

Influence of Job Satisfaction and the Perception of Abuse of Hierarchical Power on the Subjective Well-Being of University Teachers for Publication

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It is intended to perform a correlation of variables, through descriptive statistics and structural equations, using SPSS AMOS version 25. To apply the instrument to a population composed of teachers from Higher Education Institutions, in the private education modality of the Guadalajara Metropolitan Area with similar characteristics of student market participation, which should have partnership agreements with the institutions. Another viable option in terms of time and resources will be in different campuses of the Universidad Autónoma de Guadalajara located in Tabasco and Tepic. The first instrument was designed trying to cover the constructs to be measured, based on the literature reviewed so far, taking into consideration parsimony and the appropriate audience for the universe contemplated, also, a 1-5 Likert scale was used.

Keywords: subjective wellbeing, job satisfaction, abuse of hierarchical power

INTRODUCTION

Since the beginning of the 21st century, governments have shown interest in obtaining information about the emotional states and perceptions of citizens in relation to their well-being and quality of life; from this interest arose the Stiglitz-Sen-Fitoussi report (2008).

International organizations such as the WHO project that by the year 2020, depression will be the number one cause of work incapacity in developing countries, such as Mexico. Teaching is one of the professions prone to stress and burnout. The factors previously mentioned, and the national and world conditions urge to investigate the state of mind and its perception by the workers. The subject of Subjective Well-being has been investigated from the point of view of positive psychology, having its historical

background from the writings of Aristotle, through the Humanist School of Management, to the present century, where governments urge for this type of studies.

On the other hand, the interest in job satisfaction also arises in a post-industrial era where human capital takes preponderance. The concept of the leader is basic to understanding organizations, and schools and universities are a *sui generis* model.

Based on the above, the problem is formulated as follows: How do job satisfaction and the presence of organizational justice influence the subjective well-being of university teachers?

In the present study, we propose to evaluate the variables of subjective well-being, job satisfaction and perception of abuse of power, through the following dimensions or factors: for subjective well-being: satisfaction with life and positive and negative emotions; for job satisfaction, there are six factors; 1. Satisfaction with the job position 2. Satisfaction with management and leadership 3. Satisfaction with the work assignments 4. Satisfaction with the tasks and its performance 5. Satisfaction with the work environment and working conditions 6. Satisfaction with the compatibility of work and other activities, and for Perception of abuse of power; leadership style, organizational environment and abuse of power.

The type of analysis used for this study was quantitative, and descriptive statistics, statistical reliability tests, normality tests and correlations between items per factor were applied. The central hypothesis focuses on obtaining reliability levels higher than 0.5 in the three variables, so that:

- **H₀:** Cronbach's alpha reliability level is less than 0.5.
- **H_a:** The reliability level of Cronbach's alpha is greater than 0.5.

This article consists of six sections. These are:

1. Introduction, a general explanation of the subject under study, as well as the importance, the technique to be used, the main hypothesis and the problem itself, in addition to the generalities to be dealt with within the article.
2. Theoretical basis, the 3 variables, subjective well-being, job satisfaction and perception of abuse of hierarchical power, are described. The proposed theoretical model is also included, subject to verification in subsequent research.
3. Method, including the type and design of the research, the conceptual and operational description of the dependent and independent variables, as well as the categorical and demographic variables, the measurement instruments, the participants, the procedure and the data analysis.
4. Results and discussion, descriptive results by factor, normality tests, correlations between each element and the calculation of Cronbach's alpha of the three variables of the study are detailed.
5. Annexes, the items of the instrument are shown in this section.
6. Acknowledgements, participants are recognized for their contribution.
7. Conclusions and recommendations, explaining the main findings and future work.
8. References, the bibliography consulted is shown in this section.

THEORETICAL FRAMEWORK

The concept of subjective well-being is a pristine matter, the human being seeks happiness and tries to achieve that which makes him happy, man has inquired into the practical, intellectual, moral and spiritual reasons for happiness. The subject of the configuration of the concept of subjective well-being is based on the School of Human Relations, which was interested in the human element of the company, Lazo Pérez, M., & Lamanier Ramos, J (2017), together with its representatives, from: Weber, E. Mayo, through Maslow, Mary Parker Follet, to world organizations such as the UN and the OECD.

This School, which is part of the three original theories of Management, together with the Scientific Theory and the Classical Theory, where the first one focuses on the task and the second one on the structure, without leaving aside the human capital. But it is this third one, which, with the help of Social Sciences, such as Psychology and Sociology, accounts for the human value in the company. The human being is a social being by nature, the *zoon politikon* of Aristotle book I; he is a being different from animals to the extent that he creates societies and modifies the environment he inhabits. Martínez Crespo, 2005, in his

article: Administration and Organizations. Its evolutionary development and the proposals for the new century, reviews the theories of four characters, where he describes the role of man in the company:

TABLE 1
COMPARISON OF ADMINISTRATIVE SCHOOL REPRESENTATIVES

Taylor	Scientific	The right man for the right job
Fayol	Classical	Administrative Process, Structuralist
Weber	Humanist	Social, ethical and domination activities. domination. Bureaucracy
Mayo	Humanist	Social man, individuals are not isolated beings, but members of a diversity group, presence of groups and informal leaders.

Source: Prepared by the authors (2019), with information from Martínez Crespo (2005).

Given the conditions of the time, and the situations experienced in most factories, Robert Owen appears as a visionary and utopian, Santos Redondo (2000). He is a predecessor of the theories of the School of Human Relations, applying his ideas in two companies, New Lanark and New Harmony, with contrasting results.

“His political writings and public activity began after 1812, when he believed he had demonstrated in practice, in his factories, that a more humane treatment of workers was a much more effective incentive than punishment or even a mere wage increase. It is not difficult to recognize here the approaches of Elton Mayo and his School of Human Relations to Taylorism, more than a century later; Owen is undoubtedly a pioneer in the theory and practice of modern management.”

Definitions of Subjective Well-Being

Carol D. Ryff and Corey Lee M. Keyes 1995, allude to the work of Bradburn, N. M. 1969. The Structure of Psychological Well-Being. In their study entitled: The Structure of Psychological Well-Being Revisited. They trace the term Well-being, or subjective well-being from Bradburn’s operationalizations, as well as one of the main indicators of SW, such as life satisfaction.

Diener, 1984; developed a model in which SW is composed of negative influences, (NA), positive influences (PA), and life satisfaction; he also proposed two instruments to measure them, the: SWLS, 1985 and the SPANE, 2009. Diener, Lucas and Oishi, 2002; define it as “the cognitive and affective evaluation of a person’s life”

Prieto, E. Diener, Tamir, Scollon and M. Diener, 2005; present the components of the construct: events and circumstances, emotional reactions, memory and emotions and global judgments, which in turn are affected by: affective reactions, goals and desires, theories of emotion, cultural norms and mood. For them, SW relates to people’s concern about the evaluation of their lives from all angles, going from the briefest instant to chronic situations that have to do with their moods and the feelings provoked. SW is totally related to the concept of happiness, highly qualitative, with both material and intangible, personal and interpersonal elements.

In addition, this group has identified the different aspects or approaches from which SW has been studied.

One of the first and most general approaches is the one that takes SW as a global evaluation of life, in terms of satisfaction and quality, which can be exemplified by the BIARE, well-being reported by the author, a survey that INEGI makes available to any user who wishes to answer.

Another approach to SW comes from the individual's past experiences in a certain period of his or her life, which can be seen in Bradburn, 1969.

One more is when researchers ask people's feelings at various times during a period, it can be in a day, a week or whatever the research requires, the result is obtained through an average.

Just as SW approaches are varied, so are instruments and measures, sample sizes range from international, Musikanski and Polley, 2016; to small groups with specific demographic characteristics. Tumkaya, 2011; university students, Millán, Calvanese, & D' Aubeterre, 2017; teachers.

Diener et. al, 2016; point out some findings for the study of SW, defining it as a new science. Happiness is a complex, subjective concept, which science shuns because of multiple meanings attributed to it, on the other hand, SW, despite its name, is a construct identifiable with the evaluation of life itself, in its satisfaction and quality, being susceptible to measurement as a whole or individually speaking of other variables.

Among other researchers, such as Beytía and Calvo, 2011, the concept of "happiness" and its study, is a matter of general interest for various sectors of society and industry, in the XXI century, the growing concern to consider not only the economic well-being, but also the psychological well-being of people within the organization.

Likewise, as an antecedent and integral element of SWB or SW, there is the branch of Positive Psychology, specifically, with Martin Seligman and his inaugural speech as president of the American Psychological Association (APA) (Seligman, 1999) who places on the scientific map a complex concept which is the human state of happiness, and some of its components such as: hope, wisdom, creativity, courage, spirituality, perseverance, resilience among others (PsycINFO Database 2016 APA).

The authors in the journal *American Psychologist*, Vol 55(1), January 2000, 5-14 make reference to and discuss about the themes or issues that make feeling possible, make a framework for this science, seeking to fill gaps in knowledge that lead professionals to understand and build those elements that allow man and societies to grow and develop successfully. Around 1995, the Gallup company started with its Q12 project, a registered survey, with a series of twelve questions, such as: have you received any kind of recognition, do you know what is expected of you at work? It has been conducting such surveys ever since and obtained a considerable database.

Beytía and Calvo, 2011, discuss the interest in measuring happiness, through various instruments proposed by international organizations whose purpose is to guide public policies precisely to generate the satisfaction or subjective wellbeing of individuals. They leave the door open to the content of the instruments used for such measurements and recommend including a set of three minimum measures such as: global happiness, life satisfaction and scales of positive and negative affect.

Comparisons and relationships with other concepts are not long in coming, happiness has been related to money, in studies of international organizations, when they discuss first world countries and the reasons why they have achieved that place, the OECD, (2017), has a "Better life index" which it presents on its website. It examines how life has changed since 2005, noting that conditions have improved in some indicators, but in others they have lagged behind.

The OECD works with eleven indicators: Housing, Income, Employment, Community, Education, Environment, Civic Engagement, Health, Satisfaction, Security and Work-Life Balance. Another national non-governmental organization, INEGI, has also investigated the perceptions of Mexicans about happiness, based on the indicators indicated by the international entity with the term BIARE, Bienestar autorreportado (Self-Reported Well-being).

INEGI was one of the first statistical agencies in the world to implement this type of measurement. With a first exploratory application, which they called BIARE Pilot, carried out in 2012, in conjunction with the National Household Expenditure Survey ENGASTO.

Two years later, the BIARE instrument was reapplied, now called Expanded, with a larger sample and combined with the Socioeconomic Conditions Module 2014, to associate subjective well-being with indicators of objective well-being. INEGI, press release (2016).

Krueger and Schkade (2007) discuss the reliability of double measurements or double application of the happiness index tests through the diary method, experimenting with the same group of people,

responding to the same test at two different moments in time. Therefore, there is a genuine interest in studying the mechanisms of healthy human beings in their multiple dimensions and needs.

González Villalobos and Marrero, 2015 and 2017 study the Mexican population in both subjective and psychological well-being, and make a cross-cultural study with Spain, so they make the division between two major dimensions, the subjective and the psychological, measuring them through various instruments, some of which are presented below:

SWLS- Life Satisfaction Scale- Diener, Emmons, Larson and Griffin. 1985 SPANE- Positive and Negative Experiences Scale- Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., and Biswas-Diener, R. 2009 PANAS- Positive and Negative Affect Scale- Watson, Clark and Tellegen, 1988.

ACSA- Anamnestic Comparative Self-Assessment

Ryff Psychological Well-being Scale, 1989, WHOQOL-100 and WHOQOL-BREF World Health Organization Quality of Life Questionnaire; WHOQOL Group, 1993.

A wide group of researchers have focused their efforts on the teaching population, in order to know their SW indexes, in addition to studying the correlations with a number of constructs, dimensions or variables. Censkeven-Onder, 2009; relates it to the quality of academic life and burnout syndrome, Berrocoso, Fernandez and Revuelta, 2013, talk about teachers who consider themselves innovative when implementing ICTs in their daily work, which brings them a higher index of SW, reflected in the manifestation of their job satisfaction.

On the other hand, Muñoz, Fernández, 2016, points out that the teaching environment has been considered one of the work environments where workers have greater involvement and emotional exercise; verifies the relationship between the variables emotional intelligence, job satisfaction and SW; all these in self-perception level, finding that the emotional intelligence indexes are elements that favor SW.

Herrera and Perandones, 2017, relate teachers' SW to their personality and sense of humor, concluding that these are factors to be taken into account in their professional development.

Among other elements of interest is the study of teachers' work environments, both public and private, working conditions and sources of stress, proving that teachers perceive more adverse conditions within a government agency, Millán and Calvanese, 2017, but they are mitigated due to the maintenance of a good teacher-student relationship, locating some risk factors that affect the SW of the teacher.

Working Conditions and SW

The division of labor appeared from the formation of human groups, when people with different skills and abilities cohabited, allowing the development of benefits and comforts. As societies evolved, more and more complex trades arose to satisfy growing needs. Likewise, power is manifested in such relationships, as primitive forms of government, from cooperatives to slavery.

The worker is sometimes seen as a mere instrument, other times with total dignity, in all historical ages. The interest in improving the conditions of the worker is already evident from the Industrial Revolution of the 18th century, the creation of international organizations such as the United Nations Organization (UNO), the International Labor Organization (ILO), and the formulation of laws that expressly protect the worker, such as the Social Security Law, the Declaration of Human Rights, reduction of working hours and labor regulation of minors, among others

SW, as mentioned above, is a complex construct that is related to a multiplicity of indicators or predictors of SW itself, such as social group support and meaning in life, which, according to Su, Tay and Diener, 2014, are not considered as components of SW.

Life satisfaction also appears to be directly influenced by constant or coincident factors in daily life, such as health, income and quality of work life.

Organizational psychology takes into consideration the multi-elementariness of SW, as well as its adaptability to different scenarios, such that, within an organization, life satisfaction is easily equated to job satisfaction and thoroughly broken down into specific components such as work stress, in addition, employee attitudes are indicators that facilitate the evaluation of the quality of experiences and the professional environment.

Pollicino, 1996, defined university teachers' job satisfaction as the degree to which they perceive the institution's action to provide a climate that ensures academic autonomy and congruence of responsibilities in accordance with their professional profile.

Jones, 2006, finds that life satisfaction has a greater influence on employee performance than job satisfaction. In retrospect, Vroom "discovered" in 1964, from a review of twenty studies, a positive correlation between these variables, not as strong as previously believed. Other subsequent studies confirm Vroom's findings; however, Wright and Cropanzano, 2000, comment that more research is needed and, above all, special emphasis should be placed on operationalizing the life satisfaction variables.

Laca, Mejía and Gondra, 2006, propose a model to evaluate work well-being (WW) as an element of mental health, based on Warr 1990, 2003. They criticize the approaches of psychology in terms of healthy mental states. Likewise, they are based on several authors to establish the variables and indicators of WW.

Padilla, Jiménez and Ramírez, 2008, considered measuring teacher satisfaction in two ways, global and by facets, according to Galaz, 2003. They also used the model of Hagedorn, 2000, which consists of the hypothesis of the existence of two types of constructs that interact and influence the "triggers" and moderators of the WW, defining triggers as significant life events, which may or may not be directly related to work life.

The other mediating or moderating construct is the variable that interacts in the relationships of other variables, such as changes and a vast array of situations concerning the context that give meaning to WW. Hagedorn, 2000, considers six triggers.

Leadership & SW

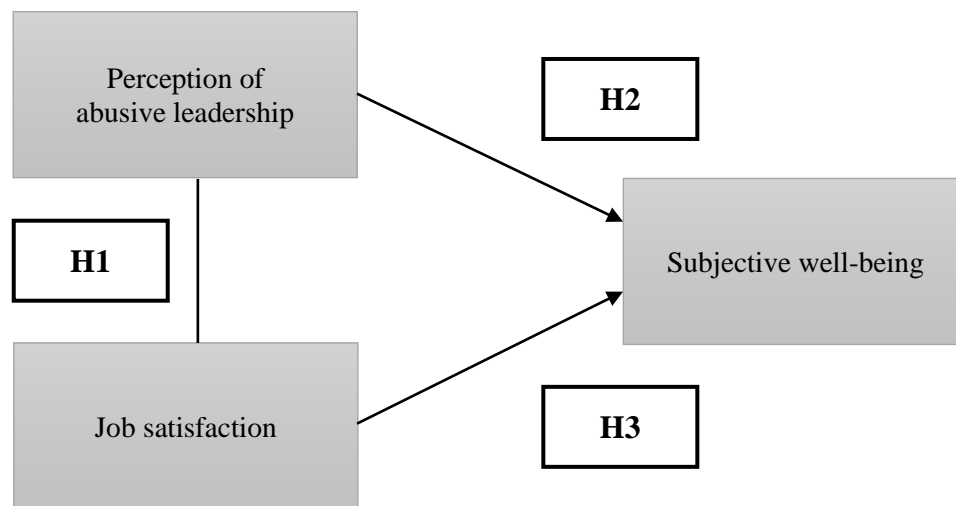
The interaction of two or more people, or of a person and a group of people, or between groups, is affected by the roles adopted by individuals and their different profiles. Since the history of mankind, the role to be played in the social group has generally been given as a matter of course. Just as in the beginnings of government, the law of the strongest reigned, the role of the leader has evolved hand in hand with power. Uhl-Bien, Marion and Mc Kelvey, 2007, review the role of the leader and leadership in the period between the Industrial Revolution and the so-called knowledge era. They specifically state that the leadership models of the last century were focused on an economic or production preference; however, nowadays it is necessary to modify these schemes for others that are oriented towards the economy of intangibles, such as learning, innovation and adaptation to change.

Theoretical Model

The model corresponds to the establishment of relationships between the constructs: Subjective well-being (SW), Job satisfaction (JS) and Perception of abuse of hierarchical power (AP) among a population of teachers in Higher Education Institutions.

In this proposal, subjective well-being is the Dependent variable, it is directly related to the other two constructs, perception of abuse of power and job satisfaction; subject to verification in subsequent studies, it is only proposed as theoretical support.

FIGURE 1
PARTICULAR THEORETICAL MODEL, SUBJECT TO VERIFICATION



Source: own elaboration (2019)

METHOD

Type and Design of Research

This study is a non-experimental quantitative approach with a cross-sectional correlational approach (Hernández, Fernández and Baptista, 2014; and Bernal, 2016).

VARIABLES

Dependent Variable: Subjective Well-Being (WB)

Conceptual definition: it is the assessment that people make of their life and their state of mind. It is the cognitive and affective evaluation of a person's life. Diener, (1985)

Operational definition: It is composed of the measurement of Life Satisfaction, Positive Affect and Negative Affect. Which in turn involve events and circumstances, emotional reactions, memory, emotions, global judgments.

Affected by: affective reactions, goals and desires, theories of emotion, cultural norms and mood. Ed Diener, (1984) Diener, Lucas, & Oshi, (2002).

Independent Variable: Job Satisfaction (JS)

Conceptual definition: Locke, (1976) defines it as a positive or pleasant emotional state resulting from a subjective perception of the individual's work experiences.

Shermerhom, Hunt and Osborn, (1987) define it as the degree to which an individual experiences positive or negative feelings about his or her work; it is an emotional response to the tasks performed, as well as to the physical and social conditions of the workplace..

Thus, it can be said that job satisfaction represents an individual's attitude towards his job, which is nothing more than an evaluative judgment that reflects his past and present experience, including his experience with the physical environment.

Operational definition: Pujol, Cols, (2016) measures the job satisfaction of university teachers through an ad hoc instrument where through 28 questions extracts the cognitive dimension and the affective component.

Independent Variable: Perception of Hierarchical Power Abuse (PA)

Conceptual definition: Abusive leaders consistently develop aggressive behaviors such as blaming followers for what they did not do, being rude, and being upset with followers for what someone else did to them (Tepper, 2007). Studies have shown that abusive leadership has detrimental effects on followers, their satisfaction, and elevated levels of frustration (Ashforth, 1997; Keashly, Trott, and MacLean 1994). Research has shown that the result of interpersonal aggression in such leadership is burnout. Operational definition: Vrederburgh and Brender 1998. Lack of respect for the dignity of a subordinate.

1. - Perception towards the leader.
2. - Imposition of illegal cooperation.
3. - Intimidation.
4. - Physical or verbal harassment.
5. - Public shaming.
6. - Destructive rumors.
7. - Manipulation of dependency.
8. - False promises.

Categorical Variables

They include demographic data, whose measures correspond to an individualized measurement scale for each one: sex, age, marital status. As well as labor data such as: area of performance, seniority in the Institution, etc.

MEASUREMENT INSTRUMENTS

The pilot instrument is the result of the union of 4 complete questionnaires corresponding to the variables studied.

For Subjective Well-Being (SW), the SWLS, Satisfaction with Life Scale and the SPANE, Positive and Negative Affect Scale, by Diener (1985, 2008) were used For Perception of Abuse of Hierarchical Power (PA), the instrument by Flores, Madero and Gómez (2006) was used. For Job Satisfaction (LS), the instrument of Pujol, Cols, (2016) was used.

Participants (Characteristics of the Sample)

The full-time teachers were selected using non-probabilistic convenience sampling (Hernández, Fernández and Baptista, 2014; and Bernal, 2016). The characteristics of the selected sample are detailed below (see Table 2).

**TABLE 2
CHARACTERISTICS OF THE SAMPLE**

Demographic Variables	Sample profile
Age	Average 44 years old
Gender	Male 37.8% Female 62%
Civil Status	Single 27% Married 72.9% Other- no one selected

Work variables	
Area	Humanities and Business 62% Science and Technology Science and Technology 27%
Career plan	Languages 10.8% Have 30%
Seniority	Do not have 70% From less than 1 year to 38 years

Source: own elaboration (2019).

PROCEDURE

The data were obtained from the personal delivery of the printed instrument to three of the academic areas of the Institution, on a voluntary basis, and were collected within five days of delivery. The instrument consists of 67 items -not counting the categorical items- on a Likert scale from 1 to 5, combining concepts of frequency, satisfaction and agreement, where 1 indicates lower frequency, lower satisfaction and lower agreement.

DATA ANALYSIS

Statistical tests of reliability and validity of the instrument were carried out, as well as descriptive statistics, normality tests and correlations between items. The data were processed with IBM SPSS Statistics® (version 25).

RESULTS AND DISCUSSION

Descriptive Results

As for the mean values of the variables contemplated in the study, most of them fluctuate between 3 and 4. Negative effects NE and Leadership L remain between 2 and 3, while Perception of abuse of power is between 1 and 3, all with minimum values of 1 and maximum values of 5.

TABLE 3
DESCRIPTIVE STATISTICS OF SATISFACTION WITH LIFE, COMPONENT OF
SUBJECTIVE WELL-BEING

	Media	Deviation
swl1	3,95	,524
swl2	3,59	,725
swl3	4,24	,683
swl4	4,43	,647
swl5	3,70	1,024

Source: own elaboration (2019)

TABLE 4
DESCRIPTIVE STATISTICS OF POSITIVE AFFECT, COMPONENT OF SUBJECTIVE WELL-BEING, WITHIN THE SPANE

	Media	Deviation
PA1	4,46	,605
PA2	4,24	,895
PA3	4,22	,787
PA4	4,30	,740
PA5	4,22	,854
PA6	4,24	,641

Source: own elaboration (2019).

TABLE 5
DESCRIPTIVE STATISTICS OF NEGATIVE AFFECT, COMPONENT OF SUBJECTIVE WELL-BEING, WITHIN THE SPANE

	Media	Deviation
NE1	2,32	,852
NE2	2,22	,886
NE3	2,19	,938
NE4	2,22	1,058
NE5	2,00	1,130
NE6	2,65	1,086

Source: Own elaboration (2019)

TABLE 6
DESCRIPTIVE STATISTICS OF JOB SATISFACTION

	Media	Deviation
JS1	4,14	,822
JS2	3,68	,915
JS3	3,86	,918
JS4	3,95	,880
JS5	3,70	,812
JS6	3,95	,743
JS7	3,65	,919
JS8	3,57	1,068
JS9	3,73	,804
JS10	3,92	,759
JS11	3,62	,893
JS12	3,70	,996
JS13	3,97	,763
JS14	3,57	1,042
JS15	3,57	1,094
JS16	3,30	1,051
JS17	3,41	,927

JS18	4,19	,660
JS19	4,16	,727
JS20	4,11	,737
JS21	3,84	,764
JS22	3,30	1,077
JS23	3,81	1,101
JS24	3,59	,896
JS25	4,16	,688
JS26	4,49	,607
JS27	4,22	,787
JS28	4,27	,693

Source: own elaboration (2019).

TABLE 7
DESCRIPTIVE STATISTICS OF LEADERSHIP, COMPONENT OF THE PERCEPTION OF ABUSE OF POWER

	Media	Deviation
L1	3,78	,886
L2	3,78	,787
L3	2,38	,982
L4	2,73	1,018
L5	2,49	,932
L6	2,14	,918

Source: own elaboration (2019)

TABLE 8
DESCRIPTIVE STATISTICS OF PERCEPTION OF ABUSE OF POWER

	Media	Deviation
AP1	1,97	,897
APx2	1,00	,000
APx3	1,08	,277
APx4	1,11	,393
APx5	1,16	,442
APx6	1,00	,000
APx7	1,14	,419
AP8	3,78	,976
AP9	3,51	1,070
AP10	3,84	,898
AP11	2,46	1,070
AP12	2,27	1,122
AP13	2,54	1,192
AP14	2,11	1,100
AP15	1,78	,976

Source: own elaboration (2019)

Normality Tests

To verify the behavior of the data and the presence or absence within the normality curve, the quantitative tests of skewness and kurtosis were applied, with these calculations it was found that not all the values of the variables, especially the variable PA, perception of abuse, are within the parameters of normality, that is, when calculating the kurtosis and skewness, values different from -1 and +1 were obtained.

TABLE 9
SKEWNESS AND KURTOSIS MEASURES OF SATISFACTION WITH LIFE, OF THE VARIABLE SUBJECTIVE WELL-BEING

	Asymmetry		Kurtosis	
	Statistic	Dev. Error	Statistical	Dev. Error
sw11	-1,303	,388	5,620	,759
sw12	-,580	,388	,196	,759
sw13	-,902	,388	1,916	,759
sw14	-,710	,388	-,438	,759
sw15	-,503	,388	-,075	,759

Source: own elaboration, (2019)

TABLE 10
SKEWNESS AND KURTOSIS MEASURES OF POSITIVE AFFECT, OF THE VARIABLE SUBJECTIVE WELL-BEING

	Asymmetry		Kurtosis	
	Statistic	Dev. Error	Statistical	Dev. Error
PA1	-,631	,388	-,478	,759
PA2	-1,745	,388	4,217	,759
PA3	-,774	,388	,228	,759
PA4	-,982	,388	1,146	,759
PA5	-1,574	,388	4,218	,759
PA6	-,260	,388	-,574	,759

Source: own elaboration, (2019)

TABLE 11
SKEWNESS AND KURTOSIS MEASURES OF NEGATIVE AFFECT, OF THE VARIABLE
SUBJECTIVE WELL-BEING

	Asymmetry		Kurtosis	
	Statistic	Dev. Error	Statistical	Dev. Error
NE1	-,127	,388	-,736	,759
NE2	,054	,388	-,879	,759
NE3	,241	,388	-,850	,759
NE4	,583	,388	-,165	,759
NE5	,976	,388	,070	,759
NE6	,076	,388	-,251	,759

Source: own elaboration, (2019)

TABLE 12
SKEWNESS AND KURTOSIS MEASURES OF JOB SATISFACTION

	Asymmetry		Kurtosis	
	Statistics	Dev. Error	Statistics	Dev. Error
JS1	-1,214	,388	1,817	,759
JS2	,021	,388	-,860	,759
JS3	-,403	,388	-,588	,759
JS4	-,666	,388	,022	,759
JS5	-,047	,388	-,465	,759
JS6	-,341	,388	,024	,759
JS7	-,579	,388	,699	,759
JS8	-,619	,388	,164	,759
JS9	-,134	,388	-,366	,759
JS10	-,666	,388	,776	,759
JS11	-,141	,388	-,613	,759
JS12	-,955	,388	,515	,759
JS13	-,746	,388	,957	,759
JS14	,044	,388	-1,157	,759
JS15	-,249	,388	-,674	,759
JS16	,116	,388	-1,214	,759
JS17	,182	,388	-,708	,759
JS18	-,219	,388	-,634	,759
JS19	-,261	,388	-1,013	,759
JS20	-,615	,388	,538	,759
JS21	-,106	,388	-,419	,759
JS22	-,357	,388	-1,102	,759

JS23	-,922	,388	,564	,759
JS24	-,545	,388	,792	,759
JS25	-,762	,388	1,540	,759
JS26	-,735	,388	-,358	,759
JS27	-,774	,388	,228	,759
JS28	-,419	,388	-,799	,759

Source: own work, (2019)

TABLE 13
SKEWNESS AND KURTOSIS MEASURES OF LEADERSHIP, OF THE VARIABLE
PERCEPTION OF ABUSE OF POWER

	Asymmetry		Kurtosis	
	Statistic	Dev. Error	Statistical	Dev. Error
L1	-,561	,388	-,154	,759
L2	-,313	,388	-,078	,759
L3	,639	,388	,203	,759
L4	,083	,388	-,617	,759
L5	1,022	,388	1,386	,759
L6	1,087	,388	1,737	,759

Source: own elaboration, (2019)

TABLE 14
SKEWNESS AND KURTOSIS MEASURES OF PERCEPTION OF ABUSE OF POWER.

	Asymmetry		Kurtosis	
	Statistic	Dev. Error	Statistical	Dev. Error
AP1	,543	,388	-,515	,759
APx2
APx3	3,201	,388	8,713	,759
APx4	3,934	,388	16,055	,759
APx5	2,868	,388	8,277	,759
APx6
APx7	3,328	,388	11,391	,759
AP8	-,676	,388	,492	,759
AP9	-,612	,388	,025	,759
AP10	-,151	,388	-,896	,759
AP11	-,177	,388	-1,244	,759
AP12	,303	,388	-1,272	,759
AP13	,158	,388	-1,168	,759
AP14	,702	,388	-,238	,759
AP15	,841	,388	-,612	,759

Source: own elaboration, (2019)

Correlations

For the purposes of the scope of this research, the correlation matrices between items show how they correlate with each other, although not all of them reach values greater than 0.5 (see tables 15 to 20). The results obtained show weak correlations in the dimension Subjective Well-being SW in the component Satisfaction with life, table 15; in Positive and negative Affections the values increase, tables 16 and 17, to decline again in Leadership, component of Abuse of power, table 18, with negative values appearing. In the Abuse of Power dimension, the problem is clearly seen, Table 19, where most of the values are negative and less than 0.5. Regarding Job Satisfaction, Table 20, there are values greater than 0.5 in general.

**TABLE 15
CORRELATION OF ITEMS SATISFACTION WITH LIFE, SUBJECTIVE WELL-BEING COMPONENT**

	sw1	sw2	sw3	sw4	sw5
sw1	1,000				
sw2	,306	1,000			
sw3	,658	,205	1,000		
sw4	,644	,266	,635	1,000	
sw5	,435	-,204	,424	,409	1,000

Source: own elaboration, (2019)

**TABLE 16
CORRELATION OF POSITIVE AFFECT ITEMS, SUBJECTIVE WELL-BEING COMPONENT**

	PA1	PA2	PA3	PA4	PA5	PA6
PA1	1,000					
PA2	,455	1,000				
PA3	,544	,634	1,000			
PA4	,555	,727	,745	1,000		
PA5	,286	,329	,259	,467	1,000	
PA6	,491	,717	,443	,721	,408	1,000

Source: own elaboration, (2019)

**TABLE 17
CORRELATION OF NEGATIVE AFFECT ITEMS, SUBJECTIVE WELL-BEING COMPONENT**

	NE1	NE2	NE3	NE4	NE5	NE6
NE1	1,000					
NE2	,788	1,000				
NE3	,790	,785	1,000			
NE4	,598	,630	,742	1,000		
NE5	,202	,222	,236	,139	1,000	
NE6	,337	,399	,367	,334	,385	1,000

Source: own elaboration, (2019)

TABLE 18
CORRELATION OF ITEMS LEADERSHIP, PERCEPTION OF ABUSE COMPONENT

	L1	L2	L3	L4	L5	L6
L1	1,000					
L2	,250	1,000				
L3	,097	,181	1,000			
L4	-,251	,237	,300	1,000		
L5	-,138	,072	,340	,728	1,000	
L6	,139	,196	,558	,546	,766	1,000

Source: Own elaboration (2019).

TABLE 19
CORRELATION OF ITEMS PERCEPTION OF ABUSE

	AP1	APx3	APx4	APx5		APx7	AP8
AP1	1,000						
APx3	0,121	1,000					
APx4	0,166	0,938	1,000				
APx5	0,152	0,798	0,856	1,000			
APx7	0,232	0,621	0,583	0,478		1,000	
AP8	-0,229	-0,242	-0,227	-0,239		-0,130	1,000
	AP9	AP10	AP11	AP12	AP13	AP14	AP15
AP9	1,000						
AP10	0,523	1,000					
AP11	-0,333	-0,412	1,000				
AP12	-0,304	-0,314	0,519	1,000			
AP13	-0,202	-0,227	0,431	0,054	1,000		
AP14	-0,449	-0,629	0,311	0,156	0,357	1,000	
AP15	-0,263	-0,295	0,258	0,156	0,461	0,385	1,000

Source: own elaboration (2019).

TABLE 20
CORRELATION OF ITEMS JOB SATISFACTION

	JS1	JS2	JS3	JS4	JS5	JS6	JS7	JS8
JS1	1,000							
JS2	0,282	1,000						
JS3	0,614	0,509	1,000					
JS4	0,548	0,392	0,850	1,000				
JS5	0,395	0,390	0,578	0,560	1,000			
JS6	0,421	0,137	0,396	0,378	0,617	1,000		
JS7	0,726	0,158	0,469	0,422	0,600	0,622	1,000	
JS8	0,353	0,279	0,335	0,181	0,200	0,320	0,520	1,000

	JS9	JS10	JS11	JS12	JS13	JS14	JS15	
JS9	1,000							
JS10	0,509	1,000						
JS11	0,704	0,445	1,000					
JS12	0,140	0,188	0,214	1,000				
JS13	0,214	0,427	0,270	0,501	1,000			
JS14	0,520	0,586	0,566	0,435	0,614	1,000		
JS15	0,369	0,559	0,425	0,414	0,418	0,757	1,000	
	JS22	JS23	JS24	JS25	JS26	JS27	JS28	
JS22	1,000							
JS23	0,166	1,000						
JS24	0,503	0,258	1,000					
JS25	0,271	0,225	0,425	1,000				
JS26	0,113	0,308	0,373	0,538	1,000			
JS27	0,217	0,305	0,601	0,704	0,763	1,000		
JS28	0,150	0,469	0,539	0,546	0,736	0,858	1,000	

Source: own elaboration, (2019)

In relation to the reliability of the instrument presented on a Likert scale, it can be stated that not all the values obtained are consistent in some sections, specifically in the analysis of the Perception of abuse of power, which presents values well below the 0.7 recommended by Cronbach, 1951; Nunnally, 1978; Hair, Anderson, Tatham and Black, 1999.

TABLE 21
ALPHA SATISFACTION WITH LIFE

Life Satisfaction Scale SWLS, Alpha by Dimension.		
Cronbach's alpha	Cronbach's alpha based on standardized elements	Elements of N
0,698	0,752	5

Source: own elaboration, (2019).

TABLE 22
ALPHA PA

Life Satisfaction Scale SWLS, Alpha by Dimension.		
Cronbach's alpha	Cronbach's alpha based on standardized elements	Elements of N
0,859	0,866	6

Source: own elaboration, (2019)

**TABLE 23
ALPHA NE**

Life Satisfaction Scale SWLS, Alpha by Dimension.		
Cronbach's alpha	Cronbach's alpha based on standardized elements	Elements of N
0,823	0,838	6

Source: own elaboration, (2019)

**TABLE 24
ALPHA JS**

Life Satisfaction Scale SWLS, Alpha by Dimension.		
Cronbach's alpha	Cronbach's alpha based on standardized elements	Elements of N
0,931	0,934	28

Source: own elaboration, (2019)

**TABLE 25
ALPHA L**

Life Satisfaction Scale SWLS, Alpha by Dimension.		
Cronbach's alpha	Cronbach's alpha based on standardized elements	Elements of N
0,695	0,687	6

Source: own elaboration, (2019)

**TABLE 26
ALPHA AP**

Life Satisfaction Scale SWLS, Alpha by Dimension.		
Cronbach's alpha	Cronbach's alpha based on standardized elements	Elements of N
0,252	0,517	13

Source: own elaboration, (2019)

CONCLUSIONS AND RECOMMENDATIONS

The limitations of the study are: the sample, obtained by convenience and in only one institution, so it is not possible to generalize results, the reduction of the sample due to the cleaning of data because of the multiple outliers that were present, mainly in Abuse of Power.

After the theoretical review of the state of the art, it is possible to conclude that it is necessary to continue reading and strengthen the methodological basis of the three variables, including migrating to more current concepts in the area of perception of abuse of power to make it possible to perform different

tests as a requirement to apply the Exploratory Factor Analysis (EFA) and the Confirmatory Factor Analysis (CFA), and to apply the Structural Equations Model (SEM).

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APPENDIX

The 67 items of the instrument applied in this study are shown below.

TABLE 27
INSTRUMENT FOR MEASURING SW, JS, AND AP

Instrument Items

- SWL 1 In most aspects, my life is close to my ideal
- SWL 2 The living conditions are excellent
- SWL 3 I am satisfied with my life
- SWL 4 So far, I have achieved the things that are important to me in life.
- SWL 5 If I were born again I would not change anything in my life.
- In the last four weeks I have had feelings....
- PA 1 ...positive
- NE 1...negative
- PA 2...good
- NE 2...bad
- PA 3 ...pleasant
- NE 3 ...unpleasant
- PA 4...happy
- NE 4...sad
- NE 5...scary
- PA 5...happy
- NE 6...angry
- PA 6...of satisfaction
- JS 1 The hierarchical level of the position held.
- JS 2 The hierarchical level of the position held by others.
- JS 3 The opportunities offered by your current job to perform the activities you prefer the most.
- JS 4 The opportunities offered by the job to perform the activities in which you excel.
- JS 5 Consideration of your opinions in planning.
- JS 6 Participation in the implementation of plans. JS 7 Participation in higher levels (either with direct or indirect participation in management bodies).
- JS 8 The degree of agreement with the objectives and timetable that guide their performance.
- JS 9 The standards in force that are directly related to the development of their work.
- JS 10 The quality, frequency and channels through which it receives information relevant to the proper development of its business
- JS 11 The mechanisms in place to control the performance of their duties.
- JS 12 The physical conditions in which they carry out their work.
- JS 13 Access to educational resources.
- JS 14 The way in which the process of assigning positions is carried out.
- JS 15 Their prospects for promotion to more senior positions.
-

JS 16 The remuneration and benefits they receive as a result of their work, based on the tasks they perform and their training.

JS 17 The incentives received from the Institution that make you feel appreciated.

JS 18 Training you have received in the past.

JS 19 The training you currently receive.

JS 20 The intrinsic performance of the teaching role (tasks performed independently of their perception of the Chair or particular project in which they participate).

JS 21 The possibility of exercising their profession independently or in other organizations apart from their responsibility with the institution.

JS 22 The availability of time for leisure activities outside working hours.

JS 23 The existing respect for ideological, racial, sexual, etc. diversity in the institution.

JS 24 Sharing free time with colleagues outside the institution.

JS 25 The work activities performed.

JS 26 I like my job more than the jobs performed by other people.

JS 27 The enthusiasm generated by the work.

JS 28 The satisfaction generated by the work.

L1 They value the efforts of their collaborators

L2 They seek to maintain their image

L3 Are unapproachable

L4 They have favoritism

L5 Are Authoritarian

L6 They are discourteous

AP 1 Your boss instructs you to perform activities that do not correspond to your job position.

AP 2 Your boss tells you to perform illegal activities against your will AP 3 You have been embarrassed in public

AP 3 You have been publicly embarrassed AP 4 You have been embarrassed in private

AP 5 You have been subjected to verbal harassment

AP 6 You have unintentionally reciprocated sexual harassment AP 7 Your boss engages in unintentional activities against your will

AP 7 Your boss intentionally engages in activities to make you underperform

AP 8 You get recognition based on performance

AP 9 You are given opportunities for promotion based on performance

AP 10 Your effort is valued

AP 11 Allocation of resources without clear criteria

AP 12 Unclear salary promotions or advancement

AP 13 Pressure to perform work

AP 14 Fear of job stability AP 15 Environment of authoritarianism

Source: own elaboration, (2019)