The term of quality of life possesses a lot of subjectivity, according to the subject's life conditions, which are related

with his environmental interactions whit any of his work, personal, physical, emotional and familiar focus. In this case, the work ambit is the one that affects the subject's quality of life, due to his life style and it also allows the other ambits subsistence.

Therefore, working on a closed system, such as schools are, the teacher present many situations that help or not his quality of life. This according to the coping theory sustained by Lazarus and Folkman, mention a stress perspective according to the subject's way of living.

For these authors, the coping refers specifically to the subject's capabilities to overcome stress situations provoked by the environmental surrounding, those situations cause the resource lack to cope problematic, which at the same time generates stress. On this way, it includes external factors, the situations, and internal factors like the subject's motivation or purpose to overcome those obstacles.

The coping is related with the teacher's subjective quality of life, because there are some external factors that affect the teacher, all the problematic situations that come from the school as a part of a system. Also, it can count on the internal factors, like the subject's perception to the obstacle overcoming and the way to cope them on their personal life.

As a fact, the teacher, being part of a closed system, depends on his capabilities to cope some situations, to don't allow that they affect him on his daily actions in the school, in other words to avoid affecting all the objects that the system has. However, in some occasions, the institution and its conditions are the ones who directly affects the teacher, generating situation that get immersed on their quality of life and their emotional, labor, familiar and even economic stability.

And there is how the three principal terms of the present study get related through different theories, because school has being seen has a closed system in which there are immersed some objects that are interrelated between them to produce a result, which could be positive or negative. The teacher is situated on those objects, because actually he is observed by the educational authorities as the educative quality center, due to the evaluation of his performance, but it is not consider their quality of life, and facing some problematic situations originated by the school, and coped according to the subject's capabilities, and that is how the teacher reflects his stability on the performance of his work in the school.

And that is how the performance depends on the self-efficacy, talking about the perception to cope problematic situations with the support of their system relationships to improve the quality of his work in the school, in other words, the quality of the education doesn't depend just on the teacher, but in the system where he works and the relationships between the internal and external factors of that system.

4. Results

On the comparative field, a variable was transform, to visualize the school's quality according to its punctuation's, in which if the mean of the data are equal or more than 7, it is consider a school with quality, otherwise it is consider school without quality, obtaining the next results according to the t test for independent groups.

There were some significant differences according to the variable quality of school, in which the means of the next variables, located on the term Quality of life, result higher on schools considered with quality: *internal motivation, job incentives, curricular activities satisfaction, extracurricular activities satisfaction, spirituality, emotional health, physical*

health, expectations, moral values, professional satisfaction, recreation, tranquility, rest, hobbies, social relationships, familiar relationships, work relationships, personal economy, personal security, home security and electricity service. This means that the teachers that are located in schools with quality, have a better quality of life.

Table 1: Comparative analysis of the variable schools with quality and the term Quality of life

Variable	Mean		S.D.			Equality of variances				
	W.Q	WO.Q	t.	gl.	p.	W.Q.	WOQ.	Levene	gl.	p
Internal motivation	8.89	7.46	4.115	211	0.000	1.857	2.535	7.49	211	0.0
Work incentives	8.03	5.99	4.554	211	0.000	2.584	3.207	9.658	211	0.0
Curricular satisfaction	8.89	7.16	4.826	211	0.000	1.79	2.666	9.905	211	0.0
Extra satisfaction	8.17	6.05	4.629	211	0.000	2.788	3.201	6.224	211	0.0
Spirituality	9.1	8.37	3.929	213	0.000	1.039	1.356	8.984	213	0.0
Emotional health	9.35	8.68	3.641	212	0.000	1.358	1.196	1.751	212	0.0
Physical health	9.04	8.58	2.36	211	0.019	1.036	1.442	2.255	211	0.0
Expectations	9.15	8.54	3.483	212	0.001	0.892	1.305	5.31	212	0.0
Moral values	9.63	8.95	3.211	212	0.002	0.573	1.691	3.754	212	0.0
Professional satisfaction	9.54	8.62	4.298	212	0.000	0.763	1.681	13.99	212	0.0
Recreation	9.18	8.35	3.772	212	0.000	1.145	1.63	3.553	212	0.0
Tranquility	9.25	8.49	3.931	212	0.000	1.013	1.444	7.549	212	0.0
Rest	8.91	7.95	4.106	212	0.000	1.278	1.733	1.316	212	0.0
Hobbies	8.9	8.14	3.527	211	0.001	1.361	1.481	1.346	212	0.0
Social relationships	9.09	8.18	3.589	211	0.000	1.026	1.957	4.881	211	0.0
Familiar relationships	9.55	9.05	2.799	211	0.006	0.803	1.348	4.578	211	0.0
Work relationships	9.39	8.45	4.309	211	0.000	0.778	1.71	7.543	211	0.0
Personal economy	8.77	7.87	3.831	213	0.000	1.100	1.794	4.562	213	0.0
Personal security	9.23	8.58	3.366	213	0.001	0.972	1.456	9.97	213	0.0
Home security	9.19	8.66	2.142	213	0.033	1.458	1.767	1.323	213	0.0
Electricity service	9.8	9.55	2.009	213	0.046	0.677	0.887	13.18	213	0.0

Note: W.Q.= With quality WO. Q.= Without quality, p=Probability level S.D.= Standard deviation, gl= liberty grade. The mistake level to refuse the null hypothesis was $p= 0.5$

There was observed significant differences according to the variable quality of school, in which the variables means of the term teacher performance, like, *activities according to children characteristics, activities according to the context, activities according to children needs, planning according with program, beginning teacher sequence appliance, development teacher sequence appliance, close teacher sequence appliance, innovative activities, collaborative work promotion, high expectations on students, leadership promotion, ethical values and the student participation, motivation strategies, didactic and technological material, school regulation appliance, parents-teacher relationship, resource management, assistance,*

punctuality and the knowledge of the children rights, are with higher scores on schools that have optime conditions for teaching.

This demonstrate that in optime conditions for learning schools, considered as quality schools, allow the improvement of the teacher performance with the students.

Table 2: Comparative analysis between quality schools with Teacher Performance

Variable			Mean			S.D.		Equality of variances		
	W.Q	WO.Q	t.	gl.	p.	W.Q.	WOQ.	Levene	gl.	p
Students activities	9.09	8.76	2.347	215	0.020	0.919	0.957	0.658	215	0.020
Context activities	9.22	8.91	2.559	215	0.011	0.802	0.852		215	0.011
Needs activities	9.17	8.71	2.8	215	0.006	0.907	1.23	2.961	215	0.006
Program planning	9.77	9.4	2.41	215	0.017	0.489	1.227	12.999	215	0.017
Competence promotion	9.42	9.05	2.221	215	0.027	0.775	1.29	1.822	215	0.027
Beginning sequence	9.67	9.2	3.736	215	0.000	0.533	0.98	20.836	215	0.000
Development sequence	9.62	9.31	2.676	215	0.008	0.551	0.887	10.511	215	0.008
Close sequence	9.49	9.16	2.54	215	0.012	0.699	0.969	4.824	215	0.012
Innovative activities	8.97	8.66	2.052	215	0.041	1.014	1.074	0.657	215	0.041
Collaboration promotion	9.51	9.05	3.163	215	0.002	0.74	1.096	6.928	215	0.000
High_expectations	9.5	8.88	3.922	213	0.000	0.68	1.208	7.978	213	0.000
Leadership promotion	9.32	8.69	3.266	213	0.001	0.854	1.479	5.625	213	0.001
Value promotion	9.72	9.47	2.224	213	0.027	0.569	0.856	9.716	213	0.027
Participation	9.82	9.28	3.081	213	0.002	0.487	1.418	15.408	213	0.002
Motivation	9.37	8.97	2.507	213	0.013	0.879	1.152	0.093	213	0.013
Teacher_material	9.01	8.66	2.073	214	0.039	0.962	1.258	4.295	214	0.039
Technology material	8.2	6.74	6.65	214	0.000	2.38	2.898	4.886	214	0.000
Regulation	9.52	9.08	2.264	214	0.008	0.699	1.285	3.117	214	0.008
Parents	9.17	8.56	2.86	214	0.005	0.923	1.951	9.722	214	0.005
Management	8.61	7.86	2.795	214	0.006	1.629	1.934	1.378	214	0.006
Attendance	9.71	9.36	1.992	214	0.001	0.517	0.81	12.985	214	0.001
Punctuality	9.65	9.38	1.992	214	0.048	0.564	1.062	4.292	214	0.048
Children rights	9.51	8.99	2.895	211	0.004	0.726	1.397	1.067	211	0.004

Note: W.Q.= With quality, W.O.Q.= Without quality p=probability level S.D.= Standard deviation, gl= liberty grades. The mistake level to refuse the null hypothesis was $p= 0.5$

Between the specific relation on the principal axes of Teacher performance and Quality of life, it was studied on the same test, with the level of significance of 0.05, and the r value of $r=0.30$.

It is observed that teachers that accomplish their, life expectations, have positive characteristics on his performances, such as *context according activities appliance and children characteristics appliance, they also apply the beginning, development and close of a teaching sequence, including formative and innovative activities, they promote values, interactions with the students, have a control on the situations, promote a learning environment, gives clear indications, uses teacher materials, reflex about his practice, get related with parents and knows the legal fundament of education and the children rights.*

Also, it can be observed that teachers whose apply the regulation, make their *planning according to the students needs, are the ones who have spirituality, recreation, tranquility, rest, good social relationships, economy and personal security.*

According to those observation, it can be inferred that the accomplishments of the teacher's expectations have a positive impact on his performance on the classroom, that's why the development of the goals that a teacher has, is a very important aspect on his quality of life, due to, the fact of getting into a school without quality could impact on his expectations, which at the same time is related to his performance.

Table 3: Correlational analysis with the dimension of Teacher performance and the dimension of Quality of life

Variables	Expectations accomplishment
Students activities	0.31
Context activities	0.32
Beginning sequence	0.34
Development sequence	0.34
Close sequence	0.32
Innovative activities	0.3
Value promotion	0.31
Student interaction	0.31
Situation management	0.31
Learning environment promotion	0.3
Clear indications	0.42
Teaching materials	0.31
Practice reflex	0.38
Parents relationship	0.42
Education Legal fundament	0.4
Children rights	0.34

It can be also considered the processed variables, in this occasion for the complex variable of Quality of life and the complex variable School, with a significance grade of 0.05 and the r value of $r=0.030$.

In this occasion, it is showed that those teachers that have work incentives, that have a *satisfaction to the curricular and extracurricular activities, have hobbies, good social relationships, and internal motivation, also have some good condition on the characteristics of their school, such as, water keys, plumbing, lamps, connectors and a clean scholar center, also sharing some function aspects of the institution, such as the supervisor, director and fellow teachers collaboration, their board meetings have relevance, like their festivals, they apply the scholar regulation, the school management and have a*

correct administration of official documents, and they also participate on government programs.

That is how it can be inferred, that the schools characteristics directly impact on the teacher's quality of life, due to the physical characteristics are reflex on his satisfaction and internal motivation doing his job, also, the collaboration of different agents like the supervisor, director and the fellow teachers allow to have a good social relationship.

It also can be show the relationship between both factors, beginning with the quality of life, due to if the teacher has a satisfaction, incentives and motivation, it allows the increasing of the school function, collaborating, actively participating, with a correct administration of the scholar documents and with relevance on their staff meeting.

Table 4: Correlation analysis between the dimension School, with the dimension Quality of life

Variables	Incentives	Curricular satisfaction	Extracurricular satisfaction	Hobbies	Social relations
Water keys	0.31				
Plumbing	0.32		0.32		
Lamps	0.35	0.32	0.3		
Connectors	0.32		0.3		
Cleaning	0.3			0.38	0.34
Director	0.35	0.35			
Supervisor	0.37				
Fellow teachers	0.3	0.43			

Table 5: Correlation analysis between the dimension School, with the dimension Quality of life (Continuation)

Variables	Incentives	Curricular satisfaction	Extracurricular satisfaction
Staff meeting	0.36	0.42	0.38
Festivals	0.41		
Regulation		0.31	0.36
School management	0.35	0.38	0.32
Administration	0.33	0.43	
Programs	0.43	0.34	0.5

Talking about a specific characteristics to school and to teacher performance, referring to the parents, it was analyzed their relation with the teacher performance and his quality of life, through the Pearson test, with a significance grade of 0.05 and the r value of $r=0.030$.

It is observed that teachers who *are related with their students' parents, have clean schools, with the grounds in good condition, and they are positive related with the school, which at the same time allows the teacher to have independence, spirituality, expectations accomplishment, good social relationships, good work relationships and home security.*

The scholar institution supports on their parents normally, to have some good conditions in the school, due to its resources

sometimes are not sufficient to satisfy their needs, therefore the good relationship between the teachers and the society civilians allows to the campus to be clean and in the majority of cases with good physical conditions.

Also, to be correctly related with the students' parents allows the teacher to have a better quality of life, because it allows good social relationships, and it could be extraordinary, but in some occasions this applies to the home security, due to some parents are violent and they react aggressive to the teacher and his belongings, between them, his home, not mentioning those teachers who look for homes near their school, because they don't are native to that city.

Table 6: Correlational analysis between the variable Parents with the dimension of School and Teacher performance

Variables	Parents
Cleaning	0.34
Grounds	0.34
Parents relationships	0.41
Independence	0.31
Spirituality	0.3
Expectations	0.42
Hobbies	0.35
Social relations	0.45
Work relations	0.37
Home security	0.42

5. Discussion

On the next section, it is presented the differences or similarities according to the explained theory previously on the introduction section, in agreement with the work of the different authors.

The first of them corresponds to Galvan (1998), in which he mentions the school characteristics on the last fifty years, where he characterized them for the limited economic support, reduced teacher salary and the less teacher resources, accelerated growing in terms of students, and reduced number of hours of daily work, reduced number of effective days, the campus maintenance depends on the parents expectations, free school books, manuals, and supports to simplify the teacher task, economical generalized incentives, the individual separation is not estimated. This

aspects re observed on the instrument applied for this investigation.

Also, Murillo (2012) points four conditions to a school for being a quality school, it should be accessible for children, in other words inclusive, it should have efficacy, getting the integral development of all its students, it should be on an improvement process, be innovative, and be a school that promotes the justice, the values inside of it. The study has agreed in those conditions, however it was observed that to consider a school with quality it should recognize the infrastructure and organization factors as well, in other words, it have to be considered from the classrooms until the directives leadership.

Talking about the quality of life, it is considered that the author that reflects the most the teachers' opinions about

their quality is Ardila (2003), because he mentions the next factors as inherent to the quality, the emotional wellness, the material richness, the health, work, and other forms of productive activity, the familiar and social relationships, the security and the community integration.

6. Conclusions

According to the obtained results on this investigation, it is concluded that:

Teachers have the same performance on different cities according to the location of their schools. However it was observed significant differences according to the characteristics of the scholar institutions themselves.

The teacher performance and their quality of life have a significant high relation with the school characteristics, independently of the city in which it is located.

In the Schools that have teacher and technological needed materials, have a collaboration and a commitment between its agents, directed by a quality director, and that offer rest, incentives and motivation opportunities to their teacher, which at the same time improve their quality of life.

Parents relationships have a positive development on the improvement of the school services and infrastructure, and they are also related with the teachers' quality of life, which at the same time has a significant impact on their performance in the classroom.

An other interest aspect referring to the relations between the school characteristics is reflected by the support of the students' parents, and it was observed that schools who has more support of this community members have a better service and infrastructure.

The past facts, allows to say that the teachers performance has a relation with the self-efficacy prescribed by himself, due to this si built with base on his experiences, according to the students' characteristics and needs.

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