

REVIEW OF QUALITY OF LIFE IN THE COVID-19 ERA

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Abstract: The quality of life has been a highly studied process from a psychological perspective. In this sense, the present work set out to establish an explanatory model of life satisfaction to discuss the importance of other disciplines in the investigation of resources that satisfy individuals. Once the relationships between the factors derived from the theoretical framework and the review of the literature were explained, a cross-sectional study was carried out with a non-probabilistic sample of 100 students. Once established the validity and reliability of the instrument that measured life satisfaction, expected abilities, opportunity expectations, trust relationships, perception of justice, appreciation of the environment, context norms and perceived resources. From a structural model, the perception of resource availability indirectly determined life satisfaction through the context norms. The results were compared with the findings reported in the state of knowledge as well as discussed from theoretical frameworks used.

Keywords: *Quality of life, life satisfaction, group norms, availability of resources, perceived capabilities.*

Introduction

Youth in Mexico are immersed in a scenario of employment, education and technology far from their references in other OECD countries. In terms of education, enrollment is in greater proportion with respect to the number of young people in the State of Mexico followed by the Federal Government. It is possible to appreciate that the upper middle level is higher in reference to the other levels. This implies that the degree of qualification is low, but it opens the training opportunity which has been identified as a determining factor of the quality of working life.

Although there is an extensive enrollment in terms of technical training, the opportunities in terms of sex are similar, although at the higher level the trend favors the male sex. This means that physical differences have been reduced to their minimum expression at the time of labor insertion, but knowledge management is geared towards men because in the National System of Researchers, levels II and III are more occupied by men.

Even though the State of Mexico has a greater increase in terms of access to initial, basic and secondary education, at the higher and postgraduate levels it is the Federal District that offers the greatest options with respect to the other entities.

The state of Nuevo León stands out as a second instance in terms of professional and specialized training opportunities. This means that when establishing criteria for the perception of quality of life, Nuevo León students have a greater perspective than students from the State of Mexico or any other entity different from the Federal District.

Coverage, absorption and approval of some degree of studies are indicators of educational quality and therefore of quality of life. The Federal District, Nuevo León and Coahuila stand out as the entities with the highest values with respect to the three indices (see graph 5), however access to broadband is lower in Mexico than in the other countries that make up the OECD.

While Korea, Norway and Denmark lead the access to ICT, Mexico is lagging behind in terms of broadband penetration, which impacts on its educational system and quality of life even more in young people than in any other group established by age ranges.

While the countries with the most broadband coverage establish the processing of information through a computer as the main productive economic activity, Mexico concentrates the labor force of its young people in customer services and this causes their purchasing power to be minimal with respect to the NETHE s other OECD countries. Most young people in Mexico receive between one and two minimum wages (28.8%) followed by two and three salaries (22.3%) and three to five salaries (15.4%).

The working day is not only short in terms of purchasing power, it is also more than the 40 hours established by the ILO and reaches an average of 8 hours more than international standards (43.2%) and in other cases more than eight hours hours (30.8%).

In short, education, technology and employment are essential factors to explain the quality of life of young people in Mexico since they are objective indicators in which perception is reduced to its minimum expression.

However, the quality of life also implies a subjective component. Both dimensions, objective and subjective, are complementary to the analysis of the quality of life of young people in Mexico.

What are the relationships between the objective and subjective dimensions of the quality of life in a sample of university students?

The answer to this question can be built on Human Development Theory (HDT), Social Reliability Theory (SFT), Common Resource Theory (CRT). in English), the Human Capital Theory (HCT for its acronym in English) and the Theory of the Ecology of Development (DET for its acronym in English).

Precisely, the objective of this study is to establish the relationships between theoretical and conceptual factors in order to explain the quality of life in students of a public university in the State of Mexico.

The answer to the research question can be explained by an integral theoretical framework in which theories not only complement the relations between the factors they propose, but also integrate combinations in a sense favorable to development, or, oriented towards their detriment.

Theory of Human Capital (HCT). Employment is assumed as the cost of a skills income. A substantial increase in the worker's skills represents an increase in their income. This is how the specialization and qualification of the employee leads to an exponential cost of the time in which their skills are employed (Farragutti , 2012). In reference to perceived resources, capacities enhance their value when a shortage is observed, although abundance also implies a use of skills to configure a system, scarcity seems to merit a greater value to the management, administration and optimization capacities. In relation to life satisfaction, capabilities are represented as a development instrument in which job, family and personal satisfaction are included, main indicators of life satisfaction.

According to the HCT, freedom of choice is the determining factor of the resources and demands that an individual perceives when making a description of their immediate environment and their closest prospective situation. In this sense, the HCT maintains that the perceptions of the individual are in contrast to the structural allocation of their assets. That is why justice is a balance of social desires and conventions internalized by the individual in reference to a group to which he belongs or wants to belong.

Theory of Human Development (HDT). From the economy, development is understood as a phase superior to that aspired by countries that adopted a capitalist system. The implementation of financial policies and programs in the industrial spheres would allow the increase of the per capita income and with it the increase of the Gross Domestic Product, excellent indicators of economic development. From sociology, the economic notion of development is complemented by equity, justice and freedom (Picazo, Gutiérrez, Infante and Cantú, 2011). In reference to the availability of resources, the HDT maintains that the management, administration and distribution must not only follow the three sociological elements of development, but also must influence the generation of opportunities, the intensification of capacities and the assignment of responsibilities. In the relationship between society and the State, the capacities of citizens, as already anticipated by the HCT, are essential in Human Development. In reference to life satisfaction, the HDT argues that the freedoms of choice are essential to arrive at a state of satisfaction at least individual. That is, the person who is immersed in a scenario of options is closer to satisfaction - this is so because resources are considered as goods not only for consumption, but for personal identity.

The HDT proposes that the educational, technological and labor spheres are structures that impact the perception of the individual when perceiving opportunities, capacities and responsibilities.

Theory of Social Reliability (SFT). The relationship between the political and civil spheres is supported by factors of public trust in which a public decision is the result of co-responsibility and co-participation among the actors involved (Carreón and García, 2013). That is why the evaluation of public policies and social programs is not gestated from the quality of public services, but from the relationships established between citizen organizations and institutions. In reference to life satisfaction, authorities and citizens when building social trust scenarios generate more symmetrical than asymmetric relationships. In this sense, social reliability is the result of the interrelation between political structures and biased appreciations of citizens towards the governmental action of their authorities.

The SFT states that the individual, in his eagerness to guide his decisions and actions to a collective good, places his expectations in the policies and political programs from which he ponders and evaluates scenarios of personal, group and social development.

The SFT predicts catastrophic scenarios if the levels of trust between citizens and authorities are reduced to their minimum expression, or if the levels of governance exclude the actors and focus their attention on only one of them. In this sense, citizen participation is not only gestated from a supply and demand scenario, but also concentrates its interest in the achievement of objectives through collective action strategies.

Theory of the Ecology of Development (DET). Society and State are identified by spheres of development in which the interrelation between individuals and groups generates significant scenarios of relationships (Melendro, 2011). These are molar and molecular relationships distinguishable by their degree of significance. In the first case, the resources are considered as part of the community or group and their conservation brings the individual closer to ecological satisfaction. In the second case, resources are used as instruments to achieve goals. In this way, the DET proposes that individuals build their expectations of resources from the interrelation with other individuals and groups rather than the availability of them.

Theory of Common Resources (CRT). The anthropic action that consists of reducing the availability of resources to its minimum expression supposes an unjust management, limited distribution and inequitable collection (Reyes, 2010). In this sense, shared resources are exposed to anthropic action since the loss of trust among those who share resources entails the exclusion of some. It is an asymmetrical relationship that ends in tragedy because resources are increasingly scarce, and needs are less and less shared.

The CRT focuses its attention on citizens rather than on the State, its policies and programs regarding public services. It considers that education, technology and employment are only the result of social mobilizations that have reached human rights levels, among which is free access to education, technology and employment in other elements.

The CRT argues that a scenario of ungovernability or unjust governance, the individual compares its political system with other government regimes and is organized for collective action when this comparison is favorable for other forms of state that the individual has not experienced and that would like to be implemented at least in your entity or municipality.

Thus, education, technology and employment are growth factors that inhibit the imbalance between our wishes and the availability of resources, or they are factors justice because they facilitate freedom of choice as opportunities allow vocational training and This is a responsible use of resources.

However, the quality of life is the synthesis of resources, opportunities, freedoms, capacities and responsibilities.

Benites (2010) warns:

"It is a dynamic multidimensional concept that encompasses a series of aspects in a person's life, the concept emphasizes not only the feeling of satisfaction and personal well-being, but also involves objective aspects related to the condition of life and the interaction that the person establishes with its environment "(p.11) " is an assessment that encompasses the dimensions of well-being. Physical, psychological and social. physical well-being is referred to the state of perceived health, psychological well-being referred to the mental state in general linked to the state of well-being or emotional discomfort with sense of humor, anxiety anger, depression, fears; social welfare related to family functioning, intimacy; relationships with other people, spiritual and existential concerns; functional well-being that is related to the ability to carry out activities of self-reliance, autonomy and responsibility. " (p.12)

That is to say, the quality of life is the result of the interrelation between availability of resources and perceived needs according to groups, societies, cultures or generations. The

quality of life to be located by a standard reference means that the State and society have built institutions that allow access to resources whenever there is trust between the two actors.

However, the perception of availability of resources against the established goals determines the motivation to participate whenever the dissident group perceives that social change is possible.

That is why the HCT, SFT, HDT, DET and CR T are theoretical frameworks that conceive the quality of life as a mediating instrument of the relations between society and State. In this chain of conceptual links, education, technology and employment are factors that enhance development, justice, reliability and collective action.

The quality of life, within the theoretical framework put forward, is a link in the chain of rationality that supposes the freedom of choice, opportunities, skills and responsibilities no longer only oriented to development, justice, reliability or social mobilization, but also aimed at the construction of a collective identity in which a social and generational sector as young people can access resources that claim their demands.

However, the studies related to the theoretical and conceptual framework are scarce and rather oriented to the quality of life in its subjective dimension, mainly from the perceptions of well-being.

Studies related to quality of life have established significant differences between sexes with respect to transport, employment and recreation (Baldi and García, 2010). Likewise, when it has been considered as a perceptual system of resources around the individual and in reference to the primary group, it is considered a style of personal wellbeing oriented towards social integration (Barranco, Delgado, Meli and Quintana, 2010).

However, the quality of life in its negative dimension is determined by anxiety and depression in situations of medical uncertainty and deterioration of health (Machado, Anarte and Ruíz, 2010). That is, the quality of life is the result of the perception of scarcity of resources rather than the expectations generated in the future or based on personal abilities, the opportunities seem to be reduced to their minimum expression and with it the responsibility of self-management for the improvement of expectations through relationships between members of a social, family or school group.

Grimaldo (2010) found eight dimensions alluding to the quality of life. It is about economic well-being, interpersonal relationship of couple, family situation, neighborhood context, social capital and health status. This supposes that the quality of life is a framework of expectations that start from a figurative nucleus to influence decisions on the distribution of resources.

That is why when the individual is going through an economic, health, family or interpersonal situation, they often consider that their quality of life has changed substantially (Sadeghzadeh, 2012). Immediately, aesthetic, emotional and rational expectations that trigger actions aimed at creating opportunities, skills upgrading and establishment of responsibilities of the individual to the group to which it belongs or wants to belong (Derya, 2012) are activated. That is to say, the quality of life is antecedent to the formation of a group identity and sense of belonging anchored to freedoms of choice, expectations of justice and collective mobilization.

It is through this process that the quality of life in its perceptual phase generates emotions of distrust towards the authorities that result in dissident citizen actions. Rather, the perception of quality of life, in reference to the notion of social justice, is related by

conventional styles of development that the individual has learned since childhood and now in his adult life translates as reliability or trust, but when Account that the relation with its authorities is asymmetric, then mobilizes the necessary resources for civil disobedience.

Tariq (2012) observes that quality of life, in its dimension of life satisfaction, requires a set of indicators that guide not only the perception of the individual, but also collective action. A low level of life satisfaction is enough to activate the process of social dissidence, but a high level of life satisfaction does not generate collaborative, solidary or empathic relationships.

However, low levels of life satisfaction, which indicate minimum standards of quality of life, allow the formation of support networks. This is the case of the new social movements lesbian-gay or ecologists who, when forming self-help groups, generate a greater subjective well-being for those who only perceive an abundance of resources (Aristegui and Vázquez, 2013). As the quality of life is specific and delimited by psychological factors, the expectations of dissatisfaction, indignation and civil disobedience are increased, but social skills such as creativity and innovation of minority groups also emerge in the face of the ideological or pragmatic imposition of the majorities (Abolfotouh et al, 2013).

In short, the quality of life in economic, political, social, health, educational, labor and technological terms is a multidimensional construct (Quiceno and Vinaccia, 2013).

The relationships between opportunities, abilities, responsibilities, justice, reliability and mobilization oriented to life satisfaction can be specified by means of a model.

These are 17 variables around which dependency relations between economic, political, social, group and personal factors affect life satisfaction.

The HC T warns that the capacities would have a significant impact on the life satisfaction since a high level of education is compensated with a high satisfactory lifestyle (hypothesis 1).

Moreover, if the relationship between capabilities and satisfaction starts from real or symbolic opportunities, then as the HDT points out, human development is complemented (hypothesis 2).

However, the process that assumes freedoms of choice, capacities and life satisfaction necessarily, according to CRT, depends on the availability of resources and their distribution among species. In the case of common resources, there is a zero-sum tragedy in which the actors involved, instead of cooperating and establishing an administrative co-responsibility of the resources, compete unchecked and suppress the possibility of growth of other species. That is why the availability of resources indirectly affects life satisfaction (hypothesis 3).

Although the availability of resources sets the tone in the organization of human groups, it is the State in reference to citizenship, as the SFT warns, that determine the dissemination of resources. When the relationship between civil society and its authorities is asymmetric, then the quality of life vanishes, but when there are relationships of trust, then life satisfaction emerges (hypothesis 4).

In another scenario, the relationship between citizens and authorities generates expectations of justice that diminish or enhance co-responsibility. This is so because, according to the DE T, the policy is concomitant with the economy. Higher levels of governance are observed in affluent countries while ungovernability underlies weak economies. That is why the expected justice directly affects the vital satisfaction of the citizenry with its political system (hypothesis 5).

The process of confidence, skills and life satisfaction is raised by the SF T. The relationship between society and the State oriented to development has its main link in the formation of human capital. SF T proposes that development, unlike growth implies high standards of life satisfaction why, capabilities are an essential factor in the relationship between political reliability and personal life satisfaction (hypothesis 6).

The indirect relationship between justice and satisfaction when mediated by capabilities implies ecological scenarios of development. CR T warns that the relationship between authorities and citizens is defined by mole and molecular actions that will affect the individual satisfaction.

Molar acts, unlike molecular actions, involve significant relationships that are contrasted by the individual in crisis situations. On the contrary, insignificant relationships are understood as molecular acts from which it is not possible to build a collective memory, social dissidence or civil disobedience.

This is how justice, when considered a system of molar actions, determines life satisfaction while it is regulated by personal abilities (hypothesis 7). However, the CRT warns that opportunities are the determinants of the relationships between reliability, justice, capabilities and satisfaction.

In this way, the freedoms of choice, when linked to political reliability and individual capacities, influence life satisfaction. This is because the trust between citizens and politicians depends on employment choice options. If there are job opportunities, then the political reliability increases and, when the skills are affected, it leads to high levels of satisfaction (hypothesis 8). Or else, opportunities are disseminated as factors of justice affecting the generation of job skills while it is possible to observe the increase in personal satisfaction of life (hypothesis 9).

However, the freedoms of choice involve decisions and opportunities, demands and resources from which opportunities are born. It is for this reason that the CRT maintains that the availability of resources, but above all the dilemma of their distribution, affects the development of communities or groups that share scenarios and contexts.

The history of a community or group seems to be undermined by cooperation and trust networks if the availability of resources allows it. Faced with a situation of scarcity, the dilemmas emerge and with it the tragedies of the common entities. In this sense, the CRT maintains that the opportunities are the result of a co-responsibility between the parties involved.

In this way, resource management indirectly affects satisfaction through opportunities, reliability, justice and capabilities. In the first instance, the scarcity of resources would generate a reduction of the levels of public confidence before the public administration, this would affect the options of choice reducing the consumption capacity, once the purchasing power is compromised, the levels of citizen satisfaction are reduced at its minimum expression (hypothesis 10a). In this tenor, scarcity can also affect perceptions of citizen injustice, in the face of lack of government response, the capacities of choice are reduced to influence life satisfaction (hypothesis 11a)

In contrast, when the availability of resources is scarce, but abundantly perceived by citizens, the opportunities for choice seem to influence citizen confidence and thus decision-making, seeking satisfaction not only personally or in groups, but socially (hypothesis 10b). This also implies a process of justice before the distribution of resources via public

services. In this scenario, life satisfaction precedes the choice options that, when perceived as abundant, transfer the effect of social justice towards life satisfaction (hypothesis 11b).

Likewise, the relationship between the valuation of the environment (available resources) and life satisfaction (needs obtained) is understood by the CRT as a direct and significant process (hypothesis 12). It is an asymmetric relationship since the scarcity of resources in the face of increased expectations generates a scenario that compromises the confidence of the citizenry with its future leaders and the capacities of future civil society (hypothesis 14 and 16).

The CRT warns that in the case of social norms regarding administration, and therefore, the distribution of resources, its link with satisfaction as being direct and meaningful implies a structural reductionism (hypothesis 13), or, in the interrelation with social justice and capabilities, implies the emergence of a democratic system of citizen participation in the face of the opening of the State (hypothesis 15 and 17).

In short, the specification of relationships between factors that theories used to explain the impact of resource availability SOB re life satisfaction involves 1 to capacity building understood as choice options orients the formation of human capital as a factor of development when less economical

Opportunities, capacities and responsibilities perceived not from the physical availability of resources, but from the consumption expectations that public services disseminate to users. Because resources are administered, in the first instance, by the State, they generate perceptions of trust that enhance choice, but distrust inhibits choice and thus life satisfaction. Human development is growing in areas ranging from perceptions social systems in which molecular events molar actions and determine 1 to life satisfaction. The common availability of resources triggers dependency relationships between the factors used in order to encourage the opportunities of choice and thereby achieve life satisfaction.

Dependency ratios as specified in the model fit the observed data. That is, the perception availability and communality of resources directly and indirectly affects life satisfaction of students. In the second case of indirect relationship, the expectations of opportunity, confidence, justice and capacity to reduce or increase the incidence of expected resources on life satisfaction adjust their specified relationships to the data obtained.

METHOD

Design. A cross-sectional study was carried out.

Sample. A non-probabilistic selection of 100 students was carried out. The criterion of choice was having a paid activity, internet service and having been enrolled in the school period. We interviewed 70 women and 30 men ($M = 20.13$ years of age and $SD = 2.36$ years of age). Economic status to which the sample belongs medium was low with about 15 00 USD monthly household income ($M = 95\ 0$ USD and $DE = 24.5$ USD)

Education. The sample declared to belong to the public university in question ($M = 2,13$ years of study and $DE = 0,47$ years). 67% of the interviewees had a scholarship or financial support ($M = 100$ USD and $DE = 7.5$ USD). Expenses related to tuition (300 USD semi-annual), useful expenses (250 USD semiannual), Internet (50 USD monthly), transportation (35 USD weekly) generate an investment of approximately USD 1,000 semiannually ($M = 870$ USD and $DE = 15.67$ USD).

Job. 36% of the sample declared working before or after attending school (M = 400 USD and DE = 23.5 USD monthly). Of the respondents who work 78% said that their salary would increase substantially if they concluded their professional training (M = 1200 USD and DE = 45.5 USD per month expected). On the contrary, 84% of the interviewees declared that their income would be lower if they only have the basic average training (M = 250 USD and SD = 14.6 USD).

Technology. 57% of the sample has Internet access (M = 470 USD and DE = 15.7 USD monthly) while 93% has mobile phone service (M = 140 USD and DE = 10.2 USD monthly). Facebook (46%), Twitter (27%) and Google+ (14%) are the most used social networks for school purposes or job search.

Instrument. A Quality of Life Questionnaire was constructed from the educational, technological and labor dimensions according to the factors of resource availability, social reliability, social justice, choice opportunities, selection skills and satisfaction perceptions (see Table 1).

Table 1. Operationalization of variables

<i>Factor</i>	<i>Definition</i>	<i>Items</i>	<i>Weighing</i>
<i>Life satisfaction</i>	Degree of evaluation of public services (education, technology and employment)	SV1, SV2, SV3	0 = not at all satisfactory, 1 = very unsatisfactory, 2 = unsatisfactory, 3 = very satisfactory
<i>Expected capacities</i>	Skill level of educational, technological and labor choice	CE1, CE2, CE3	0 = nothing preferable, 1 = very little preferable, 2 = little preferable, 3 = very preferable
<i>Trust relationships</i>	Degree of credibility in the authorities regarding education, technology and employment	RC1, RC2, RC3	0 = not at all reliable, 1 = very unreliable, 2 = not very reliable, 3 = very reliable
<i>Perception of justice</i>	Level of evaluation of public administration in educational, technological and labor matters	PJ1, PJ2, PJ3	0 = not desirable, 1 = very undesirable, 2 = undesirable, 3 = very desirable
<i>Opportunity expectations</i>	Degree of freedom of educational, technological and labor choice	EO1, EO2, EO3	0 = nothing optional, 1 = very little optional, 2 = little optional, 3 = very optional
<i>Environment assessment</i>	Level of access to educational, technological and labor public services.	VE1, VE2, VE3	0 = not very efficient, 1 = very inefficient, 2 = not very efficient, 3 = very efficient
<i>Context rules</i>	Degree of distribution of public educational, technological and labor services	NC1, NC2, NC3	0 = nothing appreciable, 1 = very little appreciable, 2 = not very noticeable, 3 = very appreciable
<i>Perceived resources</i>	Level of availability of resources through educational, technological and labor services.	RP1, RP2, RP3	0 = nothing cooperative, 1 = very uncooperative, 2 = uncooperative, 3 = very cooperative

Source: self-made

Procedure. The application of the surveys was carried out in the facilities of the Autonomous University of the State of Mexico, previous processing before the authorities of the institution. At the time of resolving the questionnaire, the interviewees were instructed to write any doubts they may have regarding the survey. After gathering the information, he was captured in the Statistical Package for Social Sciences (SPSS for its acronym in

English) version 21.0 to estimate the parameters multivariable in Moments Analysis Structural (AMOS for its acronym in English) version 6.0

Analysis. A normality analysis was carried out considering the kurtosis parameter as well as reliability assuming an internal consistency or Cronbach alpha. Subsequently, we proceeded to estimate the construct validity before sphericity and adequacy of the instrument to the study sample. Next, bivariate correlations or multivariable covariances were estimated to anticipate causal relationships in structural models, fit and residuals.

Normal. The kurtosis parameter was used to establish the proximity of the responses to the mean and standard deviation. The values close to the unit were assumed as evidence of normal distribution.

Reliability. The internal consistency of the reagents with respect to the scale was weighted with the Cronbach alpha statistic. Values higher than 0.60 and lower than 0.90 were assumed as evidence of symmetrical relationships between the reactive and psychological traits that were intended to be measured.

Validity. The adequacy with the parameter Kayser Meyer Olkin was weighted in which the values higher than 0.60 were considered as a requirement for the construct validity. Sphericity was also estimated with the Bartlett test, the chi-square value close to the unit and level of significance less than 0.050 were assumed as a second requirement for exploratory factor analysis of primary components with varimax rotation. Correlations between the item and the factor above 0.300 were assumed as indicators of a construct. Regarding the explained variance percentages higher than 20% were considered as evidence of adjustment of the specifications of the model with respect to the observed data.

Correlation. The Pearson r parameter was used to calculate the negative or positive relationships between the factors established in the construct validity. Those values close to zero and unity were assumed as spurious and collinear relations. In contrast, the values between the extremes were considered as probable associations of dependence.

Covariance The "phi" estimate was used to establish the association between one factor and another in reference to the other factors. Like the correlation, the values were identified as spurious, collinear and dependency relationships.

Structure. Parameters "phi" were used to estimate covariances, "gamma" statistics to estimate the regression of exogenous factors to mediators, "beta" parameters for the regression of mediating factors to endogenous factors. The "delta", epsilon "and" sigma "statistics were used to calculate the errors of measurement of exogenous indicators, and indicators of endogenous factors as well as the disturbance of endogenous factors. The criteria for interpreting values close to zero and unity were also considered for the mentioned parameters.

Adjustment. The contrast of the model was carried out based on the estimation of the Goodness Index of adjustment (GFI for its acronym in English). The values close to the unit were considered as evidence of acceptance of the null hypothesis.

Residual. The contrast of the model was also made from the calculation of the Mean Quadratic Approximation Error (RMSEA for its acronym in English). Values close to zero were considered as evidence of adjustment of the specified model with respect to the data obtained.

RESULTS

Eight factors were established [$KMO = 6.25$; $X^2 = 14.25$ (23 gl) $p = 0.000$] (see table 2) relating to life satisfaction (items SV1, SV2, SV3 and 45% of the total variance explained), expected capacities (CE1, CE2, CE3 and 37% of the total variance explained), confidence relations (RC1, RC2, RC3 and 33% of the variance explained), perception of justice (PJ1, PJ2, PJ3 and 31% of the variance explained), opportunity expectations (EO1, EO2, EO3 and 27% of the variance explained), environmental assessments (VE1, VE2, VE3 and 25% of the explained variance), context norms (NC1, NC2, NC3 and 23% of the variance explained), perceived resources (RP1, RP2, RP3 and 21% of the variance explained).

Table 2. Construct validity

R	M	S	K	A	F1	F2	F3	F4	F5	F6	F7	F8
r1	2,45	0,56	2,54	0,72	0,653							
r2	2,35	0,36	2,04	0,73	0,356							
r3	2,01	0,27	2,08	0,78	0,451							
r4	2,47	0,49	2,04	0,76	0,478							
r5	1,43	0,69	1,45	0,74		0,631						
r6	2,47	0,37	2,01	0,70		0,591						
r7	2,56	0,69	2,03	0,71		0,894						
r8	2,71	0,41	2,01	0,72		0,621						
r9	2,46	0,65	2,57	0,79			0,609					
r10	2,51	0,51	2,07	0,75			0,412					
r11	2,94	0,48	2,05	0,77			0,512					
r12	2,04	0,93	2,01	0,79			0,725					
r13	2,01	0,73	2,47	0,74				0,563				
r14	1,57	0,29	2,08	0,75				0,412				
r15	1,59	0,15	2,01	0,74				0,587				
r16	1,27	0,36	2,04	0,72				0,824				
r17	2,54	0,41	2,41	0,78					0,621			
r18	1,46	0,72	2,03	0,76					0,472			
r19	1,58	0,59	2,01	0,75					0,384			
r20	1,14	0,31	2,05	0,77					0,481			
r21	2,56	0,46	2,57	0,75						0,609		
r22	1,46	0,49	2,01	0,79						0,412		
r23	1,38	0,32	2,03	0,70						0,382		
r24	1,03	0,26	2,03	0,75						0,482		
r25	2,65	0,63	2,14	0,71							0,631	
r26	2,47	0,48	2,03	0,74							0,413	
r27	2,70	0,59	2,01	0,72							0,482	
r28	2,36	0,63	2,07	0,70							0,583	
r29	2,57	0,41	2,14	0,75								0,693
r30	2,45	0,26	2,04	0,79								0,351
r31	2,14	0,56	2,08	0,78								0,486
r32	2,75	0,21	2,03	0,74								0,631

Source: elaborated with the data of the study;

R = Reactive, M = Mean, S = Standard Deviation, K = Kurtosis, A = Alpha excluded value item: F1 = Perceived Resources, F2 = Context Rules, F3 = Environment Assessment, F4 = Opportunities Expectations, F5 = Perception of Justice, F6 = Trust Relationships, F7 = expect Capacities, F8 = Life Satisfaction

In the case of the descriptive results (see Table 3) there is a tendency to positive options for responses to items of life satisfaction factors, expected abilities, trust relationships, context norms and perceived resources and a negative prevalence for the factors of perception of justice, expectations of opportunity and valuations of the environment.

Regarding life satisfaction, the SV3 item ($M = 2.47$; $SD = 0.49$, $C = 2.04$) obtained the value closest to the "very satisfactory" option, while the SV2 item ($M = 2$), 01, DE 0.27, 2.08) approached the "unsatisfactory" option. That is, the sample surveyed seems to guide their life satisfaction towards an educational, technological and labor scenario close to full satisfaction

In the case of the expected capacities, item CE3 ($M = 2.71$, $SD = 0.41$, $C = 2.01$) approached the "very preferable". In contrast, item CE1 ($M = 2.47$, $SD = 0.37$, $C = 2.01$) approached the "less preferable" option. In this sense, the surveyed sample seems to direct its responses to an option close to the efficient perception of its capabilities.

On the other hand, in the confidence relationships, item RC2 ($M = 2.94$, $SD = 0.48$, $C = 2.05$), unlike item RC3 ($M = 2.04$, $SD = 0.93$; $C = 2.01$) approached the "very reliable" option. This suggests that trust is perceived as a fundamental element of the relationships between the surveyed sample.

Regarding the perception of justice, item PJ3 ($M = 1.27$, $SD = 0.31$, $C = 2.05$) with respect to item PJ2 ($M = 1.59$, $SD = 0.15$, $C = 2$), 01) being closer to the "very undesirable" option supposes a biased appreciation of justice. This is so because the injustice that the survey shows perceived by its authorities seems to be a central element in their life satisfaction.

In the case of opportunity expectations, item EO3 ($M = 1.14$, $SD = 0.31$, $C = 2.05$) with reference to item EO2 ($M = 1.38$, DE = 0.59, $C = 2.01$) reflects a tendency to the option "very little optional" which makes us suppose that the opportunities are considered as almost zero by the sample surveyed.

It is the same case of environmental valuations since item VE3 ($M = 1.03$, $SD = 0.26$, $C = 2.03$) with respect to item VE1 ($M = 1.46$, DE 0.49, $C = 2.01$) shows a tendency towards the "very inefficient" option, which is the result of considering public services as an inequitable distribution system among the sample surveyed.

Regarding the context norms, item NC2 ($M = 2.70$, $SD = 0.59$, $C = 2.01$) in contrast to item NC3 ($M = 2.35$, $SD = 0.63$, $C = 2.07$) approached the "very appreciable" option. This means that the conventions that guide the actions of the individual when evaluated positively show the influence of the system on an indicator of the quality of life in the surveyed sample. Finally, in the factor of perceived resources, item RP3 ($M = 2.75$, $SD = 0.21$, $C = 2.03$) compared to item RP2 ($M = 2.14$, $SD = 0.56$); $C = 2.08$) reflects a "very cooperative" tendency on the part of the surveyed sample. This means that the distribution of resources probably affects the perception of their scarcity and therefore the need to share them.

The reliability of factors 1 to 8 (respective alphas of 0.72, 0.74, 0.79, 0.74, 0.78, 0.75, 0.71 and 0.75) shows a consistent consistency between the items since the general reliability of the instrument was 0.69

The association between the factors (see table 4) shows that life satisfaction and opportunity expectations ($r = 0.582$), expected capacities and perceived resources ($r = 0.719$), trust relationships with perceived resources ($r = 0.625$), perception of justice with opportunity expectations (0,613), opportunity expectations with perceived resources (0,509), assessment of the environment with context norms (0,495) and context norms with perceived resources ($r = 0,321$) assume that The specification of relationships between factors could be estimated by a model, although it was expected that there would be negative relationships between justice perceptions, opportunity expectations and environmental valuations since their means, deviations and kurtosis warned a negative prevalence with respect to the positive trend of the other factors.

Table 4. Correlations and covariances between factors

	F1	F2	F3	F4	F5	F6	F7	F8	F1	F2	F3	F4	F5	F6	F7	F8
F1	1,00								1,8							
1	0								25							
R2	0,46	1,00							0,3	1,9						
2	1*	0							72	35						
F3	0,37	0,59	1,000						0,4	0,4	1,7					
3	2*	2*							82	81	25					
F4	0,46	0,49	0,381	1,00					0,5	0,5	0,3	1,8				
4	1**	1**	***	0					92	93	71	68				
F5	0,58	0,39	0,493	0,61	1,000				0,3	0,6	0,4	0,3	1,9			
5	2*	5**	*	3*					93	92	84	71	38			
F6	0,48	0,59	0,597	0,49	0,315	1,00			0,6	0,4	0,5	0,4	0,6	1,8		
6	2*	1*	*	2**	***	0			10	82	96	15	87	36		
F7	0,48	0,39	0,570	0,58	0,526	0,49	1,0		0,4	0,3	0,6	0,5	0,7	0,4	1,7	
7	1**	1*	*	2*	*	5*	00		13	96	86	81	14	82	38	
F8	0,49	0,71	0,625	0,48	0,593	0,31	0,3	1,0	0,3	0,4	0,7	0,6	0,4	0,6	0,7	1,8
8	3**	9*	*	1**	*	4**	21*	00	82	81	29	24	91	24	35	29

Source: elaborated with the data of the study;

F1 = Perceived Resources, F2 = Context Rules, F3 = Environment Assessment, F4 = Opportunities Expectations, F5 = Perception of Justice, F6 = Trust Relationships, F7 = expect Capacities, F8 = Life Satisfaction: * $p < ,01$; ** $p < ,001$; *** $p < ,001$

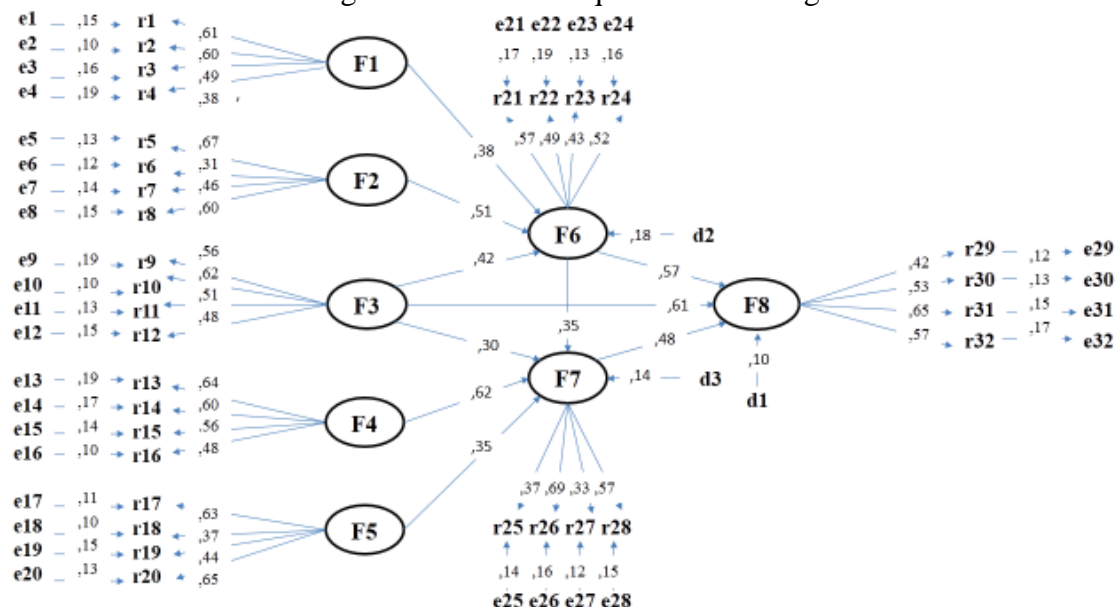
The analysis of covariances, as well as the correlations, showed positive relationships between life satisfaction and environmental assessments ($\Phi = 0.610$), expected capacities with opportunity expectations ($\Phi = 0.692$), trust relationships with resources perceived ($\Phi = 0.729$), perception of justice with perceived resources ($\Phi = 0.624$), opportunity expectations with context norms ($\Phi = 0.714$), environmental assessments with perceived resources ($\Phi = 0.624$) and context norms with perceived resources ($\Phi = 0.735$).

The covariances advocated warn that the specified relationships seem to explain a quality of life system centered on life satisfaction, expected capacities, trust relationships, context

norms and perceived resources rather than on perceptions of justice, opportunity expectations and environmental valuations.

Model structural relationships shows that the factor that increases the power explanation of the perception of resources s Obre life satisfaction is the standard setting ($\gamma = 0.52$), followed by the weighting factor of the environment ($\gamma = 0.37$), the expected capacities ($\beta = 0.31$), confidence relations ($\beta = 0.28$) and perception of justice ($\beta = 0.24$). That is, the full satisfaction of actions related to academia, technology and employment is influenced by the availability of resources perceived through deep-seated behaviors. of the students. This finding highlights an assumption of the Theory of Common Resources according to which the uses and customs of the groups internalize the resources as elements of community and identity. This is because the conservation of resources obeys entrenched customs in which the sense of belonging is fundamental for personal, group or communal satisfaction (see Figure 1).

Figure 1. Structural equation modelling



Source: Elaborated with data study

The contrast of dependency relations [$X^2 = 12.35$ (12 gl) $p = 0.000$; GFI = 0.975; RMR = 0.000] evidence of acceptance of the null hypothesis.

DISCUSSION

In reference to the work of Machado, Anarte and Ruíz (2010) in which they demonstrated the dependency relation between anxiety and the low quality of life perceived, the present study has found that the availability of perceived resources indirectly determines the satisfaction of life through the context rules. In this sense, the activities of rooting among the sample seem to mediate the perception of scarcity of resources on the expectations of full satisfaction in terms of education, technology and employment in the young people surveyed.

However, in the aforementioned study depression was the second predictor of low satisfaction of perceived life and this means that after both pathologies, the expectations of full satisfaction are reduced to their minimum expression while in the present

investigation the exclusion of pathologies suggests that the quality of life, in its satisfaction dimension, is determined by the distribution of resources between the relationships established in the groups of the sample surveyed.

The quality of life having been considered from two preponderant dimensions; subjective and physical, supposed the interrelation between availability of resources and basic psychological processes in which the relationships of groups would not affect the perception of full satisfaction.

Although in this study the s relationships of trust and perception of justice are variables on the dynamics of groups to which the individual belongs, its explanatory power is less than the value of resources (public education, technology and employment) and personal abilities (freedom of choice , skills and knowledge), although context norms (entrenched behaviors) increase the relationship between available resources and life satisfaction. However, it will be essential to include personal pathologies in the dependency relationship model to contrast their influence on life satisfaction.

CONCLUSION

The quality of life , in its dimension of full satisfaction of the public services of education, Internet and employment, in the sample of young people surveyed is determined by the perceived availability of resources through the context norms, but the relative factors Group dynamics such as the perception of justice and trust relationships increase the explanatory power of perceived resources in a lower incidence than opportunities and capacities as well as the valuation of resources (public services).

The indirect relationship between perceived resources and life satisfaction suggests that there are group and personal factors that regulate the impact of a scarcity or perceived abundance of resources, although the state of knowledge warns that it is the psychological variables that directly determine the Perceptions of full life satisfaction.

The satisfaction of life when interacting with perceived resources, environmental valuations, norms of context, perception of justice, relationships of trust, opportunities and expected capacities can be explained from theoretical psychological, sociological or economic frameworks, but it is necessary to include theories and constructs of economic and political order since its exclusion reduces the quality of life to the perception of the respondents.

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