

Teacher evaluation is myth or reality for teaching innovation**La evaluación docente es mito o realidad para la innovación de la enseñanza**

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Abstract

Many teachers have a culturally learned negative perception of teacher evaluation. The objective of this research is to measure teachers' perceptions regarding the evaluation of pedagogical performance, as a basis for educational innovation. Teachers are influenced by negative cultural learning and/or internal fears of evaluation. Research methodology: the design is quantitative, non-experimental, the data collection is transactional with a piloted instrument that contains 136 variables in three axes: evaluation of the professional teaching service, commitment and labor innovation, and quality of teaching. Randomly 392 teachers are measured. The analysis is descriptive; Correlational and Principal Components. The conclusions reflect the current educational paradigm, unfavorable learned attitudes towards evaluation and fear of being exposed with evaluations, arguing that they focus on theory and omit professional praxis. Contribution of results. The relevance of evaluating teaching work is underlined, as support for teaching-learning innovations towards new hybrid pedagogical models. Teacher training focuses on changing positive attitudes towards job evaluation, as a factor "a priori" for educational innovation. The importance of motivating teaching commitment and research to innovate learning models by transforming post-pandemic paradigms.

Teacher evaluation, Didactic perception, Educational impacts**Resumen**

Muchos maestros tienen una percepción negativa culturalmente aprendida de la evaluación docente. El objetivo de esta investigación es medir las percepciones magisteriales respecto a la evaluación al desempeño pedagógico, como base para la innovación educativa. Los docentes son influenciados por aprendizajes culturales negativos y/o miedos internos a la evaluación. Metodología de la investigación: el diseño es cuantitativo no experimental, la recolección de datos es de corte transeccional con un instrumento piloteado que contiene 136 variables en tres ejes: evaluación del servicio profesional docente, compromiso e innovación laboral y calidad de la enseñanza. Aleatoriamente se miden 392 docentes. El análisis es descriptivo; correlacional y con Componentes principales. Las conclusiones reflejan el paradigma educativo actual, actitudes aprendidas desfavorables hacia la evaluación y miedo a ser expuesto con evaluaciones, argumentando estas enfocan en teoría y omiten la praxis profesional. Contribución de resultados. Se subraya la relevancia de evaluar el trabajo docente, como sustento para innovaciones de enseñanza aprendizaje hacia nuevos modelos pedagógicos híbridos. La capacitación docente se centra en cambiar actitudes positivas ante la evaluación laboral, como factor "a priori" para la innovación educativa. La importancia de motivar el compromiso docente y la investigación para innovar los modelos de aprendizaje transformando paradigmas postpandemia.

Evaluación docente, Percepción didáctica, Impactos educativos

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Introduction

Primary education teachers are the agents of change in the development of people, they carry out a formative work where the evaluation of the administration of the educational institution where they work dedicated to the learning of a diversity of students is presented, the Ministry of Education constantly evaluates the performance of its workers to develop diagnostics that allow the timely attention of teachers, students and support staff to carry out actions for continuous improvement pedagogical, teacher training and others that allow the development of the entire educational institution. The evaluation of teachers, students, support staff and other indicators such as infrastructure of suitable learning spaces, systems and functional pedagogical models, which are reflected in the study programmes that make up the curriculum and are applied by teachers to achieve learning and formal development of students at any school level.

The evaluation of any school indicator is implemented as a basis for decision making of all kinds: academic, financial, procedural, administrative, etc.

This research aims to really know the opinions of teachers active in primary education regarding the evaluation of teacher performance, with formative intentions of personal development and to bring new expectations and support in learning required by students in their diverse range of peculiarities and personal differences.

The central thesis deals with innovation in the evaluation of the professional teaching service through the commitment and quality of teaching, for which it is necessary to investigate the perspective of teachers with didactic experience in professional practice.

Escribano, Gutiérrez, Bando, Martínez & Guevara and Martínez & Yaniz-Álvarez et. al state that evaluating teaching promotes the improvement of work where areas of opportunity for professional development are recognised, so that teachers can access courses and diplomas that prepare them for quality teaching. Condor & Remache (2019), state the need to qualitatively assess the teaching process, to know which elements require positive change.

2. Methodology

A non-experimental, quantitative research was carried out with an instrument elaborated with 9 complex variables, 136 simple variables immersed in 3 axes: evaluation of the professional teaching service, work commitment and teaching quality. The opinion questionnaire was piloted to evaluate its validity with a Cronbach's alpha of 0.93. Data were collected in a vertical cross-sectional application in 6 primary schools. The random sample was 392 primary school teachers out of a population of 12,640 active teachers.

3. Results of the data analysis

It was carried out at three levels: descriptive, correlational and multifactorial with the Principal Component Method.

3.1. Descriptive analysis

Using percentages and central tendency statistics, it was found that: the majority of primary education teachers in the public education system in the State of Coahuila are women, young adults with few years of service, a third of them have improved their salary, almost all of them graduated from a teacher training college, six out of ten do not practice sports, most of them have a reading habit and all of them use virtual technological tools, and a third of them have parents with a university degree.

3.2. Correlational Analysis

It was applied with Pearson's method with an $r^2 = 0.50$. The main correlations obtained in the Teaching Work Commitment axis show that teachers who are committed to their work tend to develop suitable learning environments, practice ethics, seek constant professional preparation, communicate assertively, prepare classes, innovate in didactic strategies, evaluate teaching practices, work collaboratively and promote shared leadership.

The correlations present in the Evaluation of the professional teaching service axis are: have positive emotions, carry out educational management, value interculturality, work collaboratively, participate in the Technical School Council, share leadership, plan classes, take advantage of the environment, generate learning environments, feel a work identity and passion for teaching.

In the Quality of teaching axis, the aspects that are correlated are: they generate learning environments, they are inclusive, they promote sustainability, they develop teaching competences and they are responsible in their teaching work.

3.3. Factor analysis

The multivariate method of Principal Components was applied, which explains 44.9% of the total phenomenon under study. Of the 21 factors present, the four with the greatest explanatory weight were analysed: 1st The evaluation of teaching commitment, which is present when there are ethical values, competencies in educational practices and a vocation for service. 2nd Quality of teaching, which involves planning teaching work, generating positive learning environments through the use of environmental resources and tends to promote collaborative learning. 3rd Negative perception of evaluation, where teachers show negative emotions of rejection of the evaluation of teaching performance. 4th Teaching competences, which refer to the mastery of theoretical contents, selection of didactic strategies and application of continuous evaluation 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	6.99217957	5.925575908	40.35564972	10.22046998
4	5.4233176	4.596031867	44.95168159	8.908551919

Table 1 Total variance explained in Principal Components

4. Conclusions

Among the important conclusions, which reflect the opinions of the sample of teachers are: immersed in the current educational paradigm, teachers have an unfavourable attitude towards evaluation, a coincidence that is perceived with the culture of the country, which is not used to being formally evaluated.

The standardised tests of the Ministry of Public Education to which teaching professionals are subjected show a high memoristic and theoretical content, as well as lacking an objective assessment of continuous, developmental and formative professional teaching practice.

The quality of teaching involves formative evaluation to assess the strengths and weaknesses of teacher performance. The main difficulty in this is the resistance of most teachers to their job evaluation due to the learning culture of Mexicans, as well as the personal fear of being judged and compared with their colleagues.

In order to achieve innovations in the teaching work, formative evaluation is necessary and obligatory as a diagnosis to be able to develop the different indicators that make up the formal teaching and learning process in our country, including proactive and formative teacher evaluation in order to make decisions about professional development, pedagogical and institutional service.

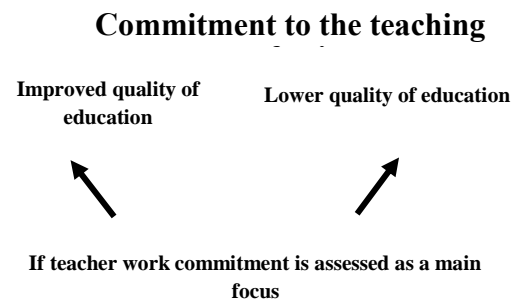


Figure Representation of the central thesis with the relationship between the research axes
Source: Own Elaboration

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