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## Monitoring, Support and Inter-Learning in Teaching Performance in Basic Education of the Area of Mathematics. A Case Study in Puno (Perú)

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**Abstract.** The objective of this article is to determine the influence of monitoring, support and inter-learning on teaching performance in the

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area of high school Mathematics in Puno (Peru). This investigation was motivated by the results obtained by students in the Student Census Evaluation, as one of the components is the teaching factor in every pedagogical triangle. For this reason, a quantitative cross-sectional study with a descriptive-explanatory design was performed. The data were collected through a survey established by the Ministry of Education and the sample was comprised of 16 teachers of Mathematics. The results showed that monitoring, support, and inter-learning had a significant and positive influence on teaching performance. The present research shows that monitoring, support, and inter-learning have implications for teacher performance and, ultimately, for the quality of education provided to students. This strategy helps to identify teachers' strengths and weaknesses, improve communication among teachers, and promote collaborative work. Therefore, it is important to implement effective programs of pedagogical monitoring and support in educational institutions to enhance the pedagogical practices of teachers.

**Keywords:** teacher performance; accompaniment; inter-learning; monitoring; basic education

## 1. Introduction

Over the last decade, one of the main issues facing public policy-making in the education sector has been how to improve teacher performance (Vaillant, 2008), since one of the key components of education at the school level is the role of the teacher. For this reason, it is necessary to promote the competent performance of students and teachers to respond to the requirements of the cultural, economic, social and political environment. In fact, it depends on the context in which the teachers work, so that their functions can be varied and, in any case, they must respond to the characteristics of the culture and institutional reality (Jornet et al., 2020).

Latin American educational systems have prioritised efforts aimed at improving and achieving quality learning and as a consequence the teaching performance variable has been identified as being very influential and decisive for the achievement of the qualitative leap. This has been reflected in tests that indicate that most students have increased their learning in this way (Valdés, 2003; Molina et al., 2020; García et al., 2018). Educational policies, particularly those including the educational evaluation of teacher performance, are related to the way in which educational systems in Latin America address this subject. Countries such as Mexico and Chile provide examples of classification and differentiation between schools and teachers. For this reason, they are based on the scores obtained in national and international standardized tests: ENLACE, EXCALE, PISA, among others (Martínez & Guevara, 2015). Peru has participated in three international assessments: LLECE (Latin American Laboratory for Assessment of the Quality of Education), PISA (International Student Assessment Program) and ICCS (International Study of Civic and Citizenship Education). However, only the ECE (Student Census Evaluation) has happened since 2006. In this sense, the results of LLECE, and later those of PISA, highlighted the issue of the measurement of

learning (Saravia & López, 2008). These PISA learning results of Latin America were the lowest of all the participating countries worldwide (Rivas, 2015).

In Peru, worrying indicators have been observed, such as in 2009, with the greatest social segregation between schools of all the participants. At the same time, Peru was the only country of the seven analysed that had increased the gap between the lowest and highest levels of socioeconomic quartiles. This indicates that the country had managed to improve the quality of its results but at the cost of increasing its inequality (Rivas, 2015). Thus, it is necessary to diffuse the results of study and evaluations related to learning since, according to the LLECE analysis, the role of the teacher in the classroom is essential in the process of educational improvement. Similarly, it is important to understand the way in which evaluation mechanisms determine the level of teacher performance; this is a key educational policy, which requires emphasizing when training students who aspire to work in teaching (Instituto Nacional para la Evaluación de la Educación, 2018; Alvarado et al., 2011; Banco Mundial, 2019). Díaz and Ñopo (2016) particularly point out that in Peru, in the mid-2000s, a process of changing educational regulations and policies began, placing the teacher as one of the pillars of educational quality. That generated disagreements among the teachers, not only because it was a new procedure, but because teachers did not accept the need for professional criteria to recognize that they had issues in their work and that they were required to make continuous improvement (Aguirre, 2018).

### **1.1 Theoretical framework**

Within the framework of teaching performance, it is necessary to be a good teacher; that is, to be a competent professional educator, who has a high commitment (political, social, moral and spiritual) to his/her pedagogical work, incorporating new technologies (Aloufi et al., 2021). In addition, it is important for teachers to be critical, reflective and creative, and especially concerned with the integral formation of students (Caballero, 2013; Perrenoud, 2008). In that sense, Murillo (2007) indicates six models with characteristics that a good teacher must have: a model centered on traits or factors; a model centered on skills; a model centered on manifesting behaviors in the classroom; a model centered on the development of tasks; a model focused on results; and a model based on professionalization.

Consequently, teacher performance must include leadership, curriculum, school autonomy, governance system, school culture, accountability and professional development, as it can also be attributed to conditions of its context, such as the material resources, organization and culture, which can help in explaining performance within a classroom with particular emphasis on the inclusion favored by pedagogical practices (Instituto Nacional para la Evaluación de la Educación, 2018; Manzi et al., 2011; Elvira et al., 2013). Indeed, teacher performance is understood as the observable pedagogical practice, which expresses its competence with an educational intention and the execution of assigned tasks (Gálvez & Milla, 2018).

For that reason, the qualities that make up a good Mathematics teacher must be identified (Tashtoush et al., 2022) so that they may form the basis of educational policies and contribute to the generalization of these qualities. Consequently, a focus on teacher improvement through evaluation can be viewed as strengthening and promoting the role of teachers rather than a hierarchical surveillance strategy that aims to control the activities of teachers (Valdés, 2003). For this reason, in Peru, the Framework for Good Teacher Performance has been implemented, with the purpose of achieving quality teaching in students, through classroom observations for the evaluation of teacher performance (Ministerio de Educación, 2012; Ministerio de Educación, 2017).

Therefore, the Ministerio de Educación (2009) has established a focus on evaluating teaching performance within its educational policy. Monitoring and support are provided as guidelines and strategies for the collection of information and the monitoring of indicators to verify the quality and achievement of inputs, processes and expected outputs. This is accompanied by opportunities for consultancy on strategies and technical assistance, through visits, support and permanent offers of help from specialist teams and individuals to teachers and directors on relevant issues (Ministerio de Educación, 2019).

Actually, emphasis is placed on the support provided in meetings prior to the observations and subsequent interviews in order to address the important moments of student learning (Chacón et al., 2012). To do this, the development of competencies is promoted for teachers to reflect on, analyse, and rebuild their pedagogical practice and the knowledge put in place in the teaching of curricular areas (Rojas, 2019). Thus, it is important to incorporate critical reflection and an attitude of self-inspection toward their own practices (Rodríguez & Hernández, 2018).

As a result, the Ministry of Education proposes inter-learning within these strategies in the area of Mathematics, whereby self-assessment and individual and community critical reflection of teachers' own experiences can help to establish a commitment to teamwork/collaboration that contributes to making the various theoretical-conceptual frameworks of pedagogy more effective, materializing a new knowledge (Inzunza, 2008; UNESCO Chile, 2008; Chacón et al., 2012). This will be achieved through a schedule of monthly workshops, days of reflection, reviews of pedagogical texts and exchanges of opinions to share the achievements and difficulties of their pedagogical work (Saravia & López, 2008).

## **1.2 Intervention program**

Within the framework of the intervention strategy to achieve the objectives, a systematic observation activity was developed over a prolonged period. An analysis of Mathematics sessions was also undertaken using the instruments established by the Ministry of Education and, finally, a Monitoring, Support and Inter-learning sheet was applied. First, a diagnostic evaluation was collected, involving the collection of information through classroom observation and curricular planning in order to then carry out individual monitoring and support. The observations were performed in a pre-planned way at first and then later took

place unnoticed. This initial stage helped to identify the resources that could be used in the inter-learning meetings. The second part had a systematic character and was developed during three bimonthly periods, registering and planning the inter-learning meetings each week at a fixed time related to the area level. Similarly, monitoring and support was undertaken with each teacher individually. In addition, it should be noted that these inter-learning meetings addressed topics such as teaching performance (aspects of teacher evaluation) and curricular planning workshops. The third part corresponds to the moment of the analysis, when the monitoring, support and inter-learning tab was applied. Classroom observation and curricular planning instruments were collected again. The objective of this article was to determine the influence of monitoring, support and inter-learning on teaching performance in the area of high school Mathematics in Puno (Peru). The research question is: How do monitoring, accompaniment, and inter-learning influence teaching performance in Mathematics in a secondary educational institution in Puno, Peru? Finally, the research hypothesis states: Monitoring, accompaniment, and inter-learning significantly influence teaching performance in Mathematics in a secondary educational institution in Puno (Peru).

## **2. Methodology**

The research approach was quantitative, with a non-experimental design and an explanatory scope (Hernández et al., 2014). In this work, the inductive method was used because it involves drawing conclusions by working from the particular to the general. For data collection, monitoring, accompaniment and inter-learning instruments for teaching performance were used. These have been validated by the Ministry of Education with Ministerial Resolution N°138-2018-MINEDU. The three sections include observation in the classroom integrated for the teaching performance (Rubric); curricular planning for the annual programming, the didactic unit and the planning and development of the learning session; and, finally, the inter-learning through the support of the inter-learning meeting and the performance of the individual. To determine the level of achievement, the scores obtained were added, the average was obtained and the level was determined based on the given range scale.

The sample population constituted the teachers of the Glorioso School "San Carlos", Puno. According to the staff of this institution, there are a total of 84 teachers. The sample was composed of 16 Mathematics teachers, who were identified through a census sampling method.

Table 1 presents the dimensions of the levels of teacher performance and monitoring, accompaniment and inter-learning, using the validated instruments (Ministerio de Educación, 2017).

**Table 1: Levels of the dimensions of teaching performance**

Dimensions	Level I	Level II	Level III	Level IV
	Very deficient	In process	Sufficient	Outstanding
<ul style="list-style-type: none"> <li>• Achievement levels in classroom observation:</li> <li>• Actively involves students in the learning process.</li> <li>• Promotes reasoning, creativity and/or critical thinking.</li> <li>• Evaluates the progress of learning to provide feedback to students and consequently adapts their teaching.</li> <li>• Promotes an environment of respect and proximity.</li> <li>• Positively regulates student behaviour.</li> </ul>	(0-5)	(6-10)	(11-15)	(16-20)
<ul style="list-style-type: none"> <li>• Achievement levels in curriculum planning:</li> <li>• Annual programming</li> <li>• Didactic unit</li> <li>• Planning and development of the session</li> </ul>	(0-31)	(32-62)	(63-93)	(94-124)
<ul style="list-style-type: none"> <li>• Achievement levels in inter-learning</li> <li>• Assessment of the inter-learning meeting</li> <li>• Companion performance assessment</li> </ul>	(0-23)	(24-46)	(47-69)	(70-92)

Source: Ministerio de Educación (2017).

The statistical analysis was conducted at descriptive and inferential levels. At a descriptive level, it was carried out through frequency tables and percentages obtained using SPSS software V.25. For the inferential analysis, the non-parametric Chi-Square ( $X^2$ ) test was used, which allowed for determining the influence of monitoring, accompaniment, and inter-learning on teacher performance.

In terms of ethical considerations, the study received the endorsement of the institutional ethics committee of the Universidad Nacional del Altiplano. Similarly, it should be specified that the teachers were informed about the purpose and nature of the research and provided their informed consent prior to participation.

### 3. Results

Once the instruments had been applied by the Ministry of Education, the following results were found corresponding to the variable monitoring, support and inter-learning, as shown in Table 2. In the variable monitoring, support and inter-learning, there are three dimensions: classroom observation, curricular

planning and the inter-learning meeting. Combining these three instruments, we can observe that in the area of Mathematics 93.8% of teachers are at level IV, with outstanding achievement and 6.3% are at level III, with sufficient achievement.

Similarly, in terms of classroom observation, 56.25% of Mathematics teachers are at level IV, promoting an environment of respect and proximity. Referring to the curricular planning dimension, 93.75% are at level IV, with outstanding achievement, since greater compliance is observed in this dimension. 93.75% comply with the annual programming and its didactic units and 87.5% in terms of the learning session. Furthermore, 100% comply with the pedagogical use of time, 87.5% of teachers make use of pedagogical tools during learning sessions and 93.75% use educational materials and resources. Finally, regarding the inter-learning meeting, 81.25% and 100% of the teachers indicated that the meetings and those who carry them out are at level IV with outstanding achievement.

**Table 2: Levels of the monitoring, support and inter-learning variable**

		Frequency	Percentage	Valid Percentage	Accumulated Percentage
Valid	Level III	1	6.3	6.3	6.3
	Level IV	15	93.8	93.8	100.0
	Total	16	100.0	100.0	

Table 3, which corresponds to the variable teacher performance, illustrates two dimensions: preparation for the learning of students and teaching for the learning of students. We can see that 81.3% of teachers are at level IV, with outstanding achievement, and 18.8% are at level III, with sufficient achievement.

In relation to the dimension preparation for the learning of students, 75% of teachers are at level IV, with outstanding achievement, and in the dimension teaching for the learning of students, 87.5% are also at the same level.

**Table 3: Levels of the teacher performance variable**

		Frequency	Percentage	Valid Percentage	Accumulated Percentage
Valid	Level III	3	18.8	18.8	18.8
	Level IV	13	81.3	81.3	100.0
	Total	16	100.0	100.0	

According to the Chi-Square test, shown in Table 4, the p-value (observed critical value) 0.038 is less than 0.05 (significance level), so the null hypothesis is rejected. Thus, monitoring, support and inter-learning have a positive influence on the teaching performance in the area of Mathematics in Glorioso "San Carlos" School, with a confidence level of 95%.

**Table 4: Chi-Square tests**

	Value	df	Asymptotic significance (bilateral)	Determined significance (bilateral)	Determined significance (unilateral)
Chi-Square	4,286 <sup>a</sup>	1	0,038		
Continuity correction	0,603	1	0,438		
Likelihood ratio	3,529	1	0,060		
Fisher's exact test				0,200	0,200
Linear association	4,000	1	0,046		
Number of valid cases	16				

#### 4. Discussion

The results show improvement in teaching performance through monitoring, support and inter-learning for those who participated in the intervention program, using inter-learning meetings as the main strategy for the improvement of teaching performance in Mathematics at the IES Glorioso "San Carlos", Puno. The result of this study aligns with that reported by Castillo (2018), who determined that there is a direct and positive relationship between pedagogical support and teaching performance in Peruvian educational institutions. Therefore, it was necessary to strengthen this strategy in order to improve the quality of teaching. Similarly, Villegas et al. (2022) found that pedagogical support as an educational strategy significantly influenced the performance of basic education teachers, as it promoted self-reflection and changes in attitude. On the other hand, Huamaní (2017) determined that there was a direct and significant relationship between pedagogical support and teaching performance in a Peruvian educational institution.

In the context of the teaching-learning process, monitoring involves the collection and analysis of information related to pedagogical processes and products in order to make informed decisions. The results obtained allow for the identification of achievements and weaknesses, leading to decisions that can promote the continuity of activities and the recommendation of corrective measures to optimize results aimed at student learning outcomes. However, this process is not limited to simple observation of classes or planning documents; it must be complemented by pedagogical support. Such support aims to provide pedagogical advice to teachers through actions specifically oriented towards obtaining relevant data and information to improve their teaching practices. Indeed, it plays a fundamental role in the development of competencies and knowledge to enrich teaching practices (Ministerio de Educación, 2014).

With regard to monitoring, support and inter-learning in terms of the performance of Mathematics teachers, planning must be considered through the preparation of teaching (class culture, instruction and socio-emotional skills) (Assaél & Pavez, 2008). For instance, the criteria or standards for evaluation are defined in the Good Teaching Framework, and are organized into four domains, each of which refers to the teaching cycle and school work. In this research, regarding the dimension of preparation for student learning, it can be seen that 25% of teachers need to improve their attainment level. This finding is confirmed

by Chacón (2018) and Morales (2018), who even found that a majority of teachers do not carry out curricular planning according to the needs and expectations necessary to improve learning levels. On the contrary, teachers have a good perception of planning (Torres, 2015) and Comezaña (2013) points out that teachers' lesson preparation is highly correlated with student satisfaction and that the preparation work done by the teacher is reflected in their performance in the sessions and towards students. Benefits are hence obtained, since it allows teachers to strengthen the educational quality of the lesson, as measured by the academic performance of teachers (Hinojosa, 2015).

Descriptive results of the variables were also presented. In the variable of monitoring, support and inter-learning, 93.8% of teachers gained an outstanding achievement (Level IV), and in the teaching performance variable 81.3% of teachers made the same achievement. This result may imply that the functions of those who carry out the monitoring, support and inter-learning meet and exceed the requirements of the Good Teaching Performance Framework. However, the existence of intervening factors could affect such achievements. For example, pedagogical interaction, imposed discipline, teaching experience, teaching climate and the importance of Mathematics courses) (Hamad et al., 2022). Finally, the climate of competition is a particular factor in the high school under study, since it occupied one of the first three places in the Student Census (ECE) during the academic year 2018. However, these were not considered as study variables because they do not vary systematically as explanatory research requires (at least during our research). Furthermore, as Manzi et al. (2011) stated, well-performing teachers have a greater variety of ways of presenting content to their students. For this reason, the Ministerio de Educación (2015) indicates that there are pedagogical factors such as types of teaching strategies for the curricular mastery of the teacher with the use of support media and materials.

In addition, to collect these results, the instruments used in the evaluation of teacher performance must be considered, according to UNESCO Santiago (2007). These include observation in the classroom and interviews with teachers, among others. On the other hand, Assaél and Pavez (2008) point out further strategies, such as the portfolio, self-evaluation, interviews with peer evaluation, and report from the Director and the Pedagogical Head, which contribute to greater visibility in the results in terms of teaching performance.

Therefore, if the objective is to improve teaching performance, then the support and inter-learning meetings should be given priority (Yana & Adco, 2018; Rodríguez, 2016). In order to identify teachers' strengths and detect their weaknesses, it is important to create a culture in which it is safe to discuss feedback in an open and constructive manner, a perspective that would coincide with formative evaluation for professional development (UNESCO Santiago, 2007; Debets et al., 2020).

Consequently, we can say that the improvement in the current quality of teaching is based upon a combination of three elements: adequate working conditions; quality training; and management and evaluation that strengthen the capacity of

teachers in their practice (Vaillant, 2008). In addition, the management of the educational institution must plan, organize, direct, monitor, and follow up on teaching performance, optimizing the use of material, financial, and technological resources to meet the needs of the members of the educational community to achieve the institutional objectives for the sake of the educational service (Quispe, 2020).

Thus, as stated by UNESCO Chile (2008), inter-learning is important to configure workplaces as stimulating contexts for learning and the management of group processes, since having good teachers is a guarantee of good learning experiences. The findings have shown that if pedagogical practices improve, then teaching performance will improve, through an accompaniment to the teaching-learning process, focused on the pedagogical (Quispe, 2020).

Moreover, Bi (2019) points out that the main purpose of regular performance reviews is to enable teachers to take timely actions to make improvements or maintain good teaching performance. The results provide evidence of the importance of optimizing educational management to promote adequate performance in teachers in order to improve educational quality, based on teamwork, the quality of processes and the exercise of managerial leadership (Meza et al., 2021).

Finally, this research proposes inter-learning meetings, in order to exchange experiences among the educational community and thereby investigate various pedagogical strategies. To achieve this, there must be full participation of those involved, to assimilate the notion of cooperative group learning (Cuenca, 2001) and consider the context in which the accompaniment is carried out (Montero, 2011). Inter-learning, as an enhancement of continuous learning, contributes to the process of self-awareness for those in the educational community, illustrating how much they can continue doing to materialize their vision of a school in continuous construction (Graffe, 2015). Furthermore, the Peruvian school needs to assume the new paradigms and educational models with the use of the New Information and Communication Technologies (NICTs) in the curriculum and in the pedagogical practices in the classroom, so that future citizens can be effectively prepared for the characteristics and demands of modern society, with an emphasis on knowledge, promoting access and efficient use of NICTs (Rojas, 2015). Therefore, this study suggests that subsequent research should focus on good teaching practices for learning through electronic means (Aznar et al., 2020). The main limitation of the present research was the size and homogeneity of the sample, which implies that caution must be taken when interpreting the results. Therefore, it is suggested that future research should focus on an increased sample size, including teachers with diverse sociocultural characteristics.

## **5. Conclusion**

It was concluded that monitoring, support, and inter-learning have a significant and positive influence on teaching performance. This analysis of teacher performance through observation, monitoring and support highlighted the activities to be developed and scheduled in inter-learning meetings, which are to

be carried out outside of school hours. It is important to point out that the quantitative results are considered solid evidence for implementing these inter-learning meetings, which help teachers to take appropriate actions to improve or maintain good teaching performance. The described findings provide a contribution to the improvement of the teaching-learning process and further contribute to the consolidation of educational policies focused on the development of pedagogical mentoring. This strategy has proven to be effective in improving the performance of teachers, so it is important to strengthen and expand programs for monitoring, pedagogical mentoring, and inter-learning in educational institutions in both urban and rural contexts.

It is necessary to carry out more research work on monitoring, support and inter-learning, since at the present time only a part of the results of teaching performance can be explained, as in the case of Mathematics. Similarly, the way in which it can be incorporated into other areas and at other levels must be examined. Subsequently, the option of including other variables, such as those described in the previous section, and the consideration of possible secondary effects such as pressure and work overload on teachers can be considered. Therefore, it is necessary to evaluate the new characteristics of teaching performance to determine the level of educational quality and the satisfaction of teaching-learning. Finally, the experience of the component shows us that the training should be understood as continuous training processes that seek to make changes in teacher performance, while understanding that achieving such changes would necessarily mean altering teachers' beliefs, perceptions and attitudes about teaching, in order to accept a permanent formation that would take place in the context of the practice itself.

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