

# A Study on Pedagogical Support in the Teacher

## ABSTRACT

The present investigation was developed with the purpose of determining the pact that generates the virtual recycling classroom in the knowledge of the environment, in this regard we worked with a sample of 32 directors of educational institutions of special basic education in the region of Libertad Likewise, reliable and duly validated interview guide, questionnaire and observation guides were used for the collection of information processed thanks to the statistical software SPSS version 25, it was concluded virtual recycling classroom does generate a significant impact on knowledge of the environment in The special basic education modality, due to the Pearson and Durbin Watson correlation coefficient, showed positive values of 0.826 and 1.039 respectively and a significance of less than 5% ( $p < 0.05$ ).

**Keywords:** Pedagogical support, Teaching performance, systematic review.

## INTRODUCTION

In the competitive times of the education sector, the teacher plays an important role in education considered as the only responsible within the policies that the state has, where most latin American countries have been counting on the pedagogical accompaniment of the teacher, in order to improve the quality of practices with students and achieve compliance with the objectives set. (Huamaní, 2016, p. 02)

According to the Regional Education Project for Latin America and the Caribbean (PREALC) maintains that support should be embraced by educational services through the coordination of public and private partnerships, in order to improve the devices that support the various forms of basic leadership, ideas, evaluations among others. (UNESCO, 2002, p. 39).

It is worth mentioning that, among the most outstanding competences by students, the areas of greatest importance that influence their academic training in the students of Venezuela are mathematics and reading comprehension, this constitutes forging a positive attitude in the teacher especially in the use of the appropriate pedagogical methods, and try to overcome that myth or culture of shortcut that is still difficult, mostly this is due to the fact that many times it is difficult for teachers to have the right skills and also to have the support of parents (Mendoza, 2019, p.21). According to Argomedeo (2016), he points out that, in Colombia, various tests were applied to students in the performance of learning mathematics and according to the PISA report of 2013, it turned out that this country ranked 61st out of 64 countries, being identified that one of the most relevant problems was the inefficient teaching practice that the teacher had towards the student, as well as the scarce method he had to transmit knowledge, possibly also due to the fact that in those times there were no pedagogical accompaniment programs that would have allowed him to guide the teacher the use of mechanisms in a teaching of improved quality, to fulfill the purposes (p.12-14).

In the same way in Peru, as reported by channel N through its cover of December 3, 2019, Peru ranked 64th out of 77 countries, in the PISA test applied in 2018, where in the reading comprehension test an average of 401 was obtained, improving in relation to the one reached in 2015, which was 398, on the other hand in the area of mathematics the average obtained was 400, while in science 404 units were achieved, it should be noted that in 2015, the averages of 387 and 397 respectively were reached, but despite everything, we are still below countries such as Chile, Brazil, Colombia and Argentina, a problem that is still latent due to the lack of methodologies in terms of teachers who are the main actors in transmitting knowledge to the student. (Rodríguez, 2019, p.1).

This reality is not alien to what also happens in the Jesús Nazareno Educational Institution, in the districts of the La Libertad region, where lately the results of the census evaluation (ECE) taken until 2018 have not been very satisfactory, it was obtained that 62% of the students of the second year of secondary school solve with great difficulty the problems of mathematics, as well as 82.1% of the fourth year of secondary school, presuming that this problem is due to the fact that until 2019 the aforementioned educational institution of public management did not have the pedagogical accompaniment program, reasons of an administrative nature by the Local Educational Management Units, of the region but for the years from 2020 the intervention of the Internal

Training Program for teachers in service was focused, in order to contribute to the improvement of teaching practice in order to provide a quality service to students, for this reason this study arises from the need and interest of the Director of educational institutions, to know if having the intervention of the DIFODS program as pedagogical accompaniment improve teaching practice in teachers at the secondary level of the aforementioned educational institutions, It is important to note that the reality exposed above led me to ask myself the following question: to what extent does pedagogical accompaniment improve teaching performance in the directors of the Educational Institutions of the La Libertad Region as a systematic review?, On the other hand, this work is important for its contribution to the knowledge of the teaching practice of Educational Institutions in our country since it allows to obtain systematized information of the current situation for the design of future proposals for improvement such as monitoring and pedagogical accompaniment, likewise it will be important to the educational institution, because it will allow you to have a management tool for the improvement of the educational service that they provide to the community in the average that will have improved technical criteria for decision-making in institutional management, it is important to note that the present will show its importance and worth its redundancy because with professionalism it will allow to have a greater knowledge about the monitoring and pedagogical accompaniment, as well as raising awareness about the positive impact of teaching practice and the academic performance of students. It is necessary to mention the objectives that are established for the present study, in a general way it should be determined if the pedagogical accompaniment improves the teaching performance in the directors of the educational institutions of the region the freedom as a systematic review. On the other hand, to demonstrate the formulation of the problem, as well as some objectives, it was necessary to contrast the hypothesis in a general way such as Hi: Pedagogical accompaniment significantly improves the teaching performance, of those of the directors, of the educational institutions of the La Libertad region, under a systematic review.

Rodríguez (2016), carried out in the doctoral research study "Pedagogical accompaniment as a strategy for the transformation of mathematics teaching with primary school teachers of the Manuela Beltrán educational institution", where his general objective was to describe the relationships that can occur between the conceptions and beliefs of the natural sciences teacher and the initial training processes, continuing education and professional teaching practice, the descriptive type study was applied, where the sample size was made up of 30 teachers, likewise the collection of information was carried out for the teacher, the same one that was subjected to a process of validity and reliability of the instrument by Cronbach's alpha, in this regard the author concluded that there is evidence of a positive evolution in the conceptions and beliefs of the teachers, inferring a level of relevance from the validated intervention model and deriving more precisely the characteristics than those possible in analogous contexts.

Valdivia (2016) in the doctoral thesis "Influence of pedagogical accompaniment on teaching performance in the Emblematic Educational Institution "Divina Pastora", Oxapampa, Pasco-2016", whose objective was to determine the influence of pedagogical accompaniment on the professional performance of teachers of the Emblematic Educational Institution "Divina Pastora", of Oxapampa - Pasco 2016, for this purpose said study was based on the criteria of the non-experimental study of a correlational descriptive type, cross-sectional or transactional, likewise there was a sample size of 125 teachers, a student "T" test calculated at 5,746 was applied much higher than the "T" value of Student table, whose value is 1.96; aspect that allows to confirm that the pedagogical accompaniment, as a strategy of help and technical support, influences favorably and significantly in the professional performance of the teachers in the reflective dimensions (preparation for the learning of the students, in the collegiate dimension (teaching for the learning of the students), in the relational dimension (participation in the management of the school, articulated to the community) and in the ethical dimension (development of the professionalism and identity of the teachers) of the Emblematic Educational Institution "Divina Pastora", of Oxapampa - Pasco.. (p. 71)

Román and Mínez (2016), argue that pedagogical accompaniment "is that of being next to the other, teacher to teacher, guiding them, accompanying them, walking with the accompanied teacher, being part of their reflection in an environment of empathy, as part of a support strategy, under a systemic process, in order to contribute to the improvement of the logo of learning in students". (p.28), Likewise, the International Federation of Faith and

Joy (2018), maintains that pedagogical accompaniment "is part of a proposal that generates in teachers' reflection on the work done, allowing them to contribute elements for theoretical and practical knowledge, contributes to the organization for cooperative work allowing the construction of pedagogical proposals according to that made by students and their environment". (p.65).

It is important to note that the present variable in a philosophical way has a scientific foundation, since teachers provide the sustenance of how teachers learn, this position is appreciated in the design and curricular development of the training plan or pedagogical accompaniment. That is why it is based on the theory of psychological constructivism this theory accompanied teachers build their mental structures when they interact with the environment, reacting to disturbances through processes of assimilation and adaptation. Its pedagogical intention is oriented to activities that put into play the existing knowledge and produce disturbances. According to this theory, pedagogical accompaniment allows structuring learning environments that allow the development of certain conceptual structures through participation in tasks that promote the performance of teachers. It is also based on the Theory of Learning, it is the engine of practice and practice is the history of shared learning, therefore, learning arises from a process of negotiation through reciprocal relationships between participation and materialization, through participation where relationships are established with other teachers and we define our way of being part of communities in which we commit ourselves to companies, and we develop our identity. Intercultural approach interculturality means "between cultures" which refers to the harmonious, respectful and evaluative relationship between two or more cultures characterized by cultural and linguistic diversity. This approach is oriented, pedagogically, to the transformation and construction of conditions of being, being, thinking, knowing, learning, feeling, living and living together. Interculturality, understood critically, is something that accompanying teachers must build (MINEDU, 2013. p.15).

## **MATERIALS AND METHODS**

### **Object of study**

The study included as an object of study 32 Directors of the Educational Institutions of special basic education, belonging to the Regional Management of La Libertad. **Due to this, sample** was also made up of the same size of the population (32 Directors), under the criterion that they work as directors and teachers at the same time knowing with greater affluence systematically.

### **Instruments**

**The study** included the following instruments:

1. Interview Guide for Directors
2. Questionnaire to be able to know the pedagogical accompaniment and the teaching performance of the directors of the educational institutions of the La Libertad Region.
3. Observation to know the pedagogical accompaniment.

### **Methods and techniques**

The methods used in the research was that it **was based on scientific criteria** of the deductive and inductive part, as for the type of research by its scope was descriptive correlational causal, under the approach of non-experimental design because the dependent variable was not manipulated, that is, the phenomena are studied in their nature as they are.

On the other hand, it is important to **note the present** study regarding the type of variable was based on the quantitative approach.

**For data analysis,** this study under the scientific method used the criteria of descriptive statistics to show the findings through a table and table of frequencies with the grouped methods, and on the other hand made use of inferential statistics to demonstrate the contrast of hypotheses, with the previous tests of normality in Shapiro Wilks for having a sample size of less than 50 data, thanks to the statistical package of the SPSS version 25.0, by means of the procedure of taking out the levels of intervals to group by scale in each level of

the two variables, then perform the corresponding hypothesis contrasts, if so, the Pearson correlation coefficients were used whenever the data come from a Normal distribution if not, rho spearman will be used, under a significance level of 5%.

## RESULTS AND DISCUSSION

The findings found in the present study were processed based on the established objectives, being important first to know the behavior of the data of both variables in their dimensions and for this we rely on the normality test, by Shapiro Wilks for having only a sample size less than 50 data ( $n = 32$ ), the same that was demonstrated by table 1, where the data for both its two variables and for the dimensions of the first variable come from a normal distribution under a confidence level of 5% ( $p > 0.05$ ), due to this parametric tests were used, being the most appropriate to associate the variables, In this explanatory causal correlational study, the Pearson correlation matrix and the Durbin Watson test were used by linear regression to know the degree of impact that one variable has against the other. So much so that, in Table 2, a value of 0.826 is observed, which means that pedagogical accompaniment and teaching performance are positively and significantly related, under a significance level of 5% ( $p = 0.001$ ). This result in a certain way resembles what Rodríguez (2016) found, **concluded there** is evidence of a positive evolution in the conceptions and beliefs of teachers, inferring a level of relevance of the validated intervention model and deriving more precisely the characteristics than those possible in analogous contexts.

**Table 1.** Normality test (Shapiro - Wilks), of the scores obtained with respect to pedagogical accompaniment and teaching performance

		Pedagogical accompaniment	Teaching performance	Personal	Pedagogy	Social	Valuation
N		32	32	32	32	32	32
Normal parameters	Average	44.0323	40.7097	14.5484	8.1935	12.3226	8.9677
	Desv. Deviation	5.72994	5.15230	3.18160	2.63843	3.31046	2.61386
Maximum extreme differences	Absolute	0.149	0.112	0.119	0.158	0.087	0.153
	Positive	0.133	0.070	0.117	0.158	0.087	0.153
	Negative	-0.149	-0.112	-0.119	-0.140	-0.061	-0.071
Test Statistician		0.149	0.112	0.119	0.158	0.087	0.153
Asymptotic (bilateral) sig.		,076	,200	,200	,046	,200	,063

*Source:* application of the instruments to E.I. directors – GRELL

**Table 2.** Parametric correlation table of pedagogical accompaniment and teacher performance

		Pedagogical accompaniment	Teaching performance
Pedagogical Accompaniment	Pearson correlation	1	0.826*
	Sig. (bilateral)		0.001**
	N	32	32
Teaching performance	Pearson correlation	0.826	1
	Sig. (bilateral)	0.001	
	N	32	32

\* The degree of association of both variables is positive (Pearson correlation matrix)

\*\* There is significance in the correlation of the variables, under a significance level of 5% ( $P < 0.05$ )

On the other hand, in Table 3, **it is observed the correlation** coefficient of Durbin Watson is 1.039, which is interpreted to be between 1 and 3, it is then induced that the model is quite reliable, being significant with

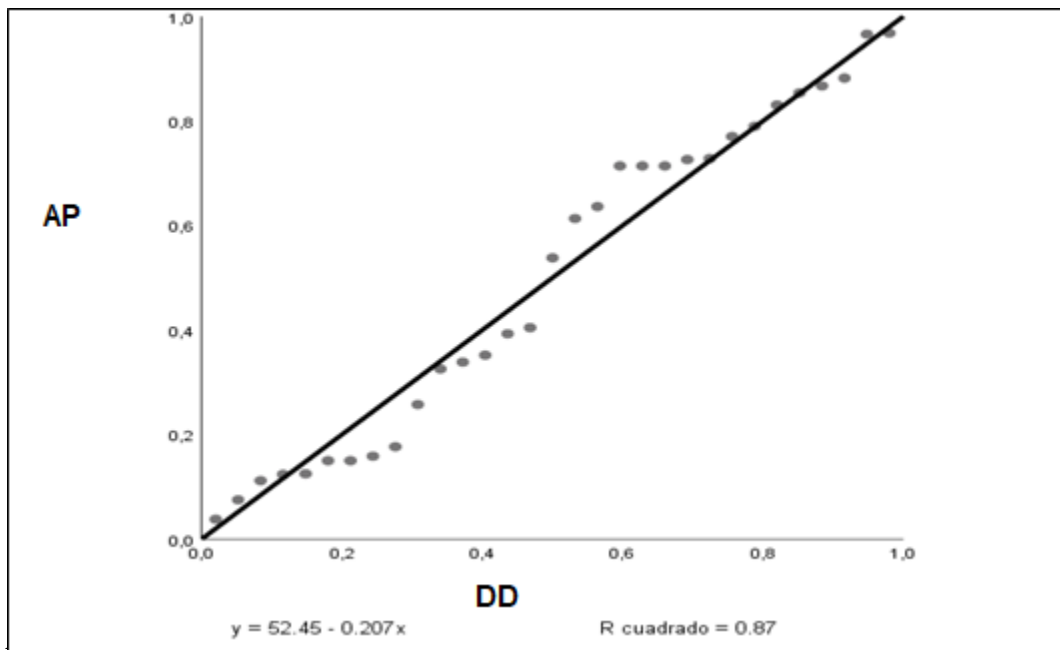
0.038 ( $p < 0.05$ ); therefore, the research hypothesis is accepted **concluding pedagogical** accompaniment generates a significant impact on teacher performance, where we also have the explanation of these variables in **figure 1**, of dispersion where the virtual classroom variable of recycling influences in the following way, that is, for each point of response that is obtained on what is related to the pedagogical accompaniment, the response score with respect to the teaching performance will increase by 52 points. It is also observed that, the R squared ( $R^2$ ) as the coefficient of determination of the model indicates a degree of representativeness of 0.87, which means that the regression model is very good, since the optimal is 100%. This also means that 87% of the variation of the dependent variable is explained by the independent variable. It should be noted that these results are somewhat related to the findings of Valdivia (2016), where he points out that pedagogical accompaniment and teaching performance are related to the development of methodologies, alternatives, therefore, it is a necessary reason to **induce the author** also concludes that pedagogical accompaniment and teaching performance are related for the benefit of students' knowledge as a systematic review (p.28).

**Table 3.** Linear regression table to know the impact of pedagogical accompaniment in teaching performance.

Model	Sum of squares	gl	Quadratic mean	F	Sig.
Regression	34.065	1	34.065	1.039*	,0031**
Residue	950.902	30	32.790		
Total	984.968	31			

\* The impact of the independent variable versus the dependent variable is positive (Durbin Watson test)

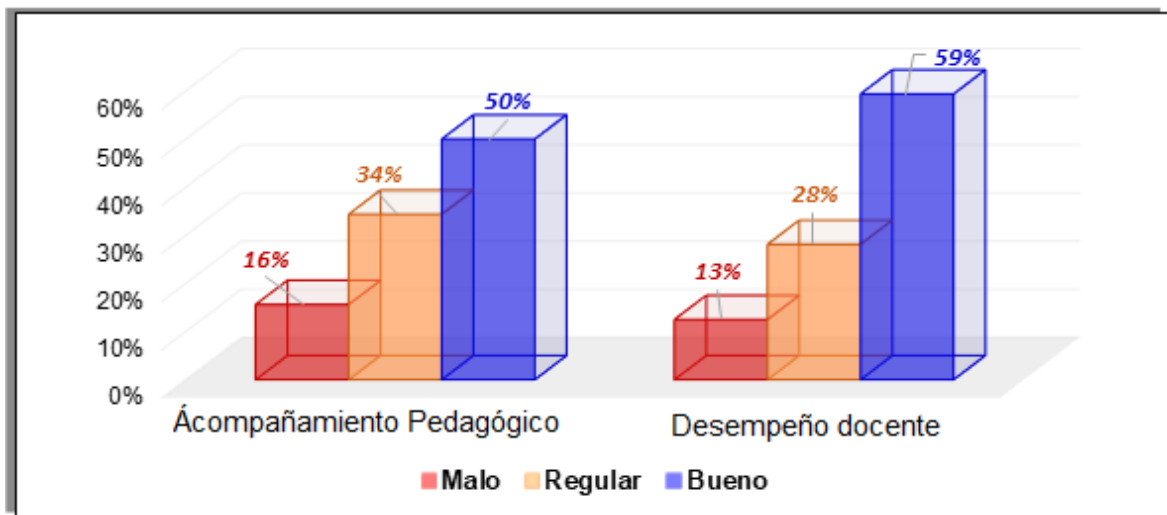
\*\* There is significance in the correlation of the variables, under a significance level of 5% ( $P < 0.05$ ).



**Figure 1.** Linear regression between pedagogical accompaniment and teaching performance

In Figure 2. It is observed that 50% of Directors of educational institutions in the La Libertad region develop at a good level of pedagogical accompaniment, with the consequence that 59% of them have good

performance, on the other hand, both 34% with respect to pedagogical accompaniment and 28% with respect to teaching performance are at a regular level. In a similar way, Roman and Minez (2016) opined, they maintain that pedagogical accompaniment "is that of being next to the other, teacher to teacher, guiding them, accompanying them, walking with the accompanied teacher, being part of their reflection in an environment of empathy, as part of a support strategy, under a systemic process, in order to contribute to the improvement of the logo of learning in students".



*Figure 2. Scoring level of answers on pedagogical accompaniment and teaching performance*

## CONCLUSIONS

**Pedagogical camping** allows to improve the teaching performance in the educational institutions of the region La Libertad, due to the correlation coefficient of Pearson and Durbin Watson showed positive values of 0.826 and 1.039 respectively and a significance less than 5% ( $p < 0.05$ ), on the other hand, it was also identified that 50% of the directors develop a good level of pedagogical accompaniment and about 59% of the teacher they fall apart at a good level.

### Consent

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

### Acknowledgment

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