



**LA INFLUENCIA DEL MARKETING INTERNO Y LA GESTIÓN DE
LOS RECURSOS HUMANOS EN EL BIENESTAR DEL
PROFESORADO Y EL DESARROLLO DE ESCUELAS
INNOVADORAS Y SOSTENIBLES.**

AUTORA

Esther Pagán Castaño

DIRECTORES

Javier Sánchez García

Jose Fernando Garrigós Simón

Castellón de la Plana, 1 de septiembre de 2021



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Memoria presentada por Esther Pagán Castaño para optar al grado de doctora por la Universitat Jaume I.

<p>Esther Pagán Castaño</p> 	<p>Javier Sánchez García</p>  <p>Fernando Garrigós Simón</p> 
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Castelló de la Plana, 1 de septiembre de 2021



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A Clara.

En el cuento mi primer unicornio, una niña ayuda a un caballo mágico a volar. Intenta que mueva su cola y que brille su suave pelaje. Le hace saltar, correr, trepar por los árboles..., incluso intenta hacer magia con su varita, pero nada.

Finalmente, y de forma accidental consigue hacerle volar, simplemente haciéndole reír.

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LISTA DE PUBLICACIONES

La presente tesis doctoral se ha realizado por compendio de artículos científicos publicados en revistas pertenecientes al Journal Citation Report (JCR) y a LATINDEX, cumpliendo los criterios específicos del Programa de Doctorado en Marketing de la Universitat Jaume I de Castellón. A continuación, se presentan las referencias, así como el factor de impacto de las revistas en las que los artículos han sido publicados:

1. Pagán-Castaño, E., Maseda-Moreno, A., & Santos-Rojo, C. (2020). Wellbeing in work environments. *Journal of Business Research*, 115, 469-474. <https://doi.org/10.1016/j.jbusres.2019.12.007> (JCR: 4.874) (SJR: 1.871)
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3. Pagán-Castaño, E.; Sánchez-García, J.; Garrigos-Simon, F.J.; Guijarro-García, M. The Influence of Management on Teacher Well-Being and the Development of Sustainable Schools. *Sustainability* 2021, 13, 2909. <https://doi.org/10.3390/su13052909> (JCR: 2.576)

“Esta tesis dispone de la aceptación de los coautores de las publicaciones que la doctoranda presenta como tesis y su renuncia expresa a presentarlas como parte de otra tesis doctoral”

CAPÍTULO I. INTRODUCCION

1.1. INTRODUCCIÓN

La búsqueda y mejora del bienestar ha sido una constante en la historia del ser humano. En la actualidad se ha convertido en uno de los objetivos principales de organismos internacionales como la ONU, que incluye la salud y bienestar dentro de los objetivos globales de la agenda de desarrollo sostenible marcados para el 2030.

Índices como The Happy Planet Index de la New Economic Foundation de Reino Unido o el Better Life Index de la OCDE, proporcionan marcadores y comparativas para guiar a las naciones hacia un bienestar sostenible tanto para las personas como de su entorno.

A nivel académico, son muchas las investigaciones que en la actualidad siguen abordando el bienestar humano desde sus diferentes vertientes de bienestar subjetivo, bienestar psicosocial o calidad de vida, poniendo de manifiesto su complejidad.

Debido a que el trabajo es una de las actividades que más absorben nuestro tiempo y atención, el bienestar en el entorno laboral ha ido generando interés de forma gradual en los investigadores, mostrando su preocupación por desarrollar políticas marketing interno (Ferreira-Vasconcelos, 2008; Sharma, Kong & Kingshott, 2016) y de recursos

humanos (Keenoy, 1990; Legge, 1995; Guest, 2002) para mejorar el entorno laboral de los trabajadores y conseguir mayores niveles de bienestar. Además, los cambios en el entorno laboral y social (como la flexibilidad o la digitalización) que amenazan el bienestar de las personas en general y de los empleados en particular (Guest, 2017), hace que se plantee la necesidad de generar entornos de trabajo en los que se puedan alcanzar niveles adecuados de bienestar.

1.2. PLANTEAMIENTO DE ESTA TESIS

Ante esta evidente preocupación por el bienestar de los empleados hay autores que proponen al MI como uno de los mecanismos sobre los que se pueden generar entornos de trabajo en los que los empleados pueden vivenciar experiencias laborales únicas, que además de generar entusiasmo, fomentan el desarrollo de su potencial (Flipo, 1986; Ferreira-Vasconcelos, 2008).

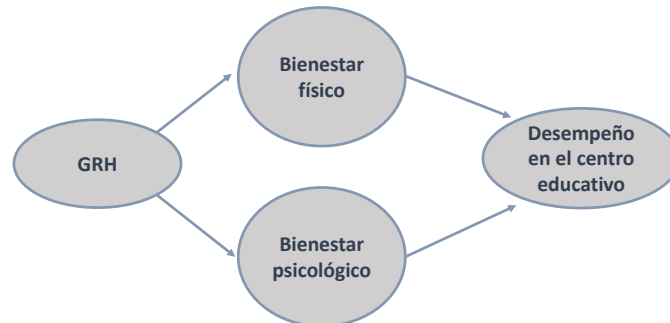
Este marco plantea necesidad de cambiar la mentalidad de las organizaciones, valorando a las personas y planteando sistemas de apoyo organizativo que garanticen el bienestar de los empleados. Sin embargo, parece que las políticas de MI de las empresas no lo abordan, incluso cuando se pretende mejorar el rendimiento empresarial (Ahmed & Rafiq, 2003).

Ante esto, esta tesis sigue el planteamiento formulado por Glassman & McAfee (1992) y Hooley et al. (2001), que propone que el área de MI y de GRH deben estar integradas; teniendo en cuenta por un lado que las estrategias de MI dependen en gran medida de las políticas de apoyo a los RRHH y tienen un lugar a través del desarrollo de programas de GRH (Huang, 2019); y por otro que las iniciativas estratégicas tienen más posibilidades de éxito cuando existe una unidad (Ulrich, 1992).

En concreto, este trabajo se centra en concreto en los centros educativos. Principalmente por el papel fundamental que juega la educación en los procesos de construcción de la sociedad (Ateskan & Lane, 2018; Nousheen, Zai, Waseem & Khan, 2020), y de sus valores (Cavas, Ertepinar, & Teksoz, 2014). Asimismo, la profesión docente presenta uno de los índices más elevados de estrés relacionado con el trabajo, apuntando como principal causa de estrés elementos asociados a la GRH como la carga de trabajo o las malas condiciones de trabajo (Benevene & Fiorilli, 2015; Falco, Dal Corso, Girardi, De Carlo, Barbieri, Boatto, & Schaufeli, 2017; Girardi, Falco, De Carlo, Dal Corso, & Benevene 2018). Además, interfiere en la consecución de los objetivos educativos ya que puede llevar a niveles elevados de absentismo e incluso abandono de la profesión docente (Farber, 1991; Jenkins & Calhoun, 1991; Maslach & Leiter, 1999). En este sentido se postula el bienestar del profesorado como punto de partida por su papel y contribución en la mejora educativa (McMahon et al., 2014; Benevene, Ittan, & Cortini, 2018; Liu, Song, & Miao, 2018).

El trabajo analiza la incidencia del bienestar del profesorado, creando una escala para su medición. Para ello, desarrolla un modelo integrador que permite profundizar el estudio del efecto mediador del bienestar en la relación entre la GRH y el desempeño en centros educativos.

Figura 1. Modelo 1.



Fuente: Elaboración propia basada en el modelo teórico

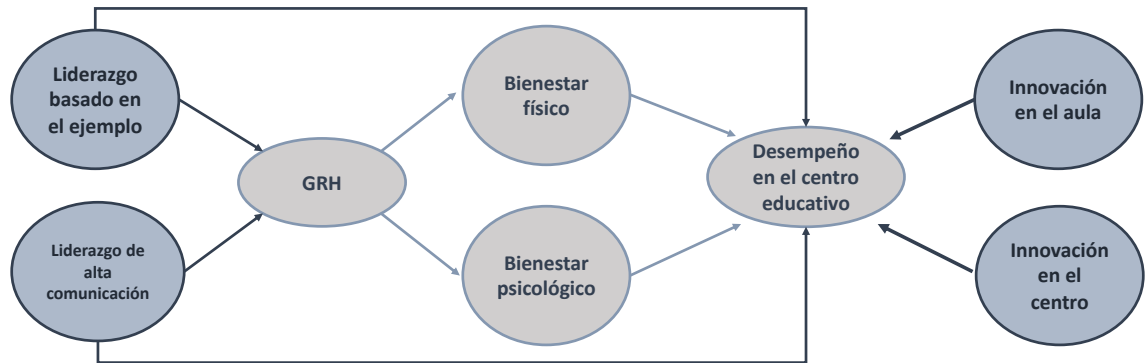
A este modelo inicial (figura 1) se han añadido dos variables más.

Por un lado, el liderazgo. Atendiendo a la evidencia de que la GRH junto con los estilos de liderazgo pueden influir de forma conjunta sobre el bienestar (Purcell & Hutchinson, 2007). De forma que el liderazgo ejercido por los directores se muestra como un factor clave en la efectividad de la GRH (Gilbert, De Winne, & Sels, 2011; Bos-Nehles, Van Riemsdijk, & Kees Looise, 2013) para la generar entornos positivos, y favorecer así la consecución de los objetivos. Por ejemplo, los estudios muestran que el liderazgo contribuye en la relación de intercambio social (Marescaux, De Winne, & Forrier, 2019) generando un equilibrio entre lo que los empleados aportan y lo que reciben de la empresa, reduciendo así los niveles de agotamiento (Zhang, Zhu, Dowling, & Bartram, 2013; Conway, Conway, Fu, Monks, Alfes, & Bailey 2016). En el caso concreto de los centros educativos, el liderazgo ejercido por el director juega un papel clave para el éxito de las

escuelas (Camarero-Figuerola, Tierno-García, Barrios-Aros & Iranzo-García, 2020; Liu & Bellibas, 2018), siendo además uno de los factores más importantes de la satisfacción de los maestros (Dinham & Scott, 1998; Tillman & Tillman, 2008; Sharma & Jyoti, 2006). Este trabajo se ha centrado en concreto en el liderazgo basado en el ejemplo y en el liderazgo de alta comunicación.

Por último, se ha introducido la innovación en el modelo; teniendo en cuenta que tanto la innovación como el comportamiento innovador son elementos fundamentales en la profesión docente y que son vitales para la mejora de los objetivos organizacionales de los centros educativos (Messmann & Mulder, 2011). Teniendo en cuenta tanto la innovación en el centro educativo como en el aula. En este sentido se ha comprobado por ejemplo que cuando la innovación del uso de la tecnología se vincula a planes de remuneración al profesorado, aumentan los resultados y el valor añadido (Atkinson, Burgess, Croxson, Gregg, Propper, Slater, & Wilson, 2009; Kingdon & Teal, 2007; Lavy, 2009), aumentando por tanto el desempeño organizativo de los centros educativos. Ante la falta de literatura a cerca de la traslación entre la innovación y su incidencia en el desempeño del centro, se ha tenido en cuenta tanto la innovación en el centro educativo como en el aula.

Figura 2. Modelo 2.



Fuente: Elaboración propia basada en el marco teórico.

1.3. MODELOS TEÓRICOS EXPLICATIVOS

Es a principios del siglo XXI, cuando aparecen los primeros estudios que evalúan empíricamente el impacto de la GRH sobre el desempeño organizacional y bienestar de los empleados (Appelbaum et al., 2000; Thompson & Harley, 2007). Y con el objetivo de evidenciar cómo diversas prácticas de GRH influyen sobre los resultados organizativos, surge la necesidad de determinar la naturaleza de la relación entre los tres elementos (Boxal and Purcell, 2008). En este sentido, y dada su multidimensionalidad, la literatura aclara poco sobre los efectos simultáneos de la gestión de recursos humanos sobre el desempeño y el bienestar. Sin embargo, pone de manifiesto puntos de vista opuestos. De un lado, la llamada perspectiva optimista o de ganancias mutuas, postula que tanto empleadores (en los resultados organizativos) como empleados (como bienestar en los entornos de trabajo) se benefician de la GRH (Guest 1997; Appelbaum et al., 2000). Y del otro, la perspectiva escéptica o de resultados contradictorios postula que la GRH responde en términos de desempeño organizacional, pero no tiene ningún impacto sobre el bienestar de los empleados, y si lo tiene es negativo (Legge 1995; Ramsay et al., 2000). Sugiriendo que la mejora del rendimiento organizativo se logra a costa del bienestar de los empleados (Peccei, 2004; Dorenbosch, 2009). Este aspecto pone de relieve que las prácticas de GRH pueden tener efectos

totalmente diferentes sobre el bienestar (Guest, 2017; Van De Voorde et al., 2012).

Se pueden identificar en la literatura varios marcos teóricos explicativos.

En primer lugar, la *teoría AMO* (Appelbaum, Bailey, Berg, Kalleberg, & Bailey, 2000; Boxall & Purcell, 2003). Esta teoría surge con la intención de explicar la relación entre GRH, bienestar y desempeño. Se centra en el flujo de rendimiento de los empleados, y explica cómo la GRH pueden influir sobre las habilidades (A), motivaciones (M) y oportunidades (O) de los empleados para lograr un adecuado desempeño (Appelbaum et al., 2000; Lepak, Liao, Chung, & Harden, 2006). Este modelo plantea que la puesta en marcha de determinadas actuaciones de GRM pueden llevar a un aumento de las capacidades de los empleados, al proporcionarles habilidades y oportunidades para participar, aumentando su motivación y mejorando el desempeño organizacional (Boxall & Purcell 2008; Van Waeyenberg & Decramer, 2018).

En segundo lugar, *la teoría de demandas y recursos laborales (JD-R)*. Esta teoría ayuda a entender los factores que impulsan el bienestar de los empleados (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). Propone que el bienestar y el desempeño de los empleados son el resultado de un equilibrio entre los recursos y las demandas del

trabajo (Van Woerkom, 2016). De modo que, por ejemplo, determinadas prácticas de GRH pueden provocar sensaciones de demanda continua y que la organización no se preocupa por su bienestar (Nishii, Lepak, & Schneider, 2008), generando por tanto menor compromiso y mayor tensión laboral en los trabajadores (Bakker, Demerouti, & Verbeke, 2004; Bakker & Demerouti, 2007). Sugiere un enfoque integral del bienestar de los empleados, integrando factores intrínsecos y extrínsecos, evaluando su impacto en resultados como el desarrollo individual y los equilibrios entre esfuerzo y recompensa y entre trabajo y vida privada (Boxall, 2013).

En tercer y último lugar, la *Teoría del Intercambio Social*. Esta teoría explica la relación entre las prácticas de GRH y el rendimiento (Kehoe & Wright, 2013), mediante procesos de intercambio social (Blau, 1964). Se basa en la premisa de que las organizaciones promueven el compromiso y la satisfacción invirtiendo en los empleados (Gould-Williams, 2007). De modo que los empleados perciben las acciones de GRH como una expresión de la confianza y el compromiso de la organización con ellos (Shore & Shore, 1995; Sun, Aryee & Law, 2007), repercutiendo en mayores niveles de desempeño (Eisenberger, Fasolo, & Davis-LaMastro, 1990; Shore & Wayne, 1993) menos probabilidades de abandono (Gould-Williams, 2007).

Tomando como referencia las teorías anteriores, diversas investigaciones han evidenciado una influencia positiva y

significativa de determinadas combinaciones de prácticas de GRH sobre el rendimiento de la empresa (Huettermann & Bruch, 2019; Lee & Cugin, 2020). Las organizaciones buscan desarrollar trabajadores comprometidos en un esfuerzo por reducir la rotación y el ausentismo, mejorar el rendimiento y desarrollar actitudes positivas hacia el trabajo (Walton, 1985), mejorando el bienestar en el trabajo y con ello incrementar los niveles de desempeño. En este sentido se ha comprobado que empleados felices y satisfechos están más dispuestos a esforzarse en su trabajo y a mejorar su rendimiento para alcanzar los objetivos de la organización (Cropanzano & Wright, 2001; Martel & Dupuis, 2006).

1.4. OBJETIVOS.

El objetivo general de la presente tesis doctoral es comprobar, en los diferentes artículos, las relaciones entre las variables relacionadas con el bienestar del profesorado de educación secundaria y su influencia sobre el desempeño en los centros educativos, con la finalidad de contribuir a generar entornos que promuevan a la felicidad y bienestar del profesorado y con ello a la mejora la labor docente.

En concreto, **el objetivo del artículo 1**, es comprender los factores que mejor describen e influyen en el bienestar de los empleados, y que contribuyen a mejorar su rendimiento en el trabajo, atendiendo a la naturaleza multidimensional del bienestar. El artículo revisa la literatura sobre la relación entre Gestión de Recursos Humanos (GRH), bienestar y desempeño, y señala el papel relevante del bienestar.

El **objetivo del artículo 2**, es conocer la incidencia de la GRH en el desempeño educativo, tanto de forma directa como a través del efecto mediador del bienestar (en sus dimensiones psicológica y fisiológica) del profesorado. Para ello se elaboró una escala de bienestar del profesorado en centros educativos utilizando la metodología de ecuaciones estructurales.

Por último, **el objetivo del artículo 3**, es el de evidenciar la necesidad de potenciar entornos sostenibles que potencien el bienestar del profesorado. Para ello, se estudia la relación entre la GRH, el bienestar docente y el desempeño del centro educativo, observando además la incidencia del liderazgo e innovación en estas relaciones. Para el análisis de los datos se utiliza nuevamente la metodología de ecuaciones estructurales.

1.5. RESUMEN DE LOS ARTÍCULOS

En la presente tesis doctoral se han llevado a cabo tres estudios relacionados con el bienestar y en su efecto mediador entre la relación de gestión de los recursos humanos y el desempeño organizacional en centros educativos.

El **artículo 1**, se centra en la revisión bibliográfica de la relación de los tres conceptos: la Gestión de Recursos Humanos, el bienestar del empleado y el desempeño organizacional. El objetivo principal que persigue es el de conocer los elementos que mejor describen e influyen en el estado de bienestar de los empleados y sus efectos sobre el desempeño organizacional. Atendiendo al hecho de que la relación entre estos tres elementos resulta compleja dada su naturaleza multidimensional.

El **artículo 2**, se centra en el desarrollo de una escala de bienestar del profesorado en centros educativos. Partiendo de la importancia del bienestar del profesorado para la mejora del desempeño educativo, este artículo aborda el efecto de la gestión de los recursos humanos en el desempeño educativo a través del efecto mediador del bienestar del profesorado de dichas relaciones. Para el estudio se utiliza la metodología de ecuaciones estructurales (SEM).

En el **artículo 3**, se aborda la relación existente entre la Gestión de los Recursos Humanos, el bienestar y el desempeño, observando la

incidencia del liderazgo e innovación en estas relaciones. El objetivo es medir en qué grado es necesario potenciar entornos sostenibles que promuevan el bienestar de los docentes y por extensión del alumnado. Para el estudio se ha utilizado la metodología de las ecuaciones estructurales (SEM) sobre una muestra profesores de educación secundaria.

Las principales conclusiones que se extraen de los diferentes estudios tienen que ver con el efecto mediador del bienestar en la relación entre la GRH y desempeño en centros educativos de educación secundaria. Además de reafirmar el efecto significativo de la gestión de recursos humanos en el desempeño educativo; se evidencia la influencia de determinados tipos de liderazgo basados en el ejemplo y en el manejo de la información, y de la innovación sobre dicha relación.

CAPÍTULO II. ARTÍCULO 1.



Contents lists available at ScienceDirect

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Wellbeing in work environments

E. Pagán-Castaño*, A. Maseda-Moreno, C. Santos-Rojo

ESIC Business & Marketing School, Av. de Blasco Ibáñez, 55, 46021 Valencia, Spain



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ABSTRACT

Recent studies have shown the positive effect of some human resource practices on employees' health and performance at work. In this context, it is necessary to determine the relationship between human resource management, employee performance, and wellbeing at work. The aim of this paper is to understand the factors that better describe and influence employee wellbeing, which also contributes to improving their performance at work, considering their multidimensional nature. The article reviews the literature on the relationship between the three concepts and points out the relevant role of wellbeing. As a result, this research shows that there is a gap in the literature, as no previous study has explored the relationship between human resource management, employee performance, and wellbeing at work within a uniform and coherent framework. This research explores wellbeing-oriented human resource management practices and also reviews supports the mediating role of wellbeing between HRM and organisational performance in this relationship.

1. Introduction

Employers recognise the benefits of introducing health and wellbeing policies in the workplace (Tehrani, Humpage, Willmott, & Haslam, 2007). They also adopt human resource strategies based on good employment practices, effective return to work, and rehabilitation, supporting employee wellbeing proactively (Department for Work and Pensions, 2006).

However, examining the literature on the effects of human resource management (HRM) on employee wellbeing, Appelbaum (Appelbaum, 2002) pointed out that it is difficult to draw final conclusions as there is no evidence on the simultaneous effects of HRM on performance and wellbeing.

The literature highlights two opposing views regarding the role of employee wellbeing in the relationship between HRM, internal marketing, and organisational performance, in line with the AMO theory (Ability, Motivation and Opportunity). First, the so-called 'perspective of mutual gains' maintains that both employers and employees benefit from HRM (Appelbaum, Bailey, Berg, Kalleberg, & Bailey, 2000; Guest, 1997), the former as for the organisational results, and the latter for work environment wellbeing. Second, the 'perspective of the inconsistent results' claims that HRM is associated with organisational performance, but it has a negative or null impact on employee wellbeing (Legge, 1995; Ramsay, Scholarios, & Harley, 2000).

The first quantitative studies on the impact of HRM on organisational performance and employee wellbeing were published at the

beginning of the 21st century (Appelbaum et al., 2000; Thompson & Hartley, 2007), in an attempt to show the extent to which variations in HRM aspects influence organisational results.

There is a need to determine the nature of the relationship between HRM, organisational performance, and wellbeing (Boxall & Purcell, 2008), whose understanding is difficult due to its multidimensional nature.

This article reviews the literature on the relationship between the three concepts: HRM, employee wellbeing, and organisational performance. The main objective is to establish which factors are more relevant for employee wellbeing and its effects on organisational performance.

1.1. Definitions of the three key concepts: HRM, employee wellbeing, and organisational performance

HRM is understood as all the activities associated with people management in companies (Boxall & Purcell, 2008), considering multiple management activities but also the fact that there is no consensus on 'the practices of human resources that generate a coherent HRM system' (Delery, 1998). It is relevant to combine different HR practices, as both employees and organisational results are influenced by several management activities, not only one (Wright & Boswell, 2002).

Regarding the range of activities, there is no single agreed or fixed list of HR practices (Paauwe, 2009; Purcell & Kinnie, 2007). Many articles highlight the effects of performance (Paauwe, 2009) on individual

* Corresponding author.

E-mail address: esther.pagan@esic.edu (E. Pagán-Castaño).<https://doi.org/10.1016/j.jbusres.2019.12.007>

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practices, such as staff planning (Koch & McGrath, 1996), performance-related pay (Dowling & Richardson, 1997; Lazear, 1996; McNabb & Whitfield, 1997), training and development (Kalleberg & Moody, 1994), and the possibilities of internal career (Verburg, 1998) as well as sets or combinations of HR practices (e.g., (Arthur, 1994; Guest, Conway, & Dewe, 2004). Practices such as job design and work-life balance are less frequently included (Boselie, Dietz, & Boon, 2005; Wall & Wood, 2005).

The main evidence is that HR practices improve and support employee effectiveness (Delery, 1998). In fact, it has been shown that high-performance work systems have a greater effect than individual high-performance work practices (Combs, Liu, Hall, & Ketchen, 2006). In addition, individual HR practices can show different relations and effects with different outcome variables (Van De Voorde, Paauwe, & Van Veldhoven, 2012).

As for the notion of employee wellbeing (WB), we can define it as the 'state of successful performance throughout a life course integrating physical, cognitive and socio-emotional function' (Pollard & Davidson, 2001, p.10), or as the overall quality of an employee's experience of work and performance (Warr, 1987).

The literature on WB at work presents a three-dimensional approach. The first dimension of wellbeing focuses on subjective experiences and work performance (Appelbaum et al., 2000; Gould-Williams, 2003; Grant, Christianson, & Price, 2007; Whitener, 2001), considering satisfaction and commitment as key elements of happiness at work (Appelbaum et al., 2000; Gould-Williams, 2003; Whitener, 2001). Both aspects refer to attitudes and contain cognitive and affective elements (Fisher, 2010). However, whereas satisfaction is work-related, commitment relates to the organisation as a whole (Fisher, 2010).

The second dimension considers employee wellbeing from the perspective of health, both physical and mental (Appelbaum et al., 2000; Orlitzky & Frenkel, 2005; Ramsay et al., 2000), including aspects such as stress, anxiety, and work exhaustion (Grant et al., 2007). Specifically, as pointed out by Grant et al. (Grant et al., 2007), a different type of wellbeing should be considered within the organizational context which differentiates between job stressors and job strains, and also a distinction between job stressors and job strains (Spector & Jex, 1998). Stress factors, such as workload and work intensification, are applicable to events or situations that produce stress, whereas a strain refers to responses to stressors, for example, physical and psychological exhaustion.

The third dimension deals with relationships (Bartel, 2004; Gelade & Ivery, 2003; Tzafir, 2005), in which social wellbeing is defined focusing on the quality of the interactions and relationships among employees, or between employees and their supervisor, or the organisation (Appelbaum et al., 2000; Boxall & Purcell, 2008; Grant et al., 2007; Purcell & Kinnie, 2007). There is a distinction between the indices that reflect the interactions and relationships among employees (e.g. co-operation) and those referring to the interactions and relationships between the employees and their supervisor or organisation (e.g. organisational support, social exchange within an organisation, and organisational trust).

It is important to consider this distinction between the dimensions of wellbeing, as HRM could have contradictory effects on them, having a positive influence on commitment, satisfaction, and trust at the expenses of an increase in stress levels (Appelbaum, 2002).

Finally, as for organisational performance (OP), the results of HRM can be analysed in different ways (Paauwe, 2009): financial results (e.g. profits, sales, market share, Tobin's q, and so on); organisational results (e.g. productivity, quality, efficiency, and so on); results related to HR (e.g. attitudinal and behavioural impacts among employees, such as satisfaction, commitment, intention to quit smoking, and so on).

1.2. Theoretical perspectives

Different theories have been proposed as theoretical frameworks to

explore the relationships between HRM, WB, and OP.

First, the AMO theory (Appelbaum et al., 2000; Boxall & Purcell, 2008) was originally developed to explain the link between HRM and performance. This theory focused on two aspects: 1. how HRM can influence employee abilities (A), motivations (M), and opportunities (O) for adequate performance to be achieved (Appelbaum et al., 2000); 2. how certain human resource practices result from these three aspects (Boxall & Purcell, 2008). In other words, this conceptual model considers that the implementation of certain HRM actions can lead to an increase in employees' abilities by providing participatory skills and opportunities, thus increasing their motivation and improving OP (Van Waeyenberg & Decramer, 2018).

There are two divergent perspectives related to the AMO theory in the HRM literature: the mutual gains and the conflicting outcomes perspectives. The mutual gains perspective claims that HRM has positive results for both the organisation and its employees (Van De Voorde et al., 2012); therefore, this approach has been named the 'optimistic perspective' (Dorenbosch, 2009). The 'behavioural perspective' can be included in this approach, which upholds that HRM activities are adopted to obtain and control the behaviour of employees who contribute to the overall performance of the organisation (Wright & McMahan, 1992).

The conflicting outcomes perspective offers an alternative vision of the role of employee wellbeing in the relationship between HRM and OP. This perspective considers that employers are beneficiaries in terms of OP in HRM and that HRM is not beneficial - the 'sceptical perspective' - and may even be harmful - the 'pessimistic perspective' - for employee wellbeing. Therefore, this perspective implies that the improvement of OP is achieved at the expenses of employee wellbeing (Dorenbosch, 2009; Peccei, 2004).

The sceptical perspective upholds that employee wellbeing and OP are two different objectives influenced by different sets of HR practices (Boxall & Purcell, 2008). Consequently, HR practices that maximise employee wellbeing do not maximise OP. The pessimistic perspective claims that there is a balance between employee wellbeing and OP, namely, improvements in the performance of the organisation are achieved at the expenses of reducing employee wellbeing (Peccei & Van de Voorde, 2019).

In line with this perspective and following the labour process theory, Godard (Godard, 2001) came to the conclusion that HRM benefits tend to decrease because of higher levels of stress. In an organisation that seeks greater financial performance, employees may experience increased levels of work intensification and job strain (Ramsay et al., 2000).

Secondly, the JD-R theory (Job Demands and Resources theory) helps to understand the factors that foster employee wellbeing (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001), showing the importance of analysing employees' specific demands and the available resources to meet them. Van De Voorde et al. (2012) suggest a comprehensive approach to employee wellbeing, identifying and integrating intrinsic and extrinsic factors, and assessing their impact through outcomes, such as individual development, effort-reward balance, and work-life balance (Boxall, 2013). The JD-R theory is useful to understand better employee attitudes, behaviours, and wellbeing (Hwang & Han, 2019; Sonnentag, Mojza, Demerouti, & Bakker, 2012).

Finally, the social exchange theory is based on the fact that employees consider HRM practices as a sign that the company cares and supports them (Blau, 1964). The process of social exchange begins when employees perceive that the organisation values their work and cares about their wellbeing (Eisenberger, Fasolo, & Davis-LaMastro, 1990). This leads to employees' positive work attitude and behaviour (Aryee, Budhwar, & Chen, 2002; Haas & Deseran, 1981), as well as higher levels of commitment, satisfaction, and trust (Whitener, 2001); in turn, this improves OP (Gould-Williams, 2003). In the context of the social exchange theory, internal marketing actions are fundamental, which should be based on communication programmes in which

employees receive information about their services and performance (Marchington & Grugulis, 2000; Pfeffer & Jeffrey, 1998).

2. Methodology

2.1. Selection of the study material

The analysis focused on international reviews published between 2010 and 2019 and included in the Journal Citation Reports, in the field of human resources, organisational behaviour, internal marketing, and organisational and applied psychology. These reviews address the relationship between the concepts of WB, HRM, and OP. Nevertheless, in order to supplement the contribution of Van De Voorde et al. (2012), the year 2010 was established as the reference point due to the fact that their reviews end in 2010, which is this study's starting point.

The analysis included articles exploring: 1. the effects of HRM on employee capacity, motivation, and performance; 2. measures of WB, such as happiness, health, and wellbeing in the interpersonal relationship; 3. operational and financial performance indicators.

In order to include as many articles as possible, studies intended for other purposes were also considered, such as those whose focus is not strictly on the effects of HRM on wellbeing and performance, multiple employee ability-enhancing HR practices, employee motivation-enhancing HR practices, and/or HR practices that give employees the opportunity to perform.

2.2. Description of the studies

The literature review included 18 studies, most of which were published in business and management journals such as The International Journal of Human Resource Management, The Strategic Management Journal, and The European Management Journal, or in psychology, such as The Journal of Psychology.

Three articles that did not mention wellbeing were also considered to broaden the scope of this analysis and investigate the relationship between HRM and OP without the mediating role of wellbeing.

Most studies focused on the health care sector (6) and the rest on education (3), services (4), the public sector (4), and companies from different other sectors (1).

The attributes or variables analysed in the selected studies are specified in the upper part of Table 1: HRM, WB, and OP.

The HRM column identifies several HRM approaches that can be used to achieve higher levels of wellbeing and performance (Morrison, 1996):

- Human resource philosophy (HRP), which refers to beliefs and values concerning how employees should be treated; that is, organisations can manifest the fact that they consider their employees as long-term assets by offering them, for example, continuing education and development programmes;
- Selection and socialisation (SS), which concerns the selection of new employees, the information exchange process, and initial negotiations, as well as the socialisation process that takes place when new employees join the organisation, during which they gain knowledge and information on the behaviours and attitudes that are needed to carry out their work effectively;
- Evaluation and rewards (ER), which refers to the systems that the company uses to evaluate and reward employees, for example, the implementation of systems in which rewards are linked to OP effectiveness;
- Rules and job descriptions (RJD), which include a description of the job and the rules and regulations that the employees are expected to follow.

These studies are not homogeneous when focusing on HRM. Some authors adopt a single approach: RJD (8), HRP (1), SS (1); others use a combination of several approaches (7). The management systems based on RJD (11) and HRP (11) are the most studied (11), and their combined use has been observed since 2014.

As for wellbeing, the following variables are considered: happiness (11), health (10), and interpersonal relationships (6). As for happiness, two articles mention it as a state of emotional wellbeing or subjective happiness (Cooper, Wang, Bartram, & Cooke, 2019; Kumar Mishra & Bhatnagar, 2010; Wong, 2018), one as commitment (Kumar Mishra & Bhatnagar, 2010), one as engagement (Pecino et al., 2018), and six as satisfaction and organisational commitment (Clarke & Mahadi, 2017; Kooij et al., 2013; Mihail & Kloutsiniotis, 2016; Van den Bosch & Taris, 2014; Vermeeren et al., 2014; Wood & De Menezes, 2011). All of them

Table 1
Study attributes.

Reference		HRM				Wellbeing			Performance		Level of analysis
Author	Year	HRP	SS	RJD	ER	HA	HE	RE	O	F	
Kumar Mishra & Bhatnagar	2010	1				1			1		Health care sector
Moideenkutty, Al-Lamki, & Sree Rama Murthy,	2011		1							1	All sectors
Wood & De Menezes,	2011			1		1	1		1		All sectors
Alfes et al.,	2012			1			1	1	1		Public servants
García-Izquierdo & Ríos-Rísquez,	2012			1			1	1	1		Health care sector
Kooij et al.,	2013	1				1			1		Public servants
Shaw, Park, & Kim,	2013		1						1		Services
Van den Bosch & Taris,	2014			1		1	1	1	1		Education sector
Vermeeren et al.,	2014	1	1	1	1	1			1		Public servants
Laschinger et al.,	2015	1	1				1				Health care sector
Mihail & Kloutsiniotis,	2016	1	1	1		1	1				Health care sector
Törnquist Agosti et al.,	2017		1	1			1				Health care sector
Clark et al.,	2017	1	1	1		1		1	1		Insurance services
Harari, Manapragada, & Viswesvaran,	2017	1				1					All sectors
Scholaris et al.,	2017			1			1	1			Security
Wong,	2018	1		1		1					Health care sector
Pecino et al.,	2018	1				1	1				Education sector
Albrecht & Anglim,	2018	1		1			1		1		Education sector
Cooper et al.,	2019	1			1	1		1	1		Services
TOTAL		11	7	11	2	11	10	6	13	1	

Notes: Number of measurements of happiness, health-related and relationship well-being, operational and financial performance in a study. HRP: Human resource philosophy; SS: Selection and socialisation; ER: Evaluation and rewards; RJD: Rules and job description; HA: happiness wellbeing; HE: Health-related wellbeing; RE: relationship wellbeing; O: organizational F: financial.

show a positive relationship between HRM and wellbeing. In other words, investing in HRM has a positive effect on employee wellbeing. In the case of emotional dissonance (Kumar Mishra & Bhatnagar, 2010), the relationship is negative, that is, the greater the HRM, the lower employees' emotional dissonance, which has a positive effect on the worker.

Several articles consider conflict and support among employees (García-Izquierdo & Ríos-Rísquez, 2012), civic behaviour within the organisation (Alfes, Shantz, & Truss, 2012), and the relationship with the environment (Mihail & Kloutsiniotis, 2016; Scholarios, Hesselgreaves, & Pratt, 2017; Van den Bosch & Taris, 2014). Most of these studies show a positive relationship between HRM and interpersonal relationships, namely, the greater the investment in HRM, the better the social relationships, both in the work environment and in the employee's immediate environment. This relationship is described as negative in one article (Van den Bosch & Taris, 2014), in which HRM refers to a job description, employee rules and regulations, and specifically workload, which is not positively linked to the likelihood of starting and maintaining social relationships.

Finally, the articles refer to health variables, such as stressors (Albrecht & Anglim, 2018; García-Izquierdo & Ríos-Rísquez, 2012; Laschinger, Borgogni, Consiglio, & Read, 2015; Mihail & Kloutsiniotis, 2016; Scholarios et al., 2017; Van den Bosch & Taris, 2014) anxiety (Wood & De Menezes, 2011), quality of life and lifestyle (Törnquist Agosti, Bringsén, & Andersson, 2017), burnout (Pecino et al., 2018), and general state of health (Alfes et al., 2012). All the reviewed articles show a negative relationship between HRM and employee wellbeing. The positive relationship reported in some papers is due to the negative measurement of the variable, such as the absence of a job definition, its workload, or demand. Thus, the greater the uncertainty or the workload, the greater the levels of stress or anxiety (García-Izquierdo & Ríos-Rísquez, 2012; Scholarios et al., 2017; Van den Bosch & Taris, 2014;

Wood & De Menezes, 2011).

Table 2 shows that the analysed studies consider more than one dimension (6). Regarding performance, when it is not organisational, it is generally referred to as perceived or financial. Apparently, a considerable number of the analysed articles refer to OP (13) as perceived (for example, (Kooij et al., 2013), however, this perspective fails to show the effects of HRM on performance and the mediating effect of wellbeing from the financial point of view.

In 15 of the reviewed articles, the associations between HRM, wellbeing, and performance were researched, and 78% of them showed that HRM had a positive effect on employee wellbeing. This confirms the relationship between Interpersonal Justice Climate (IJC) and Extra Role Performance (ERP), as well as the mediating role of wellbeing indicators (burnout and engagement) (Pecino et al., 2018).

3. Conclusions and theoretical implications

The present study contributes to the literature examining the role of wellbeing and its link with HRM and performance. The results show that employees who perceive HRM practices positively experience higher levels of wellbeing (Alfes et al., 2012).

The JD-R model supports the idea that employee health and wellbeing are the results of the balance between workload and resource availability at work (Demerouti et al., 2001). The model proposes a comprehensive approach to employee welfare, which includes intrinsic and extrinsic factors, gauging, among others, the balance between effort and reward (Boxall, 2013), as well as resulting in positive outcomes in organisations (Macky & Boxall, 2008).

This research explores wellbeing-oriented HRM practices. Different types of HRM practices have different effects on employees (Zhang, Zhu, Dowling, & Bartram, 2013). Consequently, employee-focused HRM practices can have a more positive impact on employees than

Table 2
Results of synthesis of evidence.

Wellbeing type	Reference	HRM – wellbeing effect	Wellbeing – performance effect	Mediation
Happiness				
Emotional dissonance	Kumar Mishra and Bhatnagar (2010)	– (*)		
Satisfaction	Clarke and Mahadi (2017)	+		
	Mihail & Kloutsiniotis (2016)	+	+	No
	Van den Bosch and Taris (2014)	+	+	
	Vermeeren et al. (2014)	+	–	Yes
	Wood and De Menezes (2011)	+	– (ns)	
	Kooij et al. (2013)	+	–	
	Harari, Manapragada, and Viswesvaran (2017)	+	+	
Engagement	Pecino et al. (2018)	+	+	Yes
Psychological wellbeing	Wong (2018)	+		
	Cooper et al. (2019)	+	+	
Emotional wellbeing	Kumar Mishra and Bhatnagar (2010)	+		
Relationship				
Employees	García-Izquierdo and Ríos-Rísquez (2012)	+	–	
Social	Mihail and Kloutsiniotis (2016)	+	+	
	Scholarios et al. (2017)	+		
	Van den Bosch and Taris (2014)	– (*)	+	(ns)
	Cooper et al. (2019)	+	+	(ns)
Organisation (to measure engagement)	Alfes et al. (2012)	+	– (ns)	Yes
Health				
Stressors				
	García-Izquierdo and Ríos-Rísquez (2012)	+		
	Scholarios et al. (2017)	+	(ns) (*)	
	Albrecht and Anglim (2018)	–		
	Mihail and Kloutsiniotis (2016)	– (ns)		
	Laschinger et al. (2015)	–	–	
	Van den Bosch and Taris (2014)	+	(*)	
Anxiety	Wood and De Menezes (2011)	+	(*)	
Life and lifestyle quality	Törnquist Agosti et al. (2017)	+		
Health	Alfes et al. (2012)	+		
Burnout	Pecino et al. (2018)	–	–	Yes
	Shaw, Park, and Kim (2013)			

those focused on the organisation. In addition, some HRM practices can have a negative impact on employee wellbeing or are detrimental (Macky & Boxall, 2008; Mariappanadar, 2012).

The AMO theory is confirmed, as some HR management actions contribute to the further development of employees' capacities, abilities, and opportunities, leading to increased motivation and OP (Van Waeyenberg & Decramer, 2018). The AMO theory also connected to the positive and negative impact of HRM, which shows both mutual benefits for employees and organisations and contradictory results. It suggests that the best way to develop a type of HRM that benefits the employees is in the context of mutual benefits (Guest, 2002).

This review supports the mediating role of wellbeing between HRM and OP in this relationship (Appelbaum et al., 2000; Nishii & Wright, 2007; Ostroff & Bowen, 2000). However, few studies demonstrate the joint effect of the three types of wellbeing. For example, an efficient and productive organisation cannot reach high scores in happiness and wellbeing at the expenses of employee health. Therefore, future research should focus on integrating these aspects rather than contrasting them (Van De Voorde et al., 2012).

3.1. Limitations and future research

Due to the multivalent nature of the variables studied in this research, it would be useful to increase the study sample to analyse further the main factors that influence wellbeing. In addition, future studies may adopt different types of HRM practices to assess their effects (Cooper et al., 2019) and, therefore, identify more accurately the practices that have more significant positive effects on employee wellbeing.

More comprehensive models can be obtained considering other variables, such as culture (Erdogan & Liden, 2006; Erdogan, Liden, & Kraimer, 2006), due to its mediating effect between HRM, the exchange of leading members, and organisational justice (Pecino et al., 2018). More research with a balanced and multilevel perspective is needed to better understand the dynamic and differential relationship between HRM, employee wellbeing, and OP (Van De Voorde et al., 2012).

In conclusion, there is a gap in the study of the three components, as only a few articles explore the relationship between human resources, employee performance, and employee wellbeing. It is advisable to study the effects of HRM practices in other work contexts, such as education, where teachers' wellbeing positively affects not only their performance but also their students' learning experience (Evans, Brockman, & Grey, 2018).

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Esther Pagán-Castaño Bachelor's Degree in Psychology from the University of Valencia. Master's Degree in Secondary Education from the University Jaume I of Castellón. She is part of the teaching staff and the research department of ESIC Valencia. Her professional career has been developed in the Fundación Educativa Activa-t in the creation of educational programs to promote deliberative pedagogy in the classroom through tools such as school debate. She is currently a doctoral student at Jaume I University.

Cristina Santos-Rojo Bachelor's degree in law from the Universidad de Valencia. Doctor in Law from the Universidad de Valencia. Master's in advertising and Communication from ESIC. She is part of the teaching staff at ESIC Valencia. She is currently part of the Research Department as a teacher and researcher. At a professional level, she has taught at the Faculty of Law of Valencia, the European University and ESIC. In the field of research, she has focused her latest work on Teaching Innovation and the field of Labour Law.

Araceli Maseda-Moreno She is currently part of the ESIC Valencia Research Department. She is a trainer, researcher and consultant. Previously, she has worked in different positions of responsibility in marketing departments of several multinationals. She holds a PhD in Business Economics (URJC), a Bachelor's degree in Psychopedagogy (UCM), a Bachelor's degree in Business Management and Marketing (ESIC), an Honours Degree in Business Administration in Humberside (Great Britain) and several training courses at Harvard (Boston).

CAPÍTULO III. ARTÍCULO 2

El papel mediador del bienestar en el efecto de la gestión de los recursos humanos sobre el desempeño

Esther Pagán-Castaño*

ESIC Business & Marketing School

Fernando J. Garrigós-Simón

Universitat Politècnica de València

Javier Sánchez-García

Universitat Jaume I Castelló

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Resumen

Objetivo: el objetivo de este trabajo es construir una escala de bienestar del profesorado en centros educativos. Además, estudia la incidencia de la gestión de los recursos humanos en el desempeño educativo tanto directamente como a través del efecto mediador del bienestar (tanto psicológico como físico) del profesorado.

Metodología: el estudio utiliza la metodología de las ecuaciones estructurales y una muestra de 315 cuestionarios a profesorado de educación secundaria.

Resultados: el trabajo corrobora el efecto significativo de la gestión de recursos humanos en el desempeño educativo. La relación se observa tanto directamente como a través del efecto mediador en la mejora del bienestar psicológico. Aunque la gestión de recursos humanos reduce el bienestar físico, no observamos relación directa entre este bienestar físico y una reducción del desempeño.

Limitaciones: el estudio se plantea como un análisis exploratorio de estas relaciones. La consideración de una muestra mayor o su extensión a otros ámbitos podrían fortalecer nuestros resultados.

Implicaciones prácticas: estos resultados implican la necesidad de mejora en las políticas de recursos humanos en los centros, sobre todo las políticas positivas ligadas a la mejora

* Autor de correspondencia. e-mail: esther.pagan@esic.edu

del bienestar psicológico de los docentes. Así, una mejor gestión de los recursos humanos produce una mejora tanto del bienestar del profesorado (su satisfacción, felicidad y relación con los estudiantes) como del desempeño educativo. Además, esta gestión tiene un efecto significativo en la reducción del malestar negativo (emociones, síntomas emocionales y estados físicos negativos).

Palabras clave: recursos humanos; bienestar; desempeño educativo.

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1. Introducción

Observando como punto clave la relevancia del bienestar del profesorado para la mejora del desempeño educativo, este trabajo pretende crear un modelo que aborde el efecto de la gestión de los recursos humanos (GRH) en el desempeño educativo tanto directamente como a través del efecto mediador del bienestar del profesorado entre dichas relaciones. A su vez, el trabajo analiza en profundidad la incidencia de la variable bienestar del profesorado, creando una escala para su medición, que será introducida en el modelo empírico.

No se ha encontrado ningún trabajo en la literatura en general que observe el efecto mediador del bienestar en la relación entre una apropiada GRH y el desempeño organizativo. Esta carencia es más explícita en el campo educativo, donde, si bien existen algunos trabajos que han observado alguna relación entre las variables mencionadas, como por ejemplo, Bouwmans, Runhaar, Wesselin y Mulder (2019), quienes relacionan determinadas prácticas de GRH con el rendimiento, o Franco-Santos y Doherty (2017), quienes relacionan bienestar con desempeño. Sin embargo, no existe ningún modelo que incluya las tres variables consideradas.

Los resultados de este trabajo pueden ser relevantes en el campo teórico, al observar nuevas relaciones entre estas variables, que abren la puerta a posibles modelos futuros. A su vez, el énfasis en el estudio de la medición del bienestar puede ayudar a nuevas investigaciones que utilicen la escala desarrollada como base para estudios futuros.

2. Teoría y creación de hipótesis

Este trabajo va a utilizar como base teórica la combinación de tres modelos teóricos: la teoría AMO, el modelo de demandas y recursos laborales y la teoría del intercambio social. En relación con la teoría AMO (Appelbaum, Bailey, Berg, Kalleberg, y Bailey, 2000), nos centramos en una evolución de esta que incide en

que la implementación de prácticas de GRH debería poner el foco en el bienestar, respaldando el planteamiento AMOW, en la que el bienestar (W) forma parte de la ecuación de desempeño (Gould-Williams, 2016). En cuanto al modelo de demandas y recursos laborales (Demerouti, Bakker, Nachreiner y Schaufeli, 2001), este propone que la salud y el bienestar de los empleados son el resultado de un equilibrio entre los recursos y las demandas del trabajo (Van Woerkom, Bakker, y Nishii, 2016). Por último, la teoría del intercambio social explica la relación entre las prácticas de GRH y el rendimiento, incidiendo en los procesos de motivación del intercambio social (Blau 1964). Así, las percepciones del intercambio social influyen en el comportamiento y las actitudes de los empleados (Grant, Christianson, y Price, 2007), evidenciando una relación positiva entre el bienestar de los empleados y el compromiso de la organización (Nishii *et al.*, 2008; Koys, 2001).

Tomando como referencia las teorías anteriores, investigaciones de diferentes disciplinas han tratado de evidenciar las repercusiones de combinaciones de prácticas de GRH en los resultados del rendimiento tanto a nivel individual como de la organización (Paauwe, 2009; Paauwe y Richardson, 1997), demostrando una influencia positiva y significativa de dichas prácticas de GRH en el rendimiento de la empresa (Huettermann y Bruch, 2019; Lee y Cugin, 2020).

Los recursos humanos son cruciales en el desempeño organizacional y la ventaja competitiva (Huselid y Becker, 1996; Porter, 1990). Así, el personal es considerado como el principal potencial de ventaja competitiva de la organización (Chadwick y Flinchbaugh, 2020), al proporcionar principalmente conocimientos y capacidades (Larsen, 2001). Las organizaciones buscan desarrollar trabajadores comprometidos en un esfuerzo por reducir la rotación y el ausentismo, mejorar el rendimiento individual y las actitudes relacionadas con el trabajo (Walton, 1985) y con ello el desempeño organizacional.

Determinadas prácticas de GRH, especialmente las asociadas a la alta participación de los empleados (Combs, Liu, Hall, y Ketchen, 2006; Van Esch, Wei, y Chiang, 2018), ayudan a mejorar el rendimiento individual y organizativo (Peccei y Van De Voorde, 2019) a través de las actitudes positivas de los empleados y el bienestar en el trabajo (Appelbaum *et al.*, 2000; Guest, 2002). En concreto, se ha evidenciado la relación positiva entre las prácticas y sistemas de GRH, el bienestar de los empleados y el rendimiento de la organización (Veld, Paauwe y Boselie, 2010; Van de Voorde, Paauwe, y Van Veldhoven, 2012). Los empleados felices y satisfechos están más dispuestos a esforzarse en su trabajo y a mejorar su rendimiento para alcanzar los objetivos de la organización que aquellos insatisfechos o descontentos (Cropanzano y Wright, 2001; Martel y Dupuis, 2006). El resultado es una traslación de estas prácticas en una mayor satisfacción en el trabajo, una menor rotación de empleados, una mayor productividad y una mejor toma de decisiones, todo lo cual ayuda a mejorar el rendimiento organizacional (Shen, Benson y Huang, 2014). Por todo ello se plantea la siguiente hipótesis:

H1: La GRH influye de forma positiva sobre el desempeño organizacional.

Considerando bienestar de los empleados como un constructo multidimensional (Guerci, Hauff y Gilardi, 2019); gran parte de la literatura se centra en dos dimensiones básicas del bienestar (Van De Voorde *et al.*, 2012), que diferencian entre el bienestar psicológico y el bienestar relacionado con la salud (Heffernan y Dundon, 2016). El bienestar psicológico o la felicidad se centra en las experiencias subjetivas de los empleados, como su nivel de compromiso. Mientras que el bienestar físico se relaciona con la salud de los empleados y abarca los factores como el estrés, la tensión o la necesidad de recuperación (Peccei, Van de Voorde, y Van Veldhoven, 2013). Esto evidencia que las prácticas de GRH pueden tener efectos contradictorios sobre el bienestar (Van De Voorde *et al.*, 2012), además de existir posibles compensaciones entre estos tipos de bienestar (Clinton y Van Veldhoven, 2013; Guerci *et al.*, 2019).

El enfoque dominante plantea que las actividades de GRH hacen que el trabajo sea más variado, independiente y gratificante, y que aumente el bienestar de los empleados, a la vez que revierte en un mayor rendimiento organizativo (Wright y MacMahan, 1992). Esta tesis del “trabajador feliz-productivo” (Wright y Staw, 1999) se basa en un aumento de la satisfacción. Las investigaciones evidencian que la inversión en sistemas de GRH (Luu, 2019) afecta positivamente a la felicidad de los empleados y a las relaciones laborales (Kim, 2019; Peccei, 2004). Esta preocupación por su bienestar (Chuang y Liao, 2010; Van De Voorde y Beijer, 2015) genera un clima propicio para que los empleados cumplan sus funciones, se sientan comprometidos (Albrecht y Marty, 2017).

La literatura muestra en este sentido una relación positiva entre las prácticas de alta participación de GRH, la felicidad y el bienestar relacional (Appelbaum *et al.*, 2000; van de Voorde *et al.*, 2012). En concreto, el compromiso laboral refleja un estado positivo, satisfactorio y motivador de bienestar relacionado con el trabajo (Schaufeli, Salanova, González-Romá, y Bakker, 2002). Los empleados comprometidos tienen altos niveles de energía y están entusiasmados con su trabajo (Schaufeli *et al.*, 2002) y, a su vez, rinden mejor y tienen mejor salud (Halbesleben, 2010; Christian, Garza y Slaughter, 2011). De lo anterior se deduce la siguiente hipótesis:

H2: Los sistemas de GRH influyen de forma positiva sobre el bienestar psicológico de los empleados.

La GRH contemporánea no ha prestado suficiente atención a determinadas prácticas que, al promover el rendimiento, descuida a los empleados (Guest, 2017), ignorando sus consecuencias en la salud de los empleados (Van De Voorde *et al.*, 2012). En este sentido, se ha comprobado que diversas prácticas de GRH dirigidas a aumentar el bienestar de los empleados y el rendimiento de la organización entran en conflicto e, incluso, se contradicen entre sí (Loon, Otaye-Ebede y Stewart, 2019). Por ejemplo, se ha evidenciado que profesiones como la docente, con niveles elevados de demanda y escasos recursos, presentan altos niveles de estrés y agotamiento (Bottiani, Duran, Pas y Bradshaw, 2019).

Teniendo en cuenta que la dimensión del bienestar de la salud se vincula al estrés y se mide a través de la necesidad de recuperación (Grant *et al.*, 2007), se ha demostrado que los empleados que han estado expuestos a situaciones de trabajo muy exigentes experimentan una mayor necesidad de recuperación (Sonnentag, 2003), pudiendo ocasionar a largo plazo estrés y problemas de salud (Colligan y Higgins, 2006). Además, este mayor esfuerzo en el trabajo se relaciona fuertemente con un menor bienestar (Avgoustaki y Frankort, 2019), mientras diversas investigaciones evidencian la mediación del estrés entre intensificación del trabajo y los trastornos musculoesqueléticos (Chowhan, Denton, Brookman, Davies, Sayin, y Zeytinoglu, 2019). De todo lo anterior se plantea la siguiente hipótesis:

H3: Los sistemas de GRH influyen de forma negativa sobre el bienestar físico de los empleados.

Tradicionalmente se ha asumido que los trabajadores felices tienen mayores niveles de desempeño que los infelices (Soriano, Kozusznik, Peiró, y Mateo, 2018; Warr y Nielsen, 2018). Esta hipótesis, introducida en la psicología por el Movimiento de Relaciones Humanas a partir de los estudios de Hawthorne en los años 30, ha contribuido a esa creencia generalizada (Wright, Cropanzano, y Bonnett, 2007), estableciéndose como hipótesis dominante sobre la relación entre emociones y desempeño. No obstante, dicha relación felicidad-desempeño ha sido también cuestionada (Judge, Thoresen, Bono, y Patton, 2001; Bowling, 2007), considerándose incluso que las variables bienestar y desempeño no se encuentran relacionadas (Peiró, Kozusznik, Rodríguez-Molina, y Tordera, 2019).

Empero, gran parte de la literatura ha demostrado una relación positiva y significativa entre el bienestar individual y el desempeño de las tareas (Harrison, Newman, y Roth, 2006; Christian *et al.*, 2011). Así, los individuos con mayor bienestar subjetivo o felicidad tienen éxito en múltiples ámbitos de la vida, incluyendo el rendimiento laboral y la salud (Magnier-Watanabe, Uchida, Orsini, y Benton, 2020; Salgado, Blanco, y Moscoso, 2019). Por otra parte, la literatura constata que las personas con estados afectivos positivos son más útiles y creativas, son mejores negociadoras y más persistentes en tareas inciertas (George y Brief, 1992), obtienen evaluaciones de supervisión más positivas y realizan acciones en beneficio de la organización (Lyubomirsky, King y Diener, 2005).

Más recientemente, la relación entre el bienestar y el rendimiento ha incluido otros constructos como el afecto (Barsade, y Knight, 2015) y el compromiso (Bailey, Madden, Alfes, y Fletcher, 2017). Así, la disposición de afecto positivo puede ser un predictor importante del rendimiento (Staw y Cohen-Charash, 2005), la productividad (Lyubomirsky *et al.* 2005) o la eficacia directiva en la toma de decisiones (Staw y Barsade, 1993).

Partiendo de la base de que las emociones positivas contribuyen a la formación y desarrollo de habilidades y lazos sociales (Fredrickson, 2001), los individuos con estados de ánimo positivos son más cooperativos (Isen y Baron 1991); lo que

probablemente contribuye a la productividad en contextos de trabajo colaborativo. También pueden mejorar el desempeño en trabajos complejos al mejorar la resolución creativa de problemas (Madjar, Oldham y Pratt, 2002). Además de efectos inmediatos, las emociones positivas también fomentan la adquisición de nuevos recursos (aptitudes como la creatividad y capital social) que pueden utilizarse posteriormente (Fredrickson 2001), y contribuir a la productividad a largo plazo (Zelenski, Murphy, y Jenkins, 2008). Dado ello:

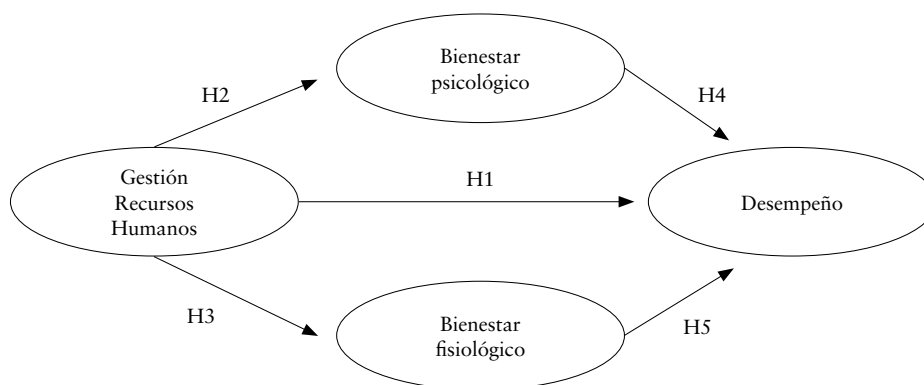
H4: El bienestar psicológico influye de forma positiva sobre el desempeño organizativo.

También está contrastada la relación negativa entre los factores estresantes y la productividad (Wilson, 1991) y los comportamientos contraproducentes en el lugar de trabajo (Kuhn, 1988). Sin embargo, la literatura sugiere que los factores estresantes no siempre son perjudiciales, existiendo efectos positivos y negativos (Boswell, Olson-Buchanan y LePine, 2004; LePine, Podsakoff y LePine, 2005). Abundando en este aspecto, en las ciencias del comportamiento existen dos modelos teóricos que compiten entre sí relacionando el estrés con el rendimiento (Jamal, 1984). El primer modelo, el más popular (Ivancevich y Matteson, 1981), sugiere una relación en forma de U invertida entre el estrés y el rendimiento (Yerkes y Dodson, 1908). Plantea que el estrés moderado es el óptimo para que el individuo se active y rinda (Cohen, 1980), mientras que niveles más elevados de estrés hacen que el individuo invierta más tiempo en rebajar y afrontar las tensiones, pudiendo reducir el rendimiento laboral. El segundo modelo equipara el estrés con el “desafío” (Meglino, 1977) y propone una relación positiva entre el estrés laboral y el rendimiento (niveles elevados de estrés son experimentados como un desafío, convirtiéndose en actividades constructivas y de mejora del rendimiento).

El estrés ocupacional genera sentimientos psicológicos y físicos negativos en el lugar de trabajo al no corresponderse las exigencias con las capacidades y recursos de los empleados (Wang, Waldman, y Zhang, 2014). Esto aumenta las probabilidades de menor motivación y satisfacción, menor rendimiento y productividad (Leka, 2005), pudiendo impactar negativamente en el desempeño (Nisar y Rasheed, 2019). Así, los empleados pueden experimentar mayor nivel de intensificación del trabajo y de tensión laboral (Ramsay, Scholarios y Harley, 2000), conduciendo a una disminución del desempeño laboral (Babin y Boles, 1996). Dado ello:

H5: El bienestar fisiológico influye de forma negativa sobre el desempeño organizacional.

Figura 1. Modelo causal



Fuente: Elaboración propia.

3. Metodología

Los datos del estudio han sido obtenidos mediante un muestreo no probabilístico por conveniencia de 75 centros educativos de educación secundaria, de titularidad tanto pública como concertada y privada, localizados en las provincias de Valencia, Madrid, Murcia y Málaga. Para la recogida de datos se generó un enlace con acceso a un cuestionario web que fue enviado por correo electrónico tanto a profesorado como a directores y jefes de estudios con el fin de garantizar el anonimato. La muestra final está formada por 315 profesores de educación secundaria, de los cuales 104 son hombres y 211 son mujeres. Con una edad media de 43,34 años, siendo la edad mínima de 25 años y la máxima de 65 años. Los encuestados también tuvieron que indicar los años de docencia, su nivel jerárquico en el centro (dirección, jefatura de estudios o de departamento) y la tipología de centro (concertado, público o privado).

Para el estudio de los datos se utilizó la metodología de modelos de ecuaciones estructurales. Los resultados de este estudio se estimaron a partir de las matrices de varianzas y covarianzas por el procedimiento de máxima probabilidad con el *software* estadístico EQS 6.4 (Bentler, 2006). Atendiendo a este procedimiento, en primer lugar, se realizó un estudio de la dimensionalidad, fiabilidad y validez de la escala de “bienestar” con objeto de asegurarnos que estábamos midiendo el constructo que se pretendía medir. Este análisis también nos permitió refinar la escala, eliminando los elementos no significativos. El número final de ítems considerados en el estudio es de 23 (ver tabla 1).

Para la medición de la GRH se utilizaron ítems adaptados de la escala de Delmotte, De Winne y Sels (2012). Basada en el planteamiento teórico de Bowen y Ostroff (2004), identifica como características de un sistema sólido de GRH la distintividad

(visibilidad, relevancia), coherencia (consistencia, validez) y consenso (acuerdo, imparcialidad), midiendo la fuerza percibida del sistema de GRH (ver tabla 3).

Para la medición de bienestar se consideran dos dimensiones: bienestar físico y bienestar psicológico (Hefferman y Dundon, 2016). Respecto al bienestar físico se consideran tres subdimensiones: agotamiento emocional (Peccei *et al.*, 2013), trastornos psicosomáticos (Van Horn, Taris, Schaufeli y Schreurs, 2004) y salud física (Nixon, Mazzola, Bauer, Krueger, y Spector, 2011). Y respecto al bienestar psicológico se consideran tres subdimensiones: elementos relacionales (Jennings, 2015), las condiciones laborales o satisfacción (Boxall y Macky, 2014) y felicidad (Wright y Staw, 1999; Salgado *et al.*, 2019). El agotamiento emocional fue medido mediante ítems de la subescala de agotamiento emocional del cuestionario de *burnout* de Maslach (MBI) (1986). Los trastornos psicosomáticos fueron medidos con ítems basados en el cuestionario de quejas psicosomáticas de Dirken (1969). Los síntomas de salud física fueron medios ítems adaptados del *Nordic Musculoskeletal Questionnaire* (Dickinson, Campion, Foster, Newman, O'Rourke y Thomas, 1992). Para medir las relaciones se utilizaron ítems adaptados de la subescala de despersonalización del cuestionario *burnout* de Maslach (MBI-ES) (1986). La satisfacción laboral fue medida con ítems adaptados de la escala de Williams y Anderson (1991). Y la felicidad fue medida mediante ítems del *Oxford Happiness Questionnaire* (Hills y Argyle, 2002).

Para el desempeño organizacional en centros educativos, se concibe el rendimiento de un modo amplio en términos de la escuela o de educación para los alumnos, entendiéndose como una medida de valor añadido (Bryson y Green, 2018). Dada la dificultad en la medición y en la obtención de datos objetivos se utilizaron 4 ítems basados en la autoevaluación (Tippins y Sohi, 2003) y en la fiabilidad de esas medidas que sugieren correlaciones positivas entre las medidas de rendimiento subjetivas y objetivas (Wall, Wood, y Leach, 2004). Se pidió a los encuestados que calificaran el rendimiento de su lugar de trabajo en relación con otros centros (Wu, Hoque, Bacon y Bou Llusar, 2015) (ver tabla 3).

En el caso de la escala de bienestar, los elementos que compartían la misma dimensión se promediaron para formar medidas compuestas (Bandalos y Finney, 2001; Bou-Llusar, Escrig, Roca, y Beltrán, 2009; Landis, Beal, y Tesluk, 2000). Las medidas compuestas de "bienestar" son combinaciones de elementos utilizados para crear agregados de puntuación, los cuales son posteriormente sometidos a análisis factoriales confirmatorios (AFC) junto con el resto de las escalas consideradas en el estudio a fin de validarlas. En el AFC, el uso de medidas compuestas es útil por dos razones. En primer lugar, permite cumplir mejor el supuesto de distribución normal de la estimación de máxima verosimilitud. En segundo lugar, da lugar a modelos más parsimoniosos, dado que reduce el número de varianzas y covarianzas que se han de estimar. En este sentido, ello aumenta la estabilidad de las estimaciones de los parámetros, mejora la relación entre el tamaño de la variable y el de la muestra, y reduce el impacto del error de muestreo en el proceso de estimación (Bagozzi y Edwards, 1998; Bandalos y Finney, 2001; Little, Cunningham, Shahar y Widaman,

2002; McCallum, Widaman, Zhang y Hong, 1999). Además, para la escala de valores percibidos se verificó la invariabilidad del instrumento de medición, asegurando así la comparabilidad entre los parámetros estimados, tomando medidas compuestas como entradas o *inputs* (Satorra, 2011). Así pues, se introdujo una medida compuesta para cada dimensión del bienestar como variable indicadora en los análisis realizados para evaluar la dimensionalidad, la fiabilidad y la validez de las escalas. A continuación, se determinaron las relaciones causales para toda la muestra con el fin de probar las hipótesis 1 a 5.

4. Resultados

4.1. Validación de las escalas

En la primera fase del análisis nos centramos en el estudio de las propiedades psicométricas de la escala de bienestar. En cuanto a la medición de la variable, a partir del análisis factorial confirmatorio de los 23 ítems que finalmente conforman la escala, obtenemos seis dimensiones: agotamiento emocional, síntomas psicósomáticos, dolor de espalda, relación con estudiantes, condiciones laborales favorables (satisfacción) y felicidad. Como se puede observar en la tabla 1, la probabilidad asociada al Chi-cuadrado alcanza un valor superior a 0,05 (0,40144), lo que indica un buen ajuste global de la escala (Jöreskog y Sörbom, 1996). La validez convergente se demuestra de dos maneras. En primer lugar, porque las cargas de los factores son significativas y superiores a 0,5 (Bagozzi y Yi, 1988; Hair, Black, Babin, Anderson, y Tatham, 2006); y, en segundo lugar, porque la varianza media extraída (AVE) para cada uno de los factores es superior a 0,5 (Fornell y Larcker, 1981). La fiabilidad de la escala queda demostrada porque los índices compuestos de fiabilidad de cada una de las dimensiones obtenidas son superiores a 0,6 (Bagozzi y Yi, 1988).

Tabla 1. Análisis de dimensionalidad, fiabilidad y validez de la escala de bienestar

Ítems	Carga factorial
BIENESTAR FÍSICO	
Agotamiento emocional (AVE: 0.62; CR: 0.79)	
Siento que mi trabajo me absorbe emocionalmente.	0.69 ^{***}
Me siento exhausto al final del día.	0.84 ^{***}
El trabajo diario me genera tensión.	0.71 ^{***}
Síntomas psicósomáticos (AVE: 0.68; CR: 0.83)	
Te encuentras triste.	0.85 ^{**}
Te encuentras deprimido.	0.86 ^{**}
Te sientes asustado.	0.65 ^{**}

Tabla 1. (Continuación)

Ítems	Carga factorial
Dolor espalda (AVE: 0.76; CR: 0.89)	
Mi espalda se resiente por la actividad laboral.	0.89***
Padezco de lumbago.	0.71***
A menudo, noto dolor en la zona de la espalda.	0.95***
BIENESTAR PSICOLÓGICO	
Relación con estudiantes (AVE: 0.64; CR: 0.84)	
Me importa mucho lo que les suceda a mis estudiantes.	0.70***
Me entusiasma el trabajar con mis alumnos.	0.78***
Siento que ayudo a mis estudiantes a resolver sus problemas.	0.81***
Me siento satisfecho de mi trabajo con los alumnos.	0.74***
Condiciones laborales favorables (satisfacción) (AVE: 0.67; CR: 0.89)	
Tengo oportunidad de hacer cosas diferentes.	0.80***
Me recompensan debidamente por mi trabajo.	0.75***
Tengo oportunidades de usar mis habilidades.	0.85***
Tengo libertad para probar mis propios métodos.	0.70***
Las condiciones de trabajo son buenas.	0.80***
Felicidad (AVE: 0.67; CR: 0.89)	
Estoy contento con mi forma de ser.	0.71***
Siento que mi vida es gratificante.	0.93***
Me siento satisfecho con mi vida.	0.93***
Soy capaz de hacer todo lo que quiero hacer en la vida.	0.72***
Soy feliz en la vida.	0.91***

Nota: el modelo se ajusta, Chi-cuadrado (χ^2): 212,4569; df: 208; p: 0,40144; RMSEA: 0,018; CFI: 0,998; NNFI: 0,996. AVE es la Varianza Media Extraída, CR es la Fiabilidad Compuesta. *p < 0,05; **p<0,01; ***p<0,001.

La tabla 2 muestra la validez discriminante del constructo considerado, evaluado a través de la varianza media extraída-AVE (Fornell y Larcker, 1981). Para ello, un constructo debe compartir más varianza con sus indicadores que con otros constructos del modelo. Esto ocurre cuando la raíz cuadrada del AVE entre cada par de factores es mayor que la correlación estimada entre esos factores; como ocurre aquí, ratificando así su validez discriminante.

Tabla 2. Validez discriminante de bienestar

	1	2	3	4	5	6
1. Emocional	0.79					
2. Síntomas	0.60**	0.82				
3. Dolor de espalda	0.42***	0.37**	0.87			
4. Relación estudiantes	-0.02 (NS)	-0.12 (NS)	-0.05 (NS)	0.80		
5. Condiciones laborales favorables (satisfacción)	-0.22 (NS)	-0.28*	-0.22*	0.47***	0.82	
6. Felicidad	-0.11 (NS)	-0.36*	-0.14*	0.51***	0.54***	0.82

Nota: Debajo de la diagonal: correlación estimada entre los factores. Diagonal: raíz cuadrada de AVE. *p < 0,05; **p<0,01; ***p<0,001; NS: No significativo.

Posteriormente, siguiendo a Bandalos y Finney (2001), Bou-Lluser *et al.*, (2009) y Landis *et al.*, (2000), una vez formadas las medidas compuestas de los elementos que comparten la misma dimensión en el bienestar, analizamos las propiedades psicométricas de las escalas que forman el modelo. Como se puede observar en la tabla 3, la probabilidad asociada al Chi-cuadrado alcanza un valor superior a 0,05 (0,35562), lo que indica un buen ajuste global de la escala (Jöreskog y Sörbom, 1996). La validez convergente se demuestra, por un lado, porque las cargas de los factores son significativas y superiores a 0,5 (Bagozzi y Yi, 1988; Hair *et al.*, 2006) y, por otro lado, porque la varianza media extraída (AVE) para cada uno de los factores es superior a 0,5 (Fornell y Larcker, 1981). En cuanto a la fiabilidad de la escala, los índices de fiabilidad compuesta de cada una de las dimensiones obtenidas son superiores a 0,6 (Bagozzi y Yi, 1988). Cabe señalar que los elementos que componen la escala de bienestar se han dividido en dos dimensiones: bienestar psicológico y bienestar físico.

Tabla 3. Análisis de la dimensionalidad, fiabilidad y validez de las escalas de medición

Ítems	Carga factorial
Recursos humanos (AVE: 0.75; CR: 0.95)	
Nos informan de las acciones que desarrollan.	0.83***
Atiende nuestras demandas, sugerencias, súplicas o ideas.	0.90***
Sus actuaciones aportan valor o mejora para el profesor.	0.88***
Los empleados obtienen el reconocimiento y las recompensas adecuadas a su trabajo.	0.85***
Atiende a todo el personal de igual forma.	0.84***
Está claramente alineado con la dirección del centro.	0.78***
Se preocupa del estado de ánimo del profesorado.	0.83***
Transmite con claridad la política del centro y los objetivos establecidos.	0.84***

Tabla 3. (Continuación)

Ítems	Carga factorial
Bienestar físico (AVE: 0.53; CR: 0.71)	
Agotamiento emocional.	0.72***
Síntomas psicósomáticos.	0.69***
Dolor de espalda.	0.61***
Bienestar psicológico (AVE: 0.60; CR: 0.78)	
Relación con estudiantes.	0.63***
Condiciones laborales favorables (satisfacción).	0.89***
Felicidad.	0.67***
Desempeño (AVE: 0.63; CR: 0.80)	
La calidad de la educación.	0.82***
Los servicios ofertados (comedor, extraescolares...).	0.74***
La demanda del centro.	0.70***

Nota: el modelo se ajusta, Chi-cuadrado (χ^2): 182.3554; df: 176; p: 0,35562; RMSEA: 0,018; CFI: 0,996; NNFI: 0,994. AVE es la Varianza Media Extraída, CR es la Fiabilidad Compuesta. *p < 0,05; **p<0,01; ***p<0,001.

La tabla 4 muestra la validez discriminante del constructo considerado, ya que la raíz cuadrada del AVE entre cada par de factores es mayor que la correlación estimada entre los factores, ratificando así su validez discriminante.

Tabla 4. Validez discriminante de las escalas asociadas al modelo

	1	2	3	4
1. Recursos humanos	0.95			
2. Bienestar físico	-0.24*	0.79		
3. Bienestar psicológico	0.61**	-0.33**	0.73	
4. Desempeño	0.60**	-0.32**	0.61**	0.78

Nota: Debajo de la diagonal: correlación estimada entre los factores. Diagonal: raíz cuadrada de AVE *p < 0,05; **p<0,01; ***p<0,001.

4.2. Relaciones causales y efectos moderadores

Para probar las hipótesis 1 a 5, realizamos a continuación un análisis de las relaciones causales (tabla 5). Esto es adecuado, en primer lugar, porque la probabilidad del Chi-cuadrado es superior a 0,05 (0,20433), en segundo lugar, porque el RMSA es próximo a 0 y por último porque el NNFI y el CFI son próximos a la unidad. El resultado del análisis muestra que cuatro de las cinco relaciones planteadas en el modelo están soportadas. Así, la GRH es un antecedente de bienestar psicológico (H1), bienestar físico (H2) y rendimiento (H3). Además, el rendimiento también está determinado por el bienestar psicológico (H4). Sin embargo, la relación entre el bienestar físico y el rendimiento no es significativa (H5).

Tabla 5. Relaciones obtenidas del modelo estructural

Hipótesis	Relación	Parámetro	Resultados
H1	Recursos humanos → Bienestar psicológico	0.79***	Apoyado
H2	Recursos humanos → Bienestar físico	-0.24**	Apoyado
H3	Recursos humanos → Desempeño	0.36**	Apoyado
H4	Bienestar psicológico → Desempeño	0.40**	Apoyado
H5	Bienestar físico → Desempeño	-0.11 (NS)	No Apoyado

Nota: el modelo se ajusta, Chi-cuadrado (χ^2): 125.1714; df: 113; p: 0,20433; RMSEA (Root Mean Square Error of Approximation): 0,019; CFI (Comparative Fit Index): 0,996; NNFI (Non-Normed-Fit Index): 0,995. *p < 0,05; **p<0,01; ***p<0,001.

5. Discusión, conclusiones y limitaciones

Este trabajo ha realizado un análisis de la influencia de la GRH en el desempeño. Observando como variable principal el bienestar de los profesores, el trabajo ha examinado la relación directa de esa gestión en el desempeño, y también el efecto moderador del bienestar tanto positivo (psicológico) como negativo (físico) en el desempeño educativo.

El trabajo ha innovado no solo en el establecimiento de dichas relaciones, sino que además ha creado una escala para medir el bienestar de los profesores (ver ítems tabla 1). Este bienestar se ha observado a través de dos dimensiones, cada una de ellas compuesta. Estas son el bienestar psicológico y el bienestar físico.

Tras el planteamiento teórico del modelo, y el establecimiento de hipótesis, el trabajo ha observado que todas las relaciones establecidas son apoyadas por los datos. La única excepción es la relación entre el bienestar físico y el desempeño, ya que, aunque aquí el sentido observado está en la dirección observada por la teoría, dicha relación no es significativa.

En este sentido, el trabajo apoya el modelo y las bases teóricas, confirmando la relación entre las prácticas de GRH, fundamentalmente las de alta participación (Marín-García y Tomás, 2016; Van Esch *et al.*, 2018), y el desempeño de las organizaciones (Lee y Cogin, 2020). Ello corrobora la teoría del intercambio social (Kehoe y Wright, 2013), remarcando la importancia del personal (Lee y Cogin, 2020) y, con ello, de la GRH (Chowhan, 2016) como elementos claves de ventaja competitiva de las organizaciones.

Además, el modelo contrasta tanto esta relación directa como a través del efecto mediador del bienestar. Este aspecto resalta la confirmación del modelo AMOW (Gould-Williams, 2016), constatando la relevancia de la GRH en el bienestar psicológico, cuestión apoyada también por múltiples autores que inciden en la relación positiva entre la GRH y diversos aspectos del bienestar, como la felicidad o el bienestar relacional (Peccei, 2004; Van De Voorde *et al.*, 2012), y la satisfacción (Macky y Boxall, 2009). Los resultados también contrastan los dictámenes del modelo de demandas y recursos laborales (Demerouti *et al.*, 2001), y otros trabajos que advierten de aquellas prácticas de GRH, como las de demanda continua, que pueden afectar negativamente el bienestar de los trabajadores relacionado con la salud (Van De Voorde *et al.*, 2012, Heffernan y Dundon, 2016), agotando a estos, aumentando su tensión (Bakker y Demerouti, 2007) y estrés (Guest, 2017), e incluso produciendo problemas musculoesqueléticos (Chowhan *et al.*, 2019), disminuyendo su satisfacción (Gould-Williams, 2007) y reduciendo su bienestar (Nishii *et al.*, 2008), cuestión también apuntada desde la teoría del intercambio social.

Este aspecto también confirma el hecho de que el bienestar de los empleados es un constructo multidimensional (Clinton y Van Veldhoven, 2013; Guerci *et al.*, 2019), aspecto corroborado por nuestro trabajo al construir la variable bienestar, y al constatar que esta consta de dos dimensiones diferenciadas, que se corresponderían al bienestar psicológico o positivo y el bienestar negativo relacionado con la salud (Heffernan y Dundon, 2016).

A su vez, el trabajo observa la significatividad de la relación “positiva” del bienestar psicológico con el desempeño de la organización (Soriano *et al.*, 2018; Warr y Nielsen, 2018), a la vez que confirma la relación contradictoria entre el bienestar y salud física y el desempeño (Van De Voorde *et al.*, 2012), confirmando nuestro trabajo que esta no es significativa. Es decir, determinadas prácticas de GRH, como la dotación de recursos adecuados, reducen los niveles de estrés o tensión. Esta reducción del estrés, y el consiguiente aumento de los niveles de bienestar, pueden repercutir de forma positiva sobre el rendimiento. No obstante, el que la relación lineal no sea significativa no implica que no exista, sino que la relación sea de otra forma, como la de forma de U invertida apuntada en nuestra revisión bibliográfica.

Tras estos resultados, consideramos que nuestro análisis es relevante, dado que suple diversas carencias en la literatura. Así, si bien la relación entre la GRH ha sido ampliamente estudiada, el análisis mediador del bienestar del profesorado no lo ha sido en tal medida. El trabajo es teóricamente relevante al analizar teórica y empíricamente la significatividad de dichas relaciones y al incidir de una forma pionera

tanto teóricamente como empíricamente en la relevancia de diferentes factores relativos al bienestar del profesorado, y en la conformación de una escala que permita su medición. A su vez, los resultados, fundamentalmente al observar el mayor y más significativo efecto del bienestar psicológico frente al físico, abren nuevas perspectivas de análisis que puedan combinar diversas teorías de liderazgo y motivación explicativas de dichos efectos. Además, las implicaciones prácticas son importantes, ya que se plantea una mayor promoción de las políticas de GRH (como la participación, la flexibilidad o la variedad) que fomenten ambientes de trabajo que cautiven y satisfagan a los docentes para que alcancen su máximo potencial. Repercutiendo de forma relevante y significativa en la mejora de la calidad educativa.

El análisis está limitado por el tamaño de la muestra y su aplicación en un ámbito geográfico muy concreto. Futuros trabajos pueden aplicar el modelo utilizando otras muestras u otros ámbitos de aplicación. A su vez, otros trabajos podrían ampliar la escala planteada u observar otras variables en el modelo, de forma que pudieran enriquecerlo.

Declaración de conflictos de interés

Los autores declaran que no presentan conflictos de interés en relación con la investigación, autoría o la publicación de este trabajo.

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CAPÍTULO IV. ARTÍCULO 3.

Article

The Influence of Management on Teacher Well-Being and the Development of Sustainable Schools

Esther Pagán-Castaño ^{1,*}, Javier Sánchez-García ² , Fernando J. Garrigos-Simon ³  and María Guijarro-García ¹¹ ESIC Business & Marketing School, 46021 Valencia, Spain; maria.guijarro@esic.edu² Department of Business Organization and Marketing, Universitat Jaume I, 12071 Castelló, Spain; jsanchez@uji.es³ Department of Business Organization, Universitat Politècnica de València, 46022 Valencia, Spain; fgarrigos@doe.upv.es

* Correspondence: esther.pagan@esic.edu; Tel.: +34-655-47-6419

Abstract: Teaching is one of the professions with the highest levels of stress and disquiet at work, having a negative impact on teachers' well-being and performance. Thus, well-being is one of the priorities in human resource management (HRM) in schools. In this regard, this paper studies the relationship between HRM, well-being and performance, observing the incidence of leadership and innovation in these relationships. The objective is to measure the extent to which it is necessary to encourage sustainable environments that promote the well-being of teachers and, by extension, students. The study used the methodology of structural equations and a sample of 315 secondary school teachers. The work validates the influence of leadership by example and information management on HRM and performance. In addition, we confirm the significant effect of human resource management on educational performance. The relationship is observed both directly and through the mediating effect on the improvement of well-being. On the other hand, the positive influence of innovation on performance, both in schools and in the classrooms, is reaffirmed. These results suggest the need to zero in on the human resources policies in schools linked to the improvement of teacher well-being and educational performance. They also highlight the role of school and classroom innovation as a key element in maintaining educational quality.

Keywords: human resources management; well-being; performance; leadership; innovation; sustainability



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1. Introduction

The research carried out in recent decades on sustainable development has mainly focused on the economic and environmental dimensions, leaving aside the social one [1,2]. The social dimension focuses on well-being and on the development and maintenance of pleasant working and living spaces by understanding the material, social and emotional needs of individuals [3–5], beyond economic interest [6].

Furthermore, changes in the working and social environment (such as flexibility, digitalisation or increasing inequality) that threaten the well-being of people in general, and employees in particular [7], raise the need to generate working environments in which adequate levels of well-being can be achieved. Specially, when considering the well-being of employees as a goal and a responsibility of companies [8].

In this respect, the literature underscores the role of human resource management (HRM) in promoting employee well-being through practices that enhance employee satisfaction, engagement and reduce stress in work environments [9,10]. In addition, research holds that happy and satisfied employees are more willing to work hard to achieve organisational goals than those who are dissatisfied or unhappy [11].

Delving into these facts, the objective of this research is to analyse the importance and consequences of generating work environments with high levels of well-being, due

to its relevance to performance. This is considered in some of the theoretical frameworks on which this article is based, such as the AMO theory, which emphasises on the idea that the set of HR practices associated with HRM systems have an effect on individual and organisational performance, the model of labour demands and resources, which focus on the analysis of employee well-being; and the theory of social exchange, which affects social exchange as an essential element in the relationship between HRM practices and performance.

This research focuses on the need to generate working environments with high levels of well-being in educational institutions in particular. Mainly because of the fundamental role that education plays in the processes of leading the society towards a more sustainable future [12,13] and because of its contribution to the values and well-being of the society [14].

The study attempts to address various shortfalls detected in the literature. Specifically, and even though HRM in educational centres has been widely addressed in recent years, the literature does not deepen into the analysis of its relationship with leadership and performance in educational centres. In addition, performance is often measured primarily in terms of student academic achievement rather than in organisational terms. On the other hand, there are a few studies that address more than one dimension of well-being (physical and psychological) and for their measurement these mainly use self-reports instead of objective measures [15].

Finally, given the impact of school principals on teacher well-being, the study seeks to cover the need to expand the existing knowledge about factors that can contribute to the well-being in the workplace [16]. Thereby and observing the importance of teacher well-being for educational improvement as a key variable [17,18], this paper presents a model that addresses the effect of leadership and human resource management (HRM) on educational performance, both directly and through the mediating effect of teacher well-being between these relationships. The model, in turn, affects the added effect of innovation in the school and in the classroom on such performance (see Figure 1). The aim is to propose a model that integrates the main elements that can promote sustainable environments, and that have a positive impact on teachers' well-being and performance.

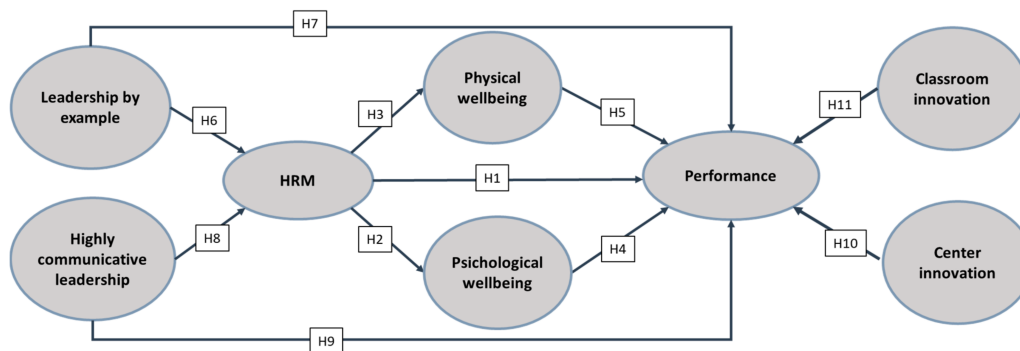


Figure 1. Causal model. Own elaboration.

The results support most of the hypotheses and indicate the need for greater promotion of leadership and HRM policies, both for their effect on teachers' well-being (and job performance) and for their ultimate effect on schools' performance. The results are also important, both on a theoretical level, as they open the door to future developments, and on a practical level, as they indicate and highlight the relevance of sustainable management practices and policies (both at the educational and business levels) in general for improving social well-being and sustainability, and for improving school performance.

The work is organised as follows. In the following section we present the basic theoretical model, and the theoretical justification of the hypotheses raised. Section 3 focuses on the observation of the sample and the methodological justification of the tools used

to test our hypotheses, and Section 4 presents the results. Finally, Section 5 discusses the results obtained, emphasising the main conclusions, theoretical and practical implications, limitations of the model and future developments.

2. Theory and Hypothesis Formulation

2.1. Theoretical Model

We use the combination of three theoretical models: the AMO theory, the Job Demands-Resources model and the theory of social exchange as its theoretical basis. These theories are used to explain the relationship between HRM and performance, and the mediating role of well-being in schools.

The AMO Theory [19,20] puts forth that performance is a function of three elements of HRM: (A) ability, (M) motivation and (O) opportunity. That is, employees could enhance both performance and well-being when the HR practices or HRM system provide the necessary skills and competences, as well as motivation and offers opportunities for participation [21].

The Job Demands-Resources Model (JD-R) [22]: This model classifies the characteristics of employment into two categories: an unfavourable demand for labour and a favourable demand for job resources [23]. It proposes that the well-being and performance of employees are the result of a balance between labour resources and demands [24]. Therefore, certain HRM practices may lead to feelings of continuous demand and that the organisation does not care about their well-being [25,26], leading to less commitment and more work-related stress [23].

The Social Exchange Theory explains the relationship between HRM practices and performance [27] through social exchange processes [28]. It is based on the premise that organisations promote commitment by investing in employees [29]. Thus, employees perceive this investment as an expression of the organisation's trust and commitment to them [30], resulting in higher levels of performance and satisfaction [31,32] and lesser likelihood of job abandonment [29].

2.2. Hypotheses Establishment

After the introduction and establishment of the theoretical bases of the study, we put forward the following hypotheses that form our theoretical model.

2.2.1. HRM–Educational Centre Performance

A positive and significant influence between combinations of HRM practices on performance in organisations has been demonstrated from different disciplines [33,34]. The basis of this argument is that certain HRM practices help improve individual and organisational performance [35] through positive employee attitudes and well-being at work [19,36]. This element is key to the AMO theory underlying our work, and which is discussed above. In particular, the positive relationship between HRM practices and systems, employee well-being and organisational performance has been highlighted [37,38], validating the relationship between these practices, lower levels of absenteeism, greater job satisfaction, and a greater effort and willingness to remain in the organisation [39].

As for schools, HRM has also been acknowledged as a key element for performance improvement [40]. HRM is seen as a means to motivate teachers to achieve their school's goals, as a way to provide continuous professionalisation and also to help retain competent and motivated teachers [41]. Following the approach of social exchange theory, when teachers perceive HRM as distinctive, interrelated and coherent practices, their competence and commitment increases and performance of both teachers and schools improves [42,43].

Hence,

Hypothesis 1 (H1). *HRM has a positive and significant influence on organisational performance in schools.*

2.2.2. HRM–Psychological Well-Being

As we previously stated, the Job Demands-Resources Model (JD-R), shows its emphasis on the analysis of employee well-being. Emphasising this aspect, the literature shows mainly two dimensions of well-being: the psychological one, or related to happiness, and the physical one [44]. While psychological well-being is based on employees' subjective experiences, such as their level of engagement, physical well-being is related to employees' health and encompasses factors such as stress or the need for recovery [45,46]. Most studies addressing the relationship between HRM and employee well-being are based on the 'optimistic' view. In this sense, understanding HRM as human resources practices, systems or sets of practices associated with the management of people in companies [20,47] it states that HRM positively affects well-being [46] and happiness of employees [48,49]. Therefore, following the social exchange theory approach [29], research shows that investment in HRM and the consequent perception by employees that the company cares about their well-being [50] favour the performance and the fulfilment of their tasks, and increases commitment levels [48].

Regarding schools, the literature notes that the work environment plays an important role in the well-being of teachers. Thus, factors such as the availability of resources, the possibility of continuous professional development and participation in management processes suggest higher levels of teacher satisfaction and well-being [51]. In this regard, the literature has shown, for example, that certain human resources practices are positively related to dedication [52].

Based on the argument of the 'optimistic' perspective put forward by Peccei et al. (2013):

Hypothesis 2 (H2). *HRM systems have a positive and significant influence on the psychological well-being of teachers.*

2.2.3. HRM–Physical Well-Being

Having addressed the optimistic view in the previous section, the pessimistic view maintains that performance-enhancing HRM practices can lead to neglect of employees [6], overlooking potential consequences for workers' health [44]. A clash between well-being and performance is therefore evident [53]. For example, HRM associated with high-performance work systems and financial incentives as a motivational basis leads to an intensification of work that causes negative effects on workers' well-being [54,55]. It has been shown that these workers experience a greater need for recovery and their stress levels may increase [6,45].

In the specific case of the teaching profession, teachers have some of the highest rates of work-related stress, leading to physical and mental health problems [56,57]. Elements associated with HRM such as workload, conflict and role ambiguity or poor working conditions are identified as the main sources of stress [58]. For example, when available resources are not sufficient to meet teachers' work demands, stress and burnout may occur [59].

Based on the argument of the more pessimistic or 'critical' perspective put forward by Van De Voorde et al. (2012):

Hypothesis 3 (H3). *HRM systems have a significant negative influence on the physical well-being of employees.*

2.2.4. Psychological Well-Being-Performance

A positive relationship between well-being and performance has been shown [46,60], and this is highlighted by the theory of social exchange, which emphasises on social exchange as an essential element in the relationship between HRM practices and performance. In this regard, studies show that employees' moods and emotions influence organisational outcomes, such as performance, participation, decision-making, creativity, staff turnover, prosocial behaviour, teamwork, leadership [61,62] or productivity [63,64]. Following the

approach of JD-R theory, if employees perceive a balance between resources and work, the well-being of employees and their performance will improve. For example, job resources, such as personal development through feedback, help employees reduce job demand [65,66], and thus improve performance levels. Obviously, the performance of the workers leads to improvement in the performance of the organisation as a whole, an aspect that lies beyond the scope of this work.

In the case of education, it has been shown that teachers' well-being influences performance. Therefore, it is essential to improve their well-being in order to have a positive impact on the quality of teaching [67]. In turn, it has been confirmed, for example, that increased satisfaction and organisational commitment are linked to improvements in school performance [68,69]. Specifically, satisfaction has been found to contribute to organizational learning and teaching effectiveness, and by extension to student achievement [70,71], and hence to the performance and competitiveness of educational organisations.

In view of this:

Hypothesis 4 (H4). *Psychological well-being has a positive and significant influence on performance in schools.*

2.2.5. Physical Well-Being and Performance

It has also been shown that work stressors, such as high demands or adverse psychosocial conditions in work environments, can cause stress and lead to musculoskeletal pain, thus being risk factors for long-term decline in both work performance [72,73]. According to the JD-R theory, feelings of continuous demand and the organisation's lack of concern for their well-being [25,26] can lead to burnout and work stress, as well as lower levels of commitment and performance [23]. Consequently, stress in the work environment can generate negative psychological and physical feelings, when there is no perceived correspondence between work demands and employees' capabilities and resources [74].

In education, it has been often confirmed that teachers' work is increasingly oriented towards evaluation and performance, and it is distancing from the more individualistic and creative aspects [75]. This performance culture has been identified as one of the main causes of teacher drop-out [75]. In this regard, research shows a negative relation between levels of teacher stress and the degree of achievement of educational goals, as stress is linked to detachment, alienation, absenteeism and drop-out [76,77].

Hence:

Hypothesis 5 (H5). *Physical well-being has a significant negative influence on organizational performance.*

2.2.6. Leadership by Example-HRM

In addition to HRM, this work aims to emphasise the role of leadership. In this sense, evidence shows that leaders who model desired behaviours promote strong HRM systems [78]. This suggests that certain leadership styles positively influence the implementation of HRM policies. Theories such as ethical leadership or transformational leadership recognise the importance of leadership by example and suggest that modelling is an important means by which effective leaders motivate their followers to act accordingly [79,80]. That is, leaders must act as role models, motivating employees, providing a roadmap and creating positive supportive environments [81]. Under the AMO approach, leaders are expected to engage and serve as role models [82]; creating motivating and participatory environments where employees can exploit their capabilities.

School principals are responsible of organising and managing to improve teacher performance and achieve higher educational and administrative goals. In this regard, and under new developments to the AMO theory, they are responsible for motivating teachers and generating a cooperative environment [83]. This requires the director to be a 'role model' in all areas (from the professional and pedagogical to the interpersonal), in

order to promote the efforts and initiatives undertaken by the educational community, and especially by the teaching staff [84]. Along the same line, we can see the positive effect of the school principal leading by example, driven by an ethic of care for others [85].

In this light, the following hypothesis is put forth:

Hypothesis 6 (H6). *Leadership by example has a positive and significant influence on HRM.*

2.2.7. Leadership by Example-Performance

It has been argued that leadership is the most important contextual factor influencing team performance [86], and this is evidenced by the AMO theory discussed above. Focusing on this, it has been shown that groups can function best when they are led by people who are willing to sacrifice personal gain for the greater good [87]. That is, groups respond effectively to the example set by a leader [82,88]. As a result of these relationships, a role model (benchmark power) has been shown to be critical in building commitment and performance [89]. In short, leaders model a behaviour, followers imitate it, a strategic orientation is created, and this strategic approach influences team performance [90].

In the field of education, we consider that the results obtained should be transferred to general theory. Our research has not permitted us to find much literature that analyses this situation, being such void a driver to this work. However, in the field of teaching, it has been shown, for example, that support from leaders helps maintain work commitment over time among teachers [23], and can mitigate the influence of demands or work overload [51]. Obviously, this would transfer directly and indirectly to changes in procedures in educational organisations, an issue that may ultimately affect the organisation's overall performance.

All this leads us to propose the following hypothesis:

Hypothesis 7 (H7). *Leadership by example has a positive and significant influence on organisational performance.*

2.2.8. Highly Communicative Leadership-HRM

The literature suggests that systematic communication of objectives and priorities to employees is key to organisational integration [91]. Given this, the leader must implement a highly communicative style, with practices focused on the transmission of messages that ensure that employees know what is valued and considered important in the organisation and what is expected of them, giving meaning to their work [92]. This also forms a key 'co-ordination mechanism' for effective teamwork [93]. In this regard, a highly communicative leadership style can not only indirectly influence performance through the mediating effect of aspects such as HRM or well-being, but also directly, by observing other effects that emphasise this relationship. Thus, under the AMO approach again, this type of leadership generates safe climates in which team members are motivated to share their ideas and information [94,95].

The school principal, being responsible for HRM, organises, directs and coordinates with the aim of improving the school unit. Based on the AMO theory, the director motivates the teachers and uses incentives, through a leadership style based on the use of good communication practices and relations between the members of the school community. They are also expected to generate a cooperative and team environment [83]. To contemplate this environment, they must provide pedagogical instructions to teachers, motivate them to take initiatives, and use their skills, abilities and interests to carry out effective teaching [96,97]. For all these reasons, the school principal must have the ability to communicate both to manage the flow of information between the educational community [98] and to provide adequate feedback to the effort shown by the teaching staff [99].

This leads to the following hypothesis:

Hypothesis 8 (H8). *Highly communicative leadership has a positive and significant influence on HRM.*

2.2.9. Highly Communicative Leadership-Performance

Communication about group goals, strategies and processes has the potential to contribute positively to team effectiveness and improve performance [100]. In the same vein, a highly communicative leadership style can not only indirectly influence the performance through the mediating effect of aspects such as HRM or well-being, but also directly (by observing other effects that emphasise this relationship). Therefore, the exchange of information between teams is an important precondition for performance [101] as it exposes team members to ideas and data that enable them to optimise their processes [102,103]. Research has shown that internal communication across the firm's different job positions has a positive effect on the perceived performance [104,105].

Changes in the educational system, such as the increasing management in schools, have resulted in a great interest in the leadership skills of the school principal as a key factor in the effectiveness of the educational institutions [106,107]. Research shows that leadership based on communication, monitoring of goals, standards and staff participation, promote clarity and consensus on goals, and positively impacts performance at the educational institution [108,109]. For example, certain types of leadership, such as collaborative or instructional, provide access to information, encouraging dialogue and reflection, promoting a culture supportive of learning and progress [110,111], and thus contributing to the improvement of the centre's performance. From this, Hypothesis 9 is derived:

Hypothesis 9 (H9). *Highly communicative leadership has a positive and significant influence on organisational performance.*

2.2.10. Innovation in the Educational Centre—Organisational Performance

This work aims to shed light on the role of educational innovation in the model. Hence, we can define educational innovation as the 'application of an idea that produces planned change in processes, services or products that generate improvement in training objectives', and that must also be original, effective, transferable and sustainable [112]. In other words, it involves the implementation of new practices, which can range from small changes in classroom activities to changes at the school level that go from redesigning a curriculum to a new approach to teaching. In this work, we differentiate these two.

Innovation in schools refers to useful products or processes that promote the quality and outcome of learning processes. Three dimensions for successful innovation are identified in this area: the use of new or revised materials, the use of new teaching approaches, and the change in pedagogical beliefs [113]. It is expected that innovations in the educational centre will positively influence the achievement of the centres' goals and objectives.

Research shows that innovations are positively related to school efficiency, mainly those innovations that are developed around the educational profile, pedagogy, process, and the educational chain [114]. Although, again, we have not found literature on innovation in educational centres and its impact on performance—being this an important gap this work aims to address, general literature on the importance of innovation in organisational performance points in this direction. In turn, it has been observed, for example, that changes in curricula are related to improved performance and reduced program completion time [115,116]. Given this:

Hypothesis 10 (H10). *Innovation in the educational centre positively and significantly influences organisational performance.*

2.2.11. Innovation in the Classroom—Organisational Performance

Focusing on classroom observation, innovation implemented in the classroom environment focuses on course didactics, i.e., changes in the way classes are taught (e.g., the use of different teaching methods such as group work or project-based learning) and the use of pedagogical services (e.g., a support teacher). The use of such innovations is driven

by the quality requirements of the schools [114]. It has been shown that innovations such as problem-based learning or cooperative learning have positive effects on students and their performance [117,118] and thus on the achievement of school goals.

Considering that innovative behaviour is a fundamental element in the teaching profession [119] and that teachers are key agents in the introduction and execution of innovations in the classroom [120] these innovations are vital for the improvement of the organisational goals of schools. Moreover, it has been proven that when innovation, for example, in the use of information technology, is linked to teacher compensation plans, the results and added value of these plans increase [121,122], thus increasing the organisational performance of schools. Given this:

Hypothesis 11 (H11). *Innovation in the classroom has a positive and significant influence on performance.*

3. Research Methodology

3.1. Study Design

To test the hypotheses, we used the scales for measuring HRM, innovation, performance, well-being and leadership. Below we describe the tools used.

We used items adapted from the Delmotte, De Winne and Sels [123] scale to measure HRM. Based on Bowen and Ostroff's [92] theoretical approach, these identify distinctiveness (visibility, relevance), coherence (consistency, validity) and consensus (agreement, fairness) as characteristics of a robust HRM system, measuring the perceived strength of the HRM system.

Two dimensions are considered for measuring well-being: physical well-being and psychological well-being [44]. The physical well-being analysis comprises three sub-dimensions: emotional exhaustion [46] psychosomatic disorders [124] and physical health [125]. With respect to psychological well-being, three sub-dimensions were studied: relational elements [126] working conditions or satisfaction [8] and happiness [127,128]. Emotional burnout was measured as items on the emotional burnout subscale of Maslach's Burnout Inventory (MBI) [129]. Psychosomatic disorders were half-items based on Dirken's psychosomatic complaints questionnaire [130]. Physical health symptoms were half items adapted from the Nordic Musculoskeletal Questionnaire [131]. We also used items adapted from the depersonalization subscale of Maslach's Burnout Inventory (MBI-ES) [129] to measure relationships. Job satisfaction was measured with items adapted from the Williams and Anderson scale [132]. Finally, happiness was measured with items from the Oxford Happiness Questionnaire [133].

Organizational performance in educational centres is conceived broadly in terms of the school or education to students, understood as a way to add value [134]. Given the difficulty in measuring and obtaining objective data, four items were used based on self-evaluation [135] and on the reliability of these measures, which suggest positive correlations between subjective and objective performance measures [136]. Respondents were asked to rate the performance of their workplace relative to other educational centres [137].

Regarding leadership, we considered two styles: leadership based on example and leadership of high communication. To measure it, we used items from the Empowering Leadership Questionnaire (ELQ), which measures the empowering leader behaviour [138].

Finally, we used items based on the OECD's approach to innovation in education centres were used to measure innovation, both in the centre and in the classroom [139].

The items of the different constructs were evaluated using a Likert scale with values from 1 to 5 (see Table A1).

3.2. Sample and Data Collection

Data for this work were obtained through a non-probabilistic sampling for convenience of 300 educational centres, public, subsidised and private, of secondary education. In order to include large, medium and small cities, the provinces of Madrid, Valencia,

Malaga and Murcia in Spain were selected. This order represents the different sizes of the cities from larger to smaller. For the collection of data, we set up a link with access to a web questionnaire and sent it by email to teachers in order to guarantee anonymity. The final sample is made up of 315 secondary school teachers from 75 schools, of which 33% are men and 67% are women. With an average age of 43.34 years, the minimum age is 25 and the maximum is 65.

3.3. Instruments

The proposed model was analysed with structural equation modelling, which generally allows testing causal relationships between dependent and independent variables simultaneously. The statistical software EQS 6.4 was used, along with the robust maximum likelihood (MLR) method as the missing values in some variables had to be taken into account.

4. Findings

This section is divided into three points. In the first one, the common method bias of the scales used is analysed. In the second point, the dimensionality, reliability and validity of the wellbeing scale was analysed. In the third point, in the case of wellbeing, the items sharing the same dimension were averaged to form composite measures. Composite measures of wellbeing were combinations of items to create score aggregates that are then subjected to confirmatory factor analyses (CFA) together with the rest of the scales considered in the study, in order to validate them. Finally, at this point the causal relationships were analysed to test the hypotheses.

4.1. Common Method Bias

Since all questions are completed with the same scoring method in the questionnaire survey process, the risk of common method bias is likely to occur. We used Harman's test as a method of checking for the presence of common method bias [140–142]. Every item from every construct is implemented for factor analysis to judge whether more than 50% of the variance may come from a general factor before being rotated. In this study, the results reported a small portion of the variance (37.891% for well-being scale and 41.479% for all the constructs) occupied by the first principal component obtained, and when it is not rotated it does not account for the bulk. This assures that there is no common method bias and will not affect the conclusion of the study.

4.2. Well-Being Scale

In the first phase of the analysis, we focused on the study of the psychometrical properties of the well-being scale. With regard to the measurement of well-being, from the confirmatory factor analysis of the 23 items that finally make up the scale, we obtained six dimensions: emotional, symptoms, back ache, relations with students, favourable work conditions (fulfilment) and happiness (see Appendix A). As can be observed in Table 1, the probability associated with chi-squared reaches a value higher than 0.05 (0.40144), values for NNFI, CFI, IFI and MFI are close to one; and RMSEA is close to zero; all these results are indicating a good overall fit of the scale [143]. The convergent validity is demonstrated in three ways. First, because the factor loadings are significant and greater than 0.5 (See last column of Table 1) [144,145], second because alpha Cronbach is higher than 0.7 (See first value in parenthesis next to the name of each dimension) and third because average variance extracted (AVE) for each of the factors is higher than 0.5 (See second value in parenthesis next to the name of each dimension) [146]. The reliability of the scale is demonstrated because the composite reliability indices of each of the dimensions obtained are higher than 0.6 [144]. The last two columns of Table 1 show the mean value and standard deviation of all items.

Table 1. Analysis of the dimensionality, reliability and validity of well-being scale.

Items	Factor Loading	Mean	SD
PHYSICAL WELL-BEING			
Emotional (α : 0.78; AVE: 0.62; CR: 0.79)			
I feel that my work drains me emotionally	0.69 ***	3.22	1.13
I feel exhausted at the end of the day	0.84 ***	3.31	1.09
Daily work creates tension for me	0.71 ***	2.40	1.13
Emotional symptoms (α : 0.83; AVE: 0.68; CR: 0.83)			
I am sad	0.85 **	2.19	0.87
I am depressed	0.86 **	1.85	0.90
I feel scared	0.65 **	1.75	0.92
Backache (α : 0.88; AVE: 0.76; CR: 0.89)			
My back hurts from the work activity.	0.89 ***	2.72	1.26
I suffer from lower back pain.	0.71 ***	1.96	1.18
I often notice pain in the back area.	0.95 ***	2.62	1.30
PSYCHOLOGICAL WELL-BEING			
Students' relationship (α : 0.84; AVE: 0.64; CR: 0.84)			
I care very much about what happens to my students.	0.70 ***	4.55	0.68
I am enthusiastic about working with my students.	0.78 ***	4.45	0.75
I feel like I help my students solve their problems.	0.81 ***	4.18	0.74
I feel satisfied with my work with the students.	0.74 ***	4.08	0.81
Favorable working conditions (fulfillment) (α : 0.88; AVE: 0.67; CR: 0.89)			
I have the opportunity to do things differently.	0.80 ***	3.84	0.99
I am duly rewarded for my work.	0.75 ***	3.22	1.23
I can use my skills	0.85 ***	3.90	1.01
I am free to try my own methods.	0.70 ***	3.96	1.06
Working conditions are good.	0.80 ***	3.81	1.05
Happiness (α : 0.92; AVE: 0.67; CR: 0.89)			
I am happy with the way I am.	0.71 ***	4.02	0.73
I feel that my life is rewarding.	0.93 ***	4.04	0.83
I feel satisfied with my life.	0.93 ***	4.06	0.81
I am capable of doing everything I want to do in life.	0.72 ***	3.67	0.88
I am happy with my life	0.91 ***	4.04	0.80

Note: model fits Chi-square (χ^2): 212.4569; df: 208; p : 0.40144; Bentler–Bonett Normed Fit Index (NFI) = 0.953; Bentler–Bonett Non-Normed Fit Index (NNFI) = 0.996; Comparative Fit Index (CFI) = 0.998; Bollen's (IFI) Fit Index = 0.997; McDonald's (MFI) Fit Index = 0.941; Root Mean-Square Error of Approximation (RMSEA) = 0.018. AVE is the Average Variance Extracted, CR is the Composite Reliability. ** $p < 0.01$; *** $p < 0.001$.

Table 2 shows the discriminant validity of the construct considered, evaluated through average variance extracted-AVE [146]. For this, a construct must share more variance with its indicators than with other constructs of the model. This occurs when the square root of the AVE between each pair of factors is higher than the estimated correlation between those factors; as does occur here, thus ratifying its discriminant validity.

Table 2. Well-being-discriminant validity.

	1	2	3	4	5	6
1. Emotional	0.79					
2. Symptoms	0.60 **	0.82				
3. Back ache	0.42 ***	0.37 **	0.87			
4. Relations with students	−0.02 (NS)	−0.12 (NS)	−0.05 (NS)	0.80		
5. Favorable working conditions (fulfillment)	−0.22 (NS)	−0.28 *	−0.22 *	0.47 ***	0.82	
6. Happiness	−0.11 (NS)	−0.36 *	−0.14 *	0.51 ***	0.54 ***	0.82

Below the diagonal: correlation estimated between the factors. Diagonal: square root of AVE. * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$; NS: not significant.

4.3. Overall Model

Subsequently, following Bandalos and Finney [147], Bou-Llusar et al. [148] and Landis et al. [149], once composite measures have been formed of the items sharing the same dimension in well-being, we analyse the psychometrical properties of the scales forming the model. As can be observed in Table 3, the probability associated with chi-squared reaches a value higher than 0.05 (0.09393); values for NNFI, CFI, IFI and MFI are close to one; and RMSEA is close to zero; all these results are indicating a good overall fit of the scale [143]. Convergent validity is demonstrated on the one hand because the factor loadings are significant and higher than 0.5 [144,145] and, on the other hand, because, for each of the factors, alpha Cronbach is higher than 0.7 and the average variance extracted (AVE) is higher than 0.5 [146]. As for the reliability of the scale, the indices of composite reliability of each of the dimensions obtained are higher than 0.6 [144]. It should be noted that the items that make up the well-being scale have been divided into two dimensions: positive well-being and negative well-being. The last two columns of Table 3 show the mean value and standard deviation of all items.

Table 3. Analysis of the dimensionality, reliability and validity of the scales of measurement.

Items	Factor Loading	Mean	SD
Leadership by example (α : 0.97; AVE: 0.87; CR: 0.97)			
They set high standards of performance by their own behaviour.	0.85 ***	3.72	1.19
They work as hard as they can.	0.95 **	4.02	1.13
They work as hard as any teacher.	0.93 ***	3.96	1.16
Lead by example and work like everyone else.	0.96 ***	3.98	1.18
Guide with the example.	0.94 ***	3.84	1.21
High communication leadership (α : 0.95; AVE: 0.81; CR: 0.95)			
They inform about the decisions of the school.	0.86 ***	3.66	1.13
They inform about the objectives of the school.	0.88 ***	3.88	1.15
They make clear the roles and responsibilities of each.	0.86 ***	3.65	1.16
They inform the purpose of the school's policies.	0.93 ***	3.63	1.13
They inform about the rules and expectations	0.89 ***	3.79	1.10
Human Resources (α : 0.95; AVE: 0.74; CR: 0.95)			
They inform us about the actions they carry out	0.83 ***	3.54	1.20
They attend to our demands, suggestions, requests or ideas.	0.88 ***	3.50	1.13
Their actions provide value or improvement for the teacher.	0.83 ***	3.51	1.07
Employees get the recognition and rewards appropriate to their work.	0.83 ***	3.13	1.23
They serve all staff equally	0.84 ***	3.42	1.32
It is clearly aligned with the school management.	0.79 ***	3.75	1.19
It is concerned with the mood of the teaching staff.	0.83 ***	3.43	1.31
It conveys clearly the policy of the center and the established objectives	0.85 ***	3.57	1.21
Physical well-being (α : 0.78; AVE: 0.53; CR: 0.71)			
Emotional	0.72 ***	3.10	0.96
Symptoms	0.69 ***	1.93	0.77
Backache	0.61 ***	2.43	1.12
Psychological well-being (α : 0.75; AVE: 0.65; CR: 0.82)			
Relation with students	0.65 ***	4.31	0.61
Favorable working conditions (fulfillment)	0.93 ***	3.75	0.88
Happiness	0.73 ***	3.96	0.71
Performance (α : 0.79; AVE: 0.63; CR: 0.80)			
Quality of education	0.84 ***	3.60	1.01
Offered services (dining hall, extracurricular, . . .)	0.72 ***	3.57	1.08
The demand of the school	0.70 ***	3.68	0.93
Classroom innovation (α : 0.91; AVE: 0.80; CR: 0.91)			
Students can design their own projects.	0.79 ***	3.27	0.96
They use computer simulations to learn.	0.74 ***	3.17	1.06
They use computers to practice skills and procedures.	0.70 ***	3.54	1.07
Center innovation (α : 0.77; AVE: 0.62; CR: 0.79)			
The teachers collaborate with each other.	0.80 ***	3.65	0.94
Critical thinking is encouraged.	0.92 ***	3.54	1.03
Problem solving and professional development are encouraged.	0.92 ***	3.41	1.03

Note: the model fits Chi-square (χ^2): 484.7512; df: 445; p : 0.09393; Bentler–Bonett Normed Fit Index (NFI) = 0.941; Bentler–Bonett Non-Normed Fit Index (NNFI) = 0.994; Comparative Fit Index (CFI) = 0.995; Bollen's (IFI) Fit Index = 0.995; McDonald's (MFI) Fit Index = 0.939; Root Mean-Square Error of Approximation (RMSEA) = 0.017. AVE is the Average Variance Extracted, CR is the Composite Reliability. ** $p < 0.01$; *** $p < 0.001$.

Table 4 shows the discriminant validity of the construct considered, since the square root of the AVE between each pair of factors is higher than the correlation estimated between the factors, thus ratifying its discriminant validity.

Table 4. Discriminant validity of the scales associated with the model.

	1	2	3	4	5	6	7	8
1. Management example	0.93							
2. Management information	0.68 **	0.90						
3. Human resources	0.69 ***	0.63 ***	0.86					
4. Physical well-being	-0.04 (ns)	-0.16 (ns)	-0.24 **	0.73				
5. Psychological well-being	0.67 **	0.60 **	0.63 **	-0.31 **	0.81			
6. Performance	0.60 **	0.59 ***	0.60 ***	-0.33 ***	0.67 **	0.80		
7. Classroom innovation	0.35 **	0.45 ***	0.53 ***	-0.17 (ns)	0.60 **	0.55 ***	0.79	
8. Center innovation	0.62 ***	0.67 ***	0.62 ***	-0.20 **	0.62 **	0.63 ***	0.54 ***	0.89

Below the diagonal: correlation estimated between the factors. Diagonal: square root of AVE. ** $p < 0.01$; *** $p < 0.001$.

4.4. Causal Relationships and Moderating Effects

To test hypotheses 1 to 11 we next perform an analysis of the causal relationships (Table 5 and Figure 2). This is adequate mainly because the probability of the chi-squared is higher than 0.05 (0.10678), NNFI, CFI, IFI and MFI are close to one and RMSEA is close to zero [143].

Table 5. Structural model relationships obtained.

Hypothesis	Path	Parameter	Results
H1	HRM → Performance	0.21 *	Supported
H2	HRM → Psychological well-being	0.80 ***	Supported
H3	HRM → Physical well-being	-0.23 **	Supported
H4	Psychological well-being → Performance	0.15 *	Supported
H5	Physical well-being → Performance	-0.10 (ns)	Not supported
H6	Leadership by example → HRM	0.37 ***	Supported
H7	Leadership by example → Performance	0.23 **	Supported
H8	Leadership by example → HRM	0.53 ***	Supported
H9	High communication leadership → Performance	-0.11 (ns)	Not supported
H10	Innovation in the school → Performance	0.39 ***	Supported
H11	Innovation in the classroom → Performance	0.18 **	Supported

Note: the model fits Chi-square (χ^2): 474.1120; df: 437; p : 0.10678; Bentler–Bonett Normed Fit Index (NFI) = 0.943; Bentler–Bonett Non-Normed Fit Index (NNFI) = 0.994; Comparative Fit Index (CFI) = 0.995; Bollen’s (IFI) Fit Index = 0.995; McDonald’s (MFI) Fit Index = 0.943; Root Mean-Square Error of Approximation (RMSEA) = 0.016. R^2 HRM = 0.74; R^2 Physical well-being = 0.05; R^2 Psychological well-being = 0.64; R^2 Performance = 0.64. * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

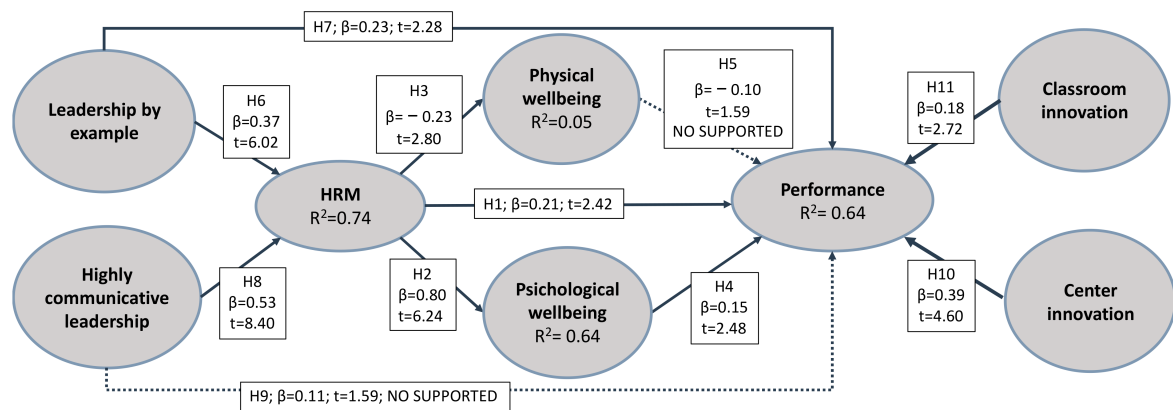


Figure 2. Causal model validation.

The results of the analysis show that nine out of the eleven relationships posited in the model are supported. Thus, the antecedents of human resources management are, by order of importance, due to parameter value of the relations, high communication leadership (H8; $\beta = 0.53$; $t = 8.40$) and leadership by example (H6; $\beta = 0.37$; $t = 6.02$), variance explained (R^2) of human resources management is 0.74. Human resources management is the only antecedent of psychological well-being (H2; $\beta = 0.80$; $t = 6.24$; $R^2 = 0.64$) and physical well-being (H3; $\beta = -0.23$; $t = 2.80$; $R^2 = 0.05$). The remaining relations in the model explain the schools performance (ordered by the strength of the relation): innovation in the school (H10; $\beta = 0.39$; $t = 4.60$), leadership by example (H7; $\beta = 0.23$; $t = 2.28$); HRM (H1; $\beta = 0.21$; $t = 2.42$), innovation in the classroom (H11; $\beta = 0.18$; $t = 2.72$) and psychological well-being (H4; $\beta = 0.15$; $t = 2.48$); effects over performance of high communication leadership (H9; $\beta = 0.11$; $t = 1.59$) and physical well-being (H5; $\beta = -0.10$; $t = 1.59$) are not significant. Total variance explained (R^2) of performance is 0.64.

In addition to the previous analysis, the control variables of gender, age, years working in schools and whether management positions are held in the school were introduced into the model. The result obtained was that none of the previous variables significantly affect the performance.

5. Discussion

We have conducted an analysis of the influence of HRM on performance, focusing on teacher well-being and assessing the influence of leadership and innovation. This work contributes to the effect of leadership and innovation as key factors to add to the model. In this regard, this work aims to evidence the need to generate more sustainable environments that contribute to teacher well-being, zeroing in on social sustainability.

Thus, after presenting the model and the hypotheses, we can attest that all the relationships established are supported by the data, with the exception of H5 and H9. The results obtained are consistent with the approach of the JD-R model [67], the theory of social exchange [48] and the AMO theory [43] which explain the positive relationship between HRM and performance in educational centres, through the provision of resources and increased teacher motivation.

First, the data show a positive and significant relationship between HRM and organizational performance in schools, confirming the H1 (0.21*). This makes HRM a key element in organisational performance and competitive advantage [150,151] also in schools. Therefore, consistent HRM systems make teachers feel more appreciated, valued and energised, showing higher levels of commitment, lower burnout and improved performance [152].

The results from the analysis confirm that there is a positive relationship between HRM and psychological well-being, confirming the H2 (0.80***). This restates the validity of this approach on the analysis of employee well-being, observed by the Job Demands and Resources Model, the importance of social exchange, or the perception of employees that the firm cares about their well-being. Therefore, there is an optimistic perspective maintaining that HRM is a method to increase the levels of well-being, improving satisfaction, commitment and/or reducing stress at work [8,9] in addition to the commitment and professional development of employees [153]. This confirms the important role that HRM plays in the well-being of secondary school teachers.

The data also show a negative and significant relationship between HRM and physical well-being, confirming H3 (-0.23^{**}). High workloads, long hours, or pressure at work can reduce worker engagement and participation [154] well-being levels [155,156], and lead to higher prevalence of musculoskeletal disorders [157]. This negative effect of HRM on health and well-being corroborates the negative outlook [44] in educational settings.

Regarding the relationship between psychological well-being and performance, restated by the theory of social exchange and also by the Job Demands and Resources Model, the data show a positive relationship between both variables confirming the H4 (0.15*). Thus, results stress that employee well-being becomes a fundamental mechanism to contribute positively to the effectiveness and competitiveness of the organisation [158].

Therefore, elements of well-being and satisfaction are positively related to the effectiveness of teaching and performance in schools [68,69]. Nevertheless, the relationship is not as important and as significant as those obtained in the previous hypotheses.

The data show a negative relationship between physical well-being and performance. However, H5 (-0.10) is not confirmed. Although workers who experience work intensification and job stress are more likely to reduce motivation and satisfaction [55], and have lower performance levels [159], this relationship is not confirmed in this case. This can lead to delving deeper in the analysis of this relationship or its measurement in future studies.

In terms of leadership by example and HRM, data analysis shows a positive relationship between the two confirming H6 (0.37^{***}), and again the relevance of statements based on the AMO theory that stress the importance of leadership involvement and their being role models. This implies that the contributions of the leader who leads by example are a 'model to follow' in empowering teachers [84], facilitating the implementation of HRM in the school. Thus, they should become a role model in all aspects, but specially in the attempt to strengthening motivation and to generate and instil a cooperative environment [83], consolidating the AMO theory statements.

The data show a positive relationship between example-based leadership and performance, confirming H7 (0.23^{**}), consolidating again the AMO theory statements, which are pillar to our work. This suggests that behaviour models based on the expertise of supervisors generate commitment and performance in workers [89]. Therefore, the behaviour of leaders can spread by social contagion to followers, affecting team performance [160].

Results confirm that there is a positive relationship between high communication leadership and HRM, confirming the H8 (0.53^{***}). Specially, the importance of this variable, with its significance and high effect, is evident. This implies that highly communicative leadership is critical as it provides access to diverse information, inspiring team members to share knowledge and ideas, and creating enabling environments for participation [161,162]. In turn, the data confirm the relevance, based on AMO theory, of observing leadership based on the use of good communication practices, as well as good relationships among school community member [83], as essential factors for strengthening HRM.

Based on our results and regarding the direct effect between high communication leadership and performance, and the yielding of a direct negative relation between both variables, permits us to state that H9 (-0.11) is not confirmed. However, the effect is not significant. The non-existence of this direct relationship does not indicate, however, that the relationship does not exist, but rather that the relationship is not direct, given that the confirmation of the hypotheses H2, H8 and H4, highlight the significant existence of this relationship, although it does through the mediating effect of HRM and positive well-being.

The data show a positive relationship between innovation in the school and performance, confirming H10 (0.39^{***}), and the relevance of our model, which includes innovation in schools as a relevant variable to observe, despite its shortcomings in the literature. Given this, innovation is now considered a valuable element for growth, strategic implementation and maintenance of competitive advantage [163,164] in the educational field. The results highlight the need for educational centres to continuously innovate to maintain their educational quality [165] since its important effect on performance can guarantee their competitiveness and survival, while standing out from other schools.

Finally, the data show a positive relationship between classroom innovation and performance, thus confirming H11 (0.18^{**}). This highlights the results of the previous hypothesis, so that innovations implemented in the classroom have positive effects on student performance [117,118] and therefore also on the school. The results show the importance of innovation in the school's performance, but we must point out that the effect of innovation in the classroom is smaller and less significant than the effect of innovation in the school, facts which should lead us to more exhaustive and detailed analyses in future work.

6. Conclusions

After a detailed analysis of the results in the previous section, we can conclude that the results generally corroborate our model. In the same vein, they highlight the importance of HRM in schools as a mechanism to achieve high levels of teacher well-being and improve school performance, giving a key role to the principal's leadership and innovation in the process.

The results of the theoretical and empirical analysis show that schools can benefit from HRM systems [42,43] to generate both physical and psychological well-being in teachers. HRM is also identified as a key element in improving school performance [40]. However, the negative effects of HRM on physical well-being jeopardize its effectiveness if it is perceived as a method of monitoring teacher performance [43]. This reinforces both the social exchange theory approach by conditioning the effects of HRM on performance to the perception of employees that the company cares about their well-being [48,50]. In turn, our results highlight the proposals of the JD-R theory by stating that the well-being generated by the balance between resources and work contributes positively to their performance [23,65,66].

The work and data show the key role of leadership and therefore that of the principals of educational centres for the success of the schools [166,167]. Thus, HRM strategies and principals' actions should promote appropriate environments as part of faculty improvement [75], through highly communicative and example-based leadership. This reinforces the AMO approach by providing environments in which motivation and participation are increased and where teachers can perform stretching their capabilities.

The results also show that the innovation that takes place both in the school and in the classroom has a positive impact on performance, specially the former, favouring the achievement of the school's objectives. However, the success of innovation in schools depends mainly on the commitment of teachers and conducive contexts [168,169].

The results of our study have practical as well as theoretical consequences. From a practical and applied point of view, this work evidences both the need to generate sustainable environments where high levels of well-being can be achieved, promoting HRM models in which social sustainability and mutual benefit (school-teachers) can coexist [170]. The work also highlights the fundamental relevance of leadership and innovation, as fundamental levers to develop in schools, for its fundamental effect both in improving the well-being of teachers, as well as for its impact on the performance of the school itself.

On a theoretical level, our work also has fundamental consequences. In the first place, the work highlights the importance of continuing research on the role of well-being, as a fundamental variable to be included in the studies on management of educational centres. Also, the fundamental relevance of the variables of leadership and innovation in our model can lead to the development of new theoretical analyses, which deepen their study, both in the global management of organisations, and specifically in the educational field. In turn, the non-confirmation of the hypotheses H5 and H9, especially H9, indicate the need for further studies to analyse these relationships, or the measurement of the indicative variables. This is especially true in the case of H9, given that although our results do not observe the direct relationship between high communication leadership and performance, the corroborated indirect relationship, through the mediation of HRM or well-being, indicate the need for further study. Future studies could also influence the application of our model in other industries or environments, as well as provide a more detailed development of the relationships established.

Notwithstanding all these facts, we are aware that our analysis is limited by the size of the sample, and its application in a very specific geographical area, facts that could limit its generalisation (but that could in turn open up new developments). On the other hand, it is evident, for the purposes of future lines of research, the need to broaden the field of investigation with regard to the effects of leadership on the performance of the centres, mainly in view of the growing autonomy of educational centres. Therefore, it

should consider a broader conception of performance in educational centres, and not be limited almost exclusively to the academic results of the students.

Future studies should also take into account the different types of schools (public, private and subsidized), inasmuch as the room for manoeuvre differs in terms of HRM and leadership. In addition, teachers also tend to have different working conditions and settings that may influence results indirectly.

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Appendix A

Table A1. Well-being questionnaire.

-	Gender: Masculine <input type="checkbox"/> Feminine <input type="checkbox"/>								
-	Year of birth: _____								
-	Years of teaching experience: _____								
-	Your centre is: <input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Subsidised								
-	Do you hold a leadership position in the school? (e.g.: Principal, chief of studies, department head, ...) <input type="checkbox"/> Yes <input type="checkbox"/> No								
-	Rate the following statements from 1 to 5:								
	Never Nothing	Rarely	Sometimes	Often	Always Much				
	1	2	3	4	5				
					Never				Always
					1	2	3	4	5
	1. Regarding my emotional situation at work:								
	a. I feel that my work drains me emotionally				1	2	3	4	5
	b. I feel exhausted at the end of the day				1	2	3	4	5
	c. Daily work creates tension for me				1	2	3	4	5
	2. Indicate the frequency:								
	a. I am sad				1	2	3	4	5
	b. I am depressed				1	2	3	4	5
	c. I feel scared				1	2	3	4	5
	3. Indicate the frequency of the following types of pain:								
	a. My back hurts from the work activity.				1	2	3	4	5
	b. I suffer from lower back pain.				1	2	3	4	5
	c. I often notice pain in the back area.				1	2	3	4	5
	4. Regarding my relationship with students.								
	a. I care very much about what happens to my students.				1	2	3	4	5
	b. I am enthusiastic about working with my students.				1	2	3	4	5
	c. I feel like I help my students solve their problems.				1	2	3	4	5
	d. I feel satisfied with my work with the students.				1	2	3	4	5

Table A1. Cont.

5. Regarding my satisfaction at work.					
a. I have the opportunity to do things differently.	1	2	3	4	5
b. I am duly rewarded for my work.	1	2	3	4	5
c. I can use my skills	1	2	3	4	5
d. I am free to try my own methods.	1	2	3	4	5
e. Working conditions are good.	1	2	3	4	5
6. Regarding my happiness					
a. I am happy with the way I am.	1	2	3	4	5
b. I feel that my life is rewarding.	1	2	3	4	5
c. I feel satisfied with my life.	1	2	3	4	5
d. I am capable of doing everything I want to do in life.	1	2	3	4	5
e. I am happy with my life.	1	2	3	4	5
7. To what extent the principal leads by example					
a. They set high standards of performance by his own behavior.	1	2	3	4	5
b. They work as hard as they can.	1	2	3	4	5
c. They work as hard as any teacher.	1	2	3	4	5
d. Lead by example and work like everyone else.	1	2	3	4	5
e. Guide with the example.	1	2	3	4	5
8. To what extent the principal provides information adequately					
a. They inform about the decisions of the school.	1	2	3	4	5
b. They inform about the objectives of the school.	1	2	3	4	5
c. They make clear the roles and responsibilities of each.	1	2	3	4	5
d. They inform the purpose of the school's policies.	1	2	3	4	5
e. They inform about the rules and expectations	1	2	3	4	5
9. To what extent the human resources department:					
a. They inform us about the actions they carry out.	1	2	3	4	5
b. They attend to our demands, suggestions, requests or ideas.	1	2	3	4	5
c. Their actions provide value or improvement for the teacher.	1	2	3	4	5
d. Employees get the recognition and rewards appropriate to their work.	1	2	3	4	5
e. They serve all staff equally.	1	2	3	4	5
f. It is clearly aligned with the school management.	1	2	3	4	5
g. It is concerned with the mood of the teaching staff.	1	2	3	4	5
h. It conveys clearly the policy of the center and the established objectives.	1	2	3	4	5
10. Share your perception regarding:					
a. Quality of education	1	2	3	4	5
b. Offered services (dining hall, extracurricular, ...)	1	2	3	4	5
c. The demand of the school	1	2	3	4	5
11. To what extent in the school:					
a. The teachers collaborate with each other.	1	2	3	4	5
b. Critical thinking is encouraged.	1	2	3	4	5
c. Problem solving and professional development are encouraged.	1	2	3	4	5
12. To what extent in the classroom:					
a. Students can design their own projects.	1	2	3	4	5
b. They use computer simulations to learn.	1	2	3	4	5
c. They use computers to practice skills and procedures.	1	2	3	4	5

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CAPÍTULO V. DISCUSIÓN Y CONCLUSIONES.

5.1. DISCUSIÓN Y CONCLUSIONES

GENERALES.

La investigación que deriva del desarrollo de esta tesis doctoral aborda de forma central las prácticas de GRH orientadas al bienestar docente, así como el papel mediador del bienestar entre la GRH y el rendimiento del centro educativo. Evaluando además la influencia del liderazgo de alta comunicación y basado en el ejemplo, y la innovación tanto en el centro como en el aula.

Se evidencia que los centros educativos pueden beneficiarse de los sistemas de GRH (DeArmond et al., 2009; Runhaar, 2017), para generar bienestar tanto físico como psicológico en el profesorado. De modo que se identifica la GRH como elemento clave para mejorar el rendimiento de los centros educativos (Vekeman et al., 2014). Sin embargo, los efectos negativos de la GRH sobre el bienestar físico ponen en riesgo su eficacia si se percibe como un método de control del rendimiento del profesorado (Runhaar, 2017). Esto refuerza por un lado el planteamiento de la teoría del intercambio social al condicionar los efectos de la GRH sobre el desempeño a la percepción de los empleados de que la empresa se preocupa por su bienestar (Chuang & Liao, 2010; Albrecht & Marty, 2017; Luu, 2019; Van De Voorde &

Beijer, 2015;). Y por otro el de la teoría JD-R al plantear que el bienestar generado por el equilibrio entre los recursos y el trabajo contribuye de forma positiva a su rendimiento (Bakker & Demerouti, 2007; Falco et al., 2018; De Carlo et al., 2019).

Se muestra además el papel clave del liderazgo y por tanto el director del centro educativo para el éxito de las escuelas (Camarero-Figuerola, Tierno-García, Barrios-Aros & Iranzo-García, 2020; Liu & Bellibas, 2018). Así, las estrategias de GRH y las actuaciones de los directores deben promocionar entornos adecuados como parte de mejora del claustro docente (Perryman & Calvert, 2009)., mediante liderazgos de alta comunicación y basados en el ejemplo. Esto refuerza el planteamiento de la teoría AMO al propiciar entornos en los que se ve incrementada la motivación y la participación y pueden desempeñar sus capacidades.

Los resultados muestran además que la innovación que se lleva a cabo tanto del centro como en el aula incide de forma positiva sobre el desempeño, favoreciendo la consecución de los logros y objetivos de los centros educativos. Sin embargo, dado que el éxito de la innovación de los centros depende principalmente del compromiso del profesorado y de contextos propicios (Hargreaves, 1997; Andiliou & Murphy, 2010), resulta evidente y necesario la promoción de entornos motivantes y promotores de bienestar para el profesorado.

Ante la creciente incidencia de enfermedades relacionadas con el trabajo, la creación de entornos de trabajo saludables supone un reto para que las organizaciones mantengan una ventaja competitiva a largo plazo (Grawitch et al., 2015). Postulando la GRH como un factor fundamental para la mejora del bienestar de los empleados (Guest, 2017). Por tanto, los resultados ponen de manifiesto la importancia de la GRH en los centros educativos como mecanismo para alcanzar niveles altos de bienestar del profesorado y mejorar el rendimiento del centro, otorgando un papel clave al director (Marescaux, De Winne, & Forrier, 2019), además de la innovación en el proceso

5.2. APORTACIÓN DE ESTA TESIS.

Los resultados de nuestro estudio tienen consecuencias tanto prácticas como teóricas.

A nivel teórico, por un lado, se aborda el MI y la GRH de forma integrada, proporcionando un marco conceptual que explica cómo se puede crear un entorno que genere bienestar y los empleados se sientan felices. Es decir, las acciones de MI y GRH convergen para trabajar el vínculo del empleado con la organización, a través de la motivación y la satisfacción, generando un ambiente de trabajo en el que la visión y los objetivos de la organización son aceptados. Sobre todo, entendiendo que el MI puede considerarse como la aplicación de las teorías de recursos humanos (Pavlidou & Efstathiades, 2020). y que está relacionado con la buena GRH (Mishra 2010)

Y por otro, se plantea un modelo integrador entre la GRH, el bienestar (psicológico y físico) y el desempeño, analizando y confirmando la significatividad de dichas relaciones tanto teórica como empíricamente. Además, de crear una escala que permite medir el bienestar del profesorado a través de las dimensiones de bienestar psicológico y bienestar físico.

Desde un punto de vista aplicado, se pone de manifiesto tanto la necesidad de generar entornos sostenibles en los que se puedan alcanzar altos niveles de bienestar, como la promoción de modelos de GRH en los que puedan coexistir la sostenibilidad social y el beneficio mutuo (escuela - profesores) (López-Pérez, Melero & Javier Sese, 2017). También pone de manifiesto la relevancia fundamental del liderazgo y la innovación, como palancas fundamentales a desarrollar en las escuelas, por su efecto fundamental tanto en la mejora del bienestar de los profesores, como por su impacto en el rendimiento de la propia escuela.

5.3. LIMITACIONES Y FUTURAS LÍNEAS DE INVESTIGACIÓN.

A pesar de los elementos demostrados, el trabajo presenta una serie de limitaciones, principalmente representado por el tamaño de la muestra y la aplicación en un área geográfica muy concreta. Además, se deberían haber tenido en cuenta los diferentes tipos de centros educativos (públicos, privados y concertados), la gestión de recursos humanos y liderazgo puede diferir de forma considerable. Además, los profesores suelen tener también diferentes condiciones y entornos de trabajo que pueden influir indirectamente en los resultados.

Estos elementos limitantes, pueden abrir nuevas líneas de investigación. En este sentido, el trabajo desarrollado en esta tesis pone de manifiesto la importancia de seguir investigando sobre el papel del bienestar, incluyéndola como variable fundamental en los estudios sobre gestión de centros educativos. Asimismo, la relevancia fundamental de las variables de liderazgo e innovación en nuestro modelo puede conducir al desarrollo de nuevos análisis teóricos, que profundicen en su estudio, tanto en la gestión global de las organizaciones, como específicamente en el ámbito educativo. Futuros estudios también podrían incidir en la aplicación del modelo en otras

sectores o entornos, así como proporcionar un desarrollo más detallado de las relaciones establecidas. Además, se evidencia, la necesidad de profundizar el conocimiento de aquellos factores que pueden contribuir a disminuir los efectos negativos de la GRH sobre el bienestar fisiológico, y que influyen también sobre el desempeño.

Desde el enfoque de "ganancias mutuas" se puede profundizar en determinar aquellas prácticas de GRH más éticas, sostenibles (Cooper, Wang, Bartram & Cooke, 2019) y que resultan beneficiosas tanto para los empleados como para las organizaciones (Guest, 2017). A esto se suma la necesidad ampliar el campo de investigación en lo que refiere a los efectos del liderazgo sobre el desempeño de los centros, principalmente ante la creciente autonomía de los centros educativos. En este sentido, debería de contemplar una concepción más amplia del desempeño en los centros educativos, y no limitarse casi exclusivamente a los resultados académicos del alumnado.

Pese a la creciente influencia de los medios sociales en la vida laboral de los empleados (Yoganathan, Osburg & Bartikowski, 2021), y su influencia para desarrollar y mantener la reputación de las marcas de empleador (Osburg et al., 2020; Schaarschmidt & Walsh, 2018), resulta imprescindible abordar esta relación desde de la GRH y del marketing interno en el ámbito educativo. Con el objetivo por un lado de asegurar el bienestar y la satisfacción del profesorado y por otro

conocer cual es su incidencia sobre los centros y la importancia a la hora de la elección de los centros por parte de los padres.

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APÉNDICE

**I. AUTORIZACIÓN DE COAUTORES PARA
EL USO DE LAS PUBLICACIONES**

Javier Sánchez García como coautor doy mi **autorización** a Esther Pagán Castaño para la presentación de las siguientes publicaciones como parte de su tesis doctoral.

Relación de publicaciones:

1. Pagán-Castaño, E., Garrigos-Simon, F. J., & Sánchez-García, J. (2020). El papel mediador del bienestar en el efecto de la gestión de los recursos humanos sobre el desempeño. *Esic Market Economics and Business Journal*, 51(3), 635-658. Doi: 10.7200/esicm.167.0513.4
2. Pagán-Castaño, E.; Sánchez-García, J.; Garrigos-Simon, F.J.; Guijarro-García, M. The Influence of Management on Teacher Well-Being and the Development of Sustainable Schools. *Sustainability* 2021, 13, 2909. <https://doi.org/10.3390/su13052909>

Asimismo, **renuncio** a poder utilizar estas publicaciones como parte de otra tesis doctoral.

Y para que conste firmo el presente documento,



Javier Sánchez García

Valencia, 9 de marzo de 2021

María Guijarro García como coautora doy mi **autorización** a Esther Pagán Castaño para la presentación de las siguientes publicaciones como parte de su tesis doctoral.

Relación de publicaciones:

1. Pagán-Castaño, E.; Sánchez-García, J.; Garrigos-Simon, F.J.; Guijarro-García, M. The Influence of Management on Teacher Well-Being and the Development of Sustainable Schools. Sustainability 2021, 13, 2909. <https://doi.org/10.3390/su13052909>

Asimismo, **renuncio** a poder utilizar estas publicaciones como parte de otra tesis doctoral.

Y para que conste firmo el presente documento,



María Guijarro García

Valencia, 9 de marzo de 2021

Cristina Santos Rojo como coautora doy mi autorización a Esther Pagán Castaño para la presentación de las siguientes publicaciones como parte de su tesis doctoral.

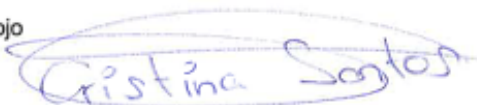
Relación de publicaciones:

Pagán-Castaño, E., Maseda-Moreno, A., & Santos-Rojo, C. (2020). Wellbeing in work environments. *Journal of Business Research*, 115, 469-474.

Asimismo, renuncio a poder utilizar estas publicaciones como parte de otra tesis doctoral.

Y para que conste firmo el presente documento,

Cristina Santos Rojo



Valencia, 18 de diciembre de 2020



Fernando José Garrigós Simón como coautor doy mi **autorización** a Esther Pagán Castaño para la presentación de las siguientes publicaciones como parte de su tesis doctoral.

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Y para que conste firmo el presente documento,

Fernando José Garrigós Simón

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09/03/2021 con un
certificado emitido por
Valencia, 9 de marzo de 2021

Araceli Maseda Moreno como coautora doy mi autorización a Esther Pagán Castaño para la presentación de las siguientes publicaciones como parte de su tesis doctoral.

Relación de publicaciones:

Pagán-Castaño, E., Maseda-Moreno, A., & Santos-Rojo, C. (2020). Wellbeing in work environments. *Journal of Business Research*, 115, 469-474.

Asimismo, renuncio a poder utilizar estas publicaciones como parte de otra tesis doctoral.

Y para que conste firmo el presente documento,



Araceli Maseda Moreno

Valencia, 18 de diciembre de 2020