

Commitment and quality of teaching, source of training for professional teaching service

Compromiso y calidad de la enseñanza fuente de capacitación al servicio profesional docente

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Abstract

It is an analysis of the responsibility and commitment of teachers to achieve a constant update of the teaching profession with a philosophy of professional ethics, to provide quality formative teaching to students. The quality of teaching is lost when teachers lack work commitment and lose interest in their work performance. The non-experimental, quantitative research design, in data collection, an instrument of 9 complex and 136 simple variables is applied, validated with 0.93 Cronbach's alpha, has three axes: professional teaching service, teaching commitment and quality in teaching, of which the latter are explored in depth. It is measured with a randomly selected sample of 392 primary school teachers from a population of 12,640. The analysis is descriptive with percentages and measures of central tendency, correlational with a Pearson r^2 0.50 and multivariate principal components method. Among the notable conclusions about the professional teaching service is not that it omits to evaluate the performance and commitment that teachers show in their professional work, which is the basis of the quality of teaching. Work commitment is reflected by being motivated to train to develop ideal learning environments, they conduct themselves ethically, they are professionals concerned about student learning, they use assertive communication, they prepare classes, they innovate teaching strategies, they allow performance evaluation as a source. of professional innovation, they also work collaboratively with shared leadership with colleagues in schools.

Commitment, Quality, Teaching professionalization

Resumen

Es un análisis sobre la responsabilidad y compromiso magisterial para lograr una actualización constante del magisterio con filosofía de ética profesional, para dar calidad de la enseñanza formativa a los educandos. Se pierde la calidad de la enseñanza cuando los maestros carecen de compromiso laboral y pierden el interés en su desempeño laboral. El diseño de investigación no experimental, cuantitativa, en la recolección de datos se aplica un instrumento de 9 variables complejas y 136 simples, validado con 0.93 alpha de Cronbach, tiene tres ejes: servicio profesional docente, compromiso docente y calidad en la enseñanza, de los cuales se profundiza en los últimos. Se mide con una muestra seleccionada al azar de 392 maestros de primaria de una población de 12,640. El análisis es descriptivo con porcentajes y medidas de tendencia central, correlacional con un r^2 0.50 Pearson y multivariado método de componentes principales. Entre las conclusiones destacadas sobre el servicio profesional docente no es que éste omite evaluar el desempeño y compromiso que los maestros muestran en su quehacer profesional, lo cual es la base de la calidad de la enseñanza. Se refleja el compromiso laboral al estar motivados a capacitarse para desarrollar ambientes de aprendizaje idóneos, se conducen con ética, son profesionistas preocupados por el aprendizaje de los estudiantes, emplean comunicación asertiva, preparan clases, innovan estrategias didácticas, permiten la evaluación al desempeño como fuente de innovación profesional, además trabajan colaborativamente con un liderazgo compartido con los compañeros en las escuelas.

Compromiso, Calidad, Profesionalización docente

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1. Introduction

Work commitment is a "recently researched dimension of professional development, which acts as a powerful support for identity and professionalism in times of change, revealing the way in which teachers and schools manage their actions and development spaces within a dynamic social reality". Fuentealba R. and Imbarack P. (2014). Since 1992, the "teaching career" program (SEP) was implemented to stimulate teachers' professional development in academic updating, performance evaluation and seniority in the educational service, but no measures were included to evaluate work commitment in the classroom. Authors such as Arias & Bazdresch, Guijosa, Murillo & González, Escribano, Fuentealba & Imbarack, Pellicer, Day and Gutiérrez, converge in that the quality of teaching resides substantially in the degree of work commitment shown in the performance and learning results crystallized in developing the necessary competencies for the life training of elementary school students.

The evaluation of teacher performance should be focused as a formative and summative process of knowledge construction based on the commitment to real teacher performance, with the objective of developing and motivating axiological transformations towards teaching quality. Manzi J. & Sclafani S. in "Report on In-service Teacher Evaluation and Development Practices in Comparative" (2010) state that "International research agrees that the quality of learning depends on several factors, but fundamentally on the quality of teaching and, therefore, one of the relevant factors for improvement is the existence of a well-prepared and committed teaching staff". Since 2003, Ana Bazdresch of Boston University observed the need for the education system to "foster a responsible and committed attitude of education workers" and to consolidate the profiles of education professionals.

As the writer Day Torres said "passion for teaching is not a fortuitous luxury, it is a quality that only a few teachers possess" (2009) and it is the heart of the quality of teaching and learning.

The research objective is to study the factors of teaching quality and commitment to work performance measured in the evaluations of the professional teaching service.

2. Methodology

The research has a non-experimental design Quantitative of transactional application with a validated instrument with a Cronbach's alpha of 0.93 taking a margin of error of r^2 0.50, which contains 136 simple variables within 9 complex variables immersed in three axes: professional teaching service, teaching commitment and teaching quality, the first contains three complex variables: teaching with 16 attributes, teacher evaluation with 15 items and perception of teacher performance" with the same number of elements.

Teaching quality is subdivided into three complex variables: teaching in the classroom with 11 items, teaching in the school with eight items and quality of teaching performance" made up of eight simple variables. It is applied to 392 active teachers out of a population of 12,640, belonging to the primary education system of the State of Coahuila.

3. Results

In the Descriptive Analysis with percentages and readings of central tendency, it was found that most of the teachers are young women with an average of 2 and 3 years of service, graduated from teacher training, a third of them have a university degree, more than half practice sports, read frequently, have skills for the use of school information and communication technologies. Regarding the correlational analysis using Pearson's method ($r^2 = 0.50$), it shows that teachers committed to teaching develop suitable learning environments for it, present an ethical conduct in the exercise of their work, are concerned and motivated and willing to constant professional training, present a positive interrelation with students and colleagues with whom they work in teams and share the shared decision making, perform daily lesson planning, practice effective didactic strategies, are willing to be evaluated for professional and student improvement.

They also manage ethical educational development and value culture, attend the school technical council, lead in teams, use the natural environment for learning, create motivating educational contexts, most of them present work identity as a mission and feel motivated by teaching.

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The mission and teaching skills are present in aspects of the culture that are present in the quality of teaching in pedagogical and inclusive classrooms, orienting formative education by example, environmental sustainability, zero waste, reuse of materials and fostering the value of social responsibility. In the factorial analysis, the Principal Components method was applied, which provides an explanation in 21 factors, the four most important of which are: including evaluation as a teaching commitment, presenting behaviors with ethical values, developing competencies in educational practices and vocation of service.

The quality of teaching implies planning teaching work, generating positive learning environments, taking advantage of the natural resources of the environment and promoting inclusive collaborative learning. In terms of teaching skills, competencies refer to the mastery of theoretical content, selecting and applying didactic strategies and including continuous evaluations of teachers during teaching practice.

Factor	Total	% Variance	% Accumulated	Total
1°	31.926666	27.05649658	27.05649658	21.84379702
2°	8.70082114	7.373577234	34.43007381	1.695378207
3°	5.4233176	4.596031867	44.95168159	8.908551919

Table 1 Variance in Principal Components

4. Conclusions

Committed teachers are motivated towards continuous pedagogical preparation because they recognize the benefits of updating and development as responsible professionals in education. It is important to recognize that education is a process of integral social development of students for the formation of exemplary citizens, for which it is essential to have professional teachers, whose motivation and mission is constituted in a responsible and ethical performance for the learning of future generations with commitment to themselves and others, with a proactive attitude of education shown in their daily performance.

Positive actions in teaching reflect the commitment acquired with the educational work and other inherent actions such as class planning, promoting the diversity of interests of students to develop them.

Taking advantage of the natural environment and promoting lifelong learning with positive, innovative and challenging attitudes to technological, scientific and social changes that present the historical moment we live.

To be proactive and responsible for the future development of children in elementary school is to be a quality professional qualified for teaching, which implies formative evaluations and examples of values and motivation so that the teaching profession is shown in the development and formative learning of a committed, responsible and integrated childhood to society and that accommodates and responds to the vicissitudes of the future. The quality of teaching is a utopia that is pursued daily in the classroom, it is intended that each and every one of the students manage to develop one hundred percent or more of educational skills.

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