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Artículos científicos

Entre la evaluación y los significados sociales de los docentes de educación física: una experiencia simbólica

Between evaluation and social meanings of physical education teachers: a symbolic experience

Entre avaliação e significados sociais de professores de educação física: uma experiência simbólica

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Resumen

Los significados sociales se construyen mediante la interacción de los individuos a través de las actividades que realizan; es decir, las personas tienen que señalarse a sí mismas los objetos que tienen significado. La presente investigación tuvo por objetivo analizar los significados sociales que los docentes de educación física construyeron, a partir de la evaluación a la que fueron objeto, atendiendo las directrices de la Reforma Educativa de 2013. El método de investigación se ajusta al paradigma cualitativo, en el que se realizaron entrevistas semiestructuradas a una muestra de seis docentes en el estado de Puebla, y se usó como referente analítico el interaccionismo simbólico. Los resultados demostraron las inquietudes de los docentes, sus inconformidades y las áreas de oportunidad para mejorar sus condiciones laborales. Al mismo tiempo, identificaron beneficios de la evaluación que se les realizó, como tener claridad en algunas necesidades de su preparación y, en consecuencia, la posibilidad de atenderlas, lo que implicaría conseguir, en algunos casos, mejoras económicas. También experimentaron sentimientos de frustración, enojo, desinterés y temor ante lo que opinan que la sociedad piensa de ellos, e incertidumbre por las consecuencias de los resultados de su evaluación. El interaccionismo simbólico resultó ser un recurso metodológico útil para objetivar los significados sociales que los docentes en cuestión construyeron.

Palabras clave: significados sociales, docentes de educación física, evaluación docente.

Abstract

Social meanings are built through the interaction of individuals through the activities they perform; that is, people have to point to objects that have meaning to themselves. The objective of this research was to analyze the social meanings that physical education teachers built, based on the evaluation that they were subjected to in accordance with the guidelines of the educational reform of 2013. The research method conforms to the qualitative paradigm, in which Semi-structured interviews were conducted with a sample of six teachers in the state of Puebla and symbolic interactionism was used as an analytical reference. The results demonstrated the concerns of the teachers, their disagreements and the areas of opportunity to improve their working conditions. At the same time, they identified benefits of the evaluation that was carried out, such as: having clarity on some needs of their preparation, and consequently the possibility of attending to them, which would imply achieving economic improvements in some cases. They also experienced feelings of frustration, anger, lack of interest and fear at what they think

society thinks of them, and uncertainty about the consequences of the results of their evaluation. Symbolic interactionism turned out to be a useful methodological resource to objectify the social meanings that the teachers in question constructed.

Keywords: social meanings, physical education teachers, teacher evaluation.

Resumo

Os significados sociais são construídos por meio da interação dos indivíduos por meio das atividades que realizam; ou seja, as pessoas precisam apontar para objetos que tenham significado para elas. O objetivo desta pesquisa foi analisar os significados sociais que os professores de educação física construíram, a partir da avaliação a que foram submetidos de acordo com as diretrizes da reforma educacional de 2013. O método de pesquisa conforma-se ao paradigma qualitativo, em que Semi Foram realizadas entrevistas estruturadas com uma amostra de seis professores do estado de Puebla e o interacionismo simbólico foi utilizado como referencial analítico. Os resultados demonstraram as preocupações dos professores, suas divergências e as áreas de oportunidade para melhorar suas condições de trabalho. Ao mesmo tempo, identificaram benefícios da avaliação realizada, como: ter clareza sobre algumas necessidades de sua elaboração e, conseqüentemente, a possibilidade de atendê-las, o que implicaria em alcançar melhorias econômicas em alguns casos. Eles também experimentaram sentimentos de frustração, raiva, falta de interesse e medo do que pensam que a sociedade pensa deles e incerteza sobre as conseqüências dos resultados de sua avaliação. O interacionismo simbólico revelou-se um recurso metodológico útil para objetivar os significados sociais construídos pelas professoras em questão.

Palavras-chave: significados sociais, professores de educação física, avaliação de professores.

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Introduction

In Mexico, as of the Educational Reform of 2013, the mandatory nature of the evaluation of teachers is established with the aim of promoting the improvement of education. From this point of view and with the aim of implementing the mechanism for reviewing the knowledge and skills of teaching staff in the country, the third article of the Political Constitution of the United Mexican States was modified. In this, the regulating Law of the criteria, terms and conditions

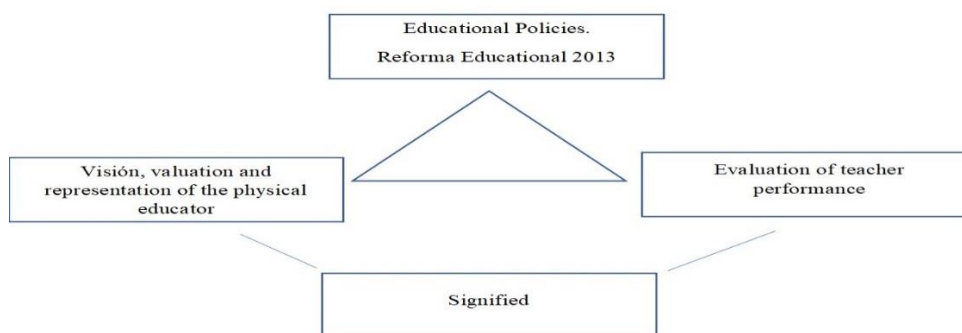
of the mandatory evaluation for entry, promotion, recognition and permanence in the professional service was implemented: the General Law of the Professional Teaching Service (DOF, 2013).

However, although the authorities claimed to fully respect the constitutional rights of education workers, there were multiple demonstrations by teachers in which they expressed that this was not the case. On the contrary, the mechanism for measuring the level of knowledge and skills of teachers' performance during the administration of President Peña Nieto was closely related to effects on the job stability of teachers in basic and upper secondary education. The subject was highly discussed, both in formal and informal spaces, and said instability generated speculation, opinions, and new meanings.

Physical education teachers are present in the school life of most educational institutions. This presence, as well as its performance, has generated an unfavorable perception in society; however, little has been addressed as an object of study the social meanings that the physical education teacher has about their performance.

It can be inferred that his figure has not been visible within the practices of teacher evaluation, since it is established that the 2013 Educational Reform was presented with a series of elements that, from the official position, was enunciated as an organized approach. under calls, requirements, regulations, among others, with a technical-evaluative nature, on the one hand; on the other, the constitution of an evaluation body called the National Institute for the Evaluation of Education (INEE), and others, finally, on social participation, elements without apparent connection, as can be seen in figure 1.

Figure 1. Teacher evaluation process



Source: Authors.

Therefore, it is essential to analyze the experience, listen to the voice and understand the social meanings constructed by physical education teachers, who were evaluated in a standardized manner with teachers from other disciplines, through a standardized tool that did not take into account the specific characteristics of your specialty. Likewise, it is essential to understand the evaluation of teachers as a process that is carried out continuously, where orderly and systematized steps are established for the collection of quantitative and/or qualitative data that respond to certain needs. Said information, according to Ferreres and González (2006, p. 174), is "obtained through various techniques and instruments that, after being collated or compared with established criteria, makes it possible to make well-founded value judgments that facilitate decision-making and that affect the evaluated object".

By conceiving the evaluation in this way, the pedagogical practice should be the reason for the evaluation of teachers, considering it as a series of activities shaped historically and epistemologically on the pinnacle of pedagogical knowledge and the cultural context, to favor the transformation of the social environment and the scope of the purposes of education.

In this sense, the professional practice of teachers is reflected in a space of action that involves parameters of knowledge acquisition, ways of learning, knowledge and development of curricular organizations, study plans and programs, conceptual directions, link with institutions, administrations and contexts. From this perspective, the teacher projects "the suitability of his condition as a historical, ethical, political, social and cultural subject" (Dimaté, 2017, p. 85).

Having said this, each one of the implications that the role of the Physical Education teacher contains on the teaching work will be realized, in order for the reader to understand that the teacher is linked to the different contexts with which he has interaction: family, institutional, social and preferably the classroom, as well as with the diversity of contextual, didactic, material, school and curricular activities, among others.

However, the general research question that structured the research corpus has been raised, as well as the particular questions that helped to understand the object of study. The general research question was recorded to focus: What are the social meanings that physical education teachers built from the evaluation of their performance, carried out within the framework of the 2013 Educational Reform? In that order, the specific objectives sought to recognize how symbolic interactions define the social meanings and actions of physical education teachers evaluated within the framework of the 2013 Educational Reform? And what was the influence exerted by the educational authorities in the construction of the social

meanings of the physical education teachers evaluated in the framework of the Educational Reform of 2013?

Regarding the objectives, the general sought to: Identify the social meanings that the physical education teachers in the state of Puebla interviewed constructed, based on the evaluation of teacher performance carried out within the framework of the 2013 Educational Reform; and the specific ones: Analyze how symbolic interactions define the social meanings and actions of the physical education teachers interviewed within the framework of the 2013 Educational Reform and Determine the influence exerted by the educational authorities in the construction of the social meanings of the physical education teachers interviewed in the framework of the 2013 Educational Reform.

Development

For the purposes of this research, it is proposed that professionals dedicated to education must analyze their reality, be interested in it for decision-making, produce and acquire knowledge continuously, assume a critical perspective and face changes in processes. of information. For this reason, it is important to consider educational research as a pillar in the reflective act of the teacher's performance, since it incorporates aspects related to the educational event itself, its history, knowledge of its structure, to deepen a reflective investigation. and practice where meanings can be deciphered and the concrete, symbolic and imaginary scenarios that are part of everyday life (Fiorda, 2010) built.

Therefore, the theoretical approach of the research was based on symbolic interactionism. On this subject, Mead (1967) argues that, before speaking of meaning, one speaks of intelligence, that is, of the adaptation of an individual to the acts of another individual within what he himself called the social process. This original adaptation is of a communicative nature, understanding "communication" as an exchange of gestures, which cover a spectrum that goes from the most basic level of human evolution, such as moving the body or extremities, to the highest, is that is, gestures that have a meaning and that, therefore, are more than simple stimuli. For Mead (1967), the meaning arises from and is supported by the relationship between the gesture of a human being and the subsequent behavior of this same being, as indicated to another human being, a dynamic that will later be fundamental for the development of symbolic interactionism. The gesture is the result of a social act, before which there is a defined response on the part of the individuals involved; hence for Mead the meaning is given in the form of a response. The

meaning is implicit in the relationship between the different phases of the social act to which it refers and from this process it develops. "Its development takes place in terms of symbolization" (Mead, 1967, p. 76). In this sense, the nature of meaning is intimately related to the social process as it occurs, and thus meaning implies the context in which it arises and develops.

According to Mead (1967), the social process, to the extent that it involves communication, is responsible for the appearance of new objects in the field of experience of the individuals involved in that process. This means that individuals are responsible for the existence of the objects to which they respond. For Mead (1967), objects are constituted in terms of meanings within the social process of experiences and behaviors, through mutual adaptation to the responses or actions of the other, which is carried out through the exchange of gestures or actions. signs. The latter requires a clarification: for Mead (1967), the meaning is not subservient to the consciousness of the meaning. That is, when an individual responds gesturally to the gesture of another individual, we are already talking about meaning, because the gesture is a symbol of the result of a social act of a given organism. In the words of Mead (1967), the mechanism of meaning is present in the social act before the emergence of consciousness of meaning. For example, if I'm thinking about something else and someone comes up to me and yells "boo!", I get scared. Instead of judiciously interpreting the cry, the "boo!" and the scarer's gestures, I immediately respond to the meaning of the other's gesture.

Obviously, Mead's (1967) contributions are not limited to those just mentioned, but for the purposes of this research they are sufficient to further understand the way in which social meaning is conceived within the framework of symbolic interactionism. The contributions of Charles Horton Cooley will also not be included because they are more concerned with identity than significance.

For their part, Fine and Tavory (2019) propose a set of central concepts that connect symbolic interactionism with the complex current realities. These concepts are: "affordances", situational networks, group commitment, integration, interruption and the need to theorize about oppression and privilege.

According to Fine and Tavory (2019), the concept of "affordances" (Gibson, 1979) is understood as the functions of an object, which describe the way in which it should or can be used and, at the same time, how it should not. be used. The "affordance" guides us to modify the interaction before obstinate structures, as well as to differentiate their potential to use new forms. This represents that the structures guide and establish limits to the action and that the

world is not a game of infinite possibilities. In this order of argumentation, it is necessary to study how structures mediate and conceptualize meanings and actions.

It is important to note that by "structures" we mean not only institutions or organizations, but also complex phenomena such as time and space. Both dimensions channel the action. Space, due to its physical presence, has a direct and obvious influence, but time is equally significant. Time horizons and how to deal with the social order that time imposes are fundamental to thinking about the ways in which sociality is allowed or not. Fine and Tavory (2019) argue that time is not only experienced by the individual, but that it is shared and structured to allow, or not, the organization of social projects. In this research, the meanings studied are closely related to the space where the teacher evaluation was carried out and with the defined time to carry out that evaluation. Spatiality and temporality had a key influence on the results obtained.

It is necessary to recognize that symbolic interactionism, despite being a theoretical support and a configuration of micro eminence within sociology, as mentioned at the beginning, has been applied to multiple and diverse problems and topics, such as, for example, the consideration of non-human entities (Cerulo, 2009); negative stigma (Lewis, 2017); the cohesion between university professors (Havilanda, Allemanb, & Cliburn Allenb, 2017); the sense of humor between researchers and participants (Kmita, 2017); the subjective world of hospitalized patients (Handberg, Thorne, Midtgaard, Vinther Nielsen, & Lomborg, 2015); the past, present and future of symbolic interactionism (Carter and Fuller, 2016); the relationship between symbolic interaction and interpretive description (Oliver, 2012); and sociotechnical systems (Kant, 2018). However, this research has focused on the classical notions defined by Mead and Blumer, complementing them with a more current vision offered by Fine and Tavory (2019).

From this perspective, both visions offer sufficient theoretical bases to provide answers to the objective of this research, because they allow us to understand the configuration of the social meanings of a particular institutional process, built by the people who were part of that process and, above all, because they offer tools to understand and demonstrate how an active microcommunity sees itself and the institution that hosts it.

Although three differentiation parameters were raised: personal, professional and social, at this stage of the investigation, a first approach to the analysis of the social aspect is presented, from where the conceptualization of the "affordances" is established as the precise structures of the exam from the social point of view. It is a vision of what should be organizational. At the

same time, the disruptions and problems faced by the interviewed teachers and their disagreements with the outcome of the perception of the evaluation of the professional practice of teachers in their work environment were identified and organized.

According to international organizations that establish educational policies and state strategic guidelines for each country, such as the Organization for Economic Cooperation and Development (OECD), the World Bank (WB) and the United Nations Educational Organization, Science and Culture (UNESCO), national education systems do not usually follow a mechanical and linear follow-up to the recommendations. On the contrary, they adjust, modify and adapt them according to their objectives, context, financing and the political actors involved. (Rizvi y Lingard, 2013).

Materials and methods

The study methodology is described below, highlighting the research approach, the participating subjects, the categories and analysis criteria, the inquiry techniques and instruments, the description of the pilot test process and the expert judgment for validation. .

This is a qualitative study, because it allows an in-depth understanding of the objects of study, taking into account people's lives, their behaviors, social movements, organizational functioning, individual and collective actions, and their processes. In the same way, a central element of qualitative research is meaning. In this sense, in order to understand the phenomenon that arose during the 2013 Educational Reform with Physical Education teachers, the study was oriented towards the distinction of meanings.

Qualitative research makes it possible to modify and complement the field and the research object, since the researcher decides which areas and actors to cover depending on the circumstances and information found. The field is being built between the informants and the researcher.

During the field work of this research, it was possible to know meanings and scenarios through the qualitative analysis of the testimonies of the Physical Education teachers, who freely exposed their opinions and thoughts around the central theme of the study: the evaluation process through teachers in which they participated.

The selection of the participants was part of a voluntary sampling, based on which the number of subjects that participated was defined and provided the information of the four stages that included the evaluation of the performance of the Physical Education teachers in the process

defined as promotion for the terms 2015 to 2019. The text provided is mostly well written, but I have made some minor corrections to improve its readability and consistency. Here is the corrected text:

It was decided to select four teachers who were incorporated into the ideal and non-ideal performance groups, ensuring that the referential characteristics were similar; however, as it was intended to give a voice to the entire Physical Education union, two teachers were also taken into account who, in accordance with the requirements of the calls issued by the authorities of the Professional Teaching Service, did not manage to have access to the evaluation teacher. Thus, the total number of participants was six.

For data collection, an interview guide was used, which was evaluated by two specialists who gave validity and reliability to the instrument. This was structured in two parts: the first integrates the general data of the interviewees, including age, sex, marital status, number of working hours, basic education school in which they currently work, educational level and/or educational levels of work, administrative region to which it currently belongs, graduation institution, maximum degree of studies, graduation institution that granted the maximum degree and seniority in the service. The instrument for data collection is presented below, which integrates the following questions:

1. What does "teacher performance evaluation" mean to you?
2. Is the evaluation of the physical education teacher necessary? Because?
3. How did you experience the teacher evaluation process?
4. According to your knowledge, which of the activities you carry out as a physical education teacher were evaluated in this process?
5. What are the benefits that a physical educator obtains when he is evaluated?
6. What benefits would you have obtained with the teacher evaluation?
7. If you had been able to access the teacher evaluation, how would you have prepared to present the competitive examination for promotion?
8. What are the difficulties you would have faced if you had been evaluated?
9. What does your teaching work as a physical educator mean to you?
10. The structure of the opposition contest had three stages: 1) report of professional responsibilities, 2) intervention project of the technical pedagogical advisor, 3) examination of knowledge and skills for technical pedagogical advisory. Would any of these have been a priority for you? because?

11. After the entire process that has involved the evaluation of teacher performance, what is the meaning that has been built on the educational reform?

Categories and analysis criteria

From the theoretical framework, categories were obtained for each of these structural areas. Thus, parameters were defined to distinguish in the discourse of Physical Education teachers the individual, collective and social meanings of the exam experience.

Once the parameters were defined, an instrument was designed to record the social meanings of teachers based on their experience in the teacher evaluation process. For this, the symbolic parameters in the discourse of the Physical Education teachers were searched and the selected fragments were related to the levels. Next, patterns were distinguished in the answers related to the experiences and situations of the teachers. Their speeches were the ones that delimited the relevance of the responses. The strategy consisted of distinguishing statements about events in the world of human experience. The parameters that were obtained showed a hierarchy in the relevant and significant aspects.

In the first place, a reading of the environment was made from the perspective of symbolic interactionism. Three structural areas were defined: personal (teachers), professional (union) and social (examination and its problems). Although they are expressed separately, the interaction between the three areas integrates the social fabric, that is, they are intertwined to give a global reading of the development of teacher evaluation.

The qualitative data analysis software ATLAS.ti was used. According to Varguillas (2006), it is advisable to combine the analysis process with ATLAS.ti because it is a tool that was born from qualitative research, specifically, from the need to have a manager that would allow systematizing the complexity of the analytical process typical of this type of research. investigation.

With the help of the software, a set of codes emerged during the analysis was defined. It was decided to use, in a first stage, general denominations that, however, specifically pointed to the world of meanings of Physical Education teachers. The codes are formed by identifying units of information in the transcripts (in the case of this research, sentences, but they can be words or paragraphs) and the units of information that have some thematic or meaning relationship are gathered under an abstract name that, precisely, is called code. ATLAS.ti uses

the number of information units assigned to each code as an indicator, that is, the more information units a code has, the program considers it to be more important.

Results

The interviewees shared experiences about those actions they carried out and that ranged from constant preparation, continuous learning, to challenges and planning. However, they affirm that these actions should not remain only on paper or in the classroom, but rather that they should be evaluated, which would allow them to improve.

It was also possible to know the demotivation that the interviewees experienced when they did not have any type of recognition from the educational authorities. There were cases in which performance evaluation did contribute for a teacher to achieve professional improvements. For example, for one of the interviewees it meant the opportunity to improve, promote himself, have greater job prestige and obtain economic benefits.

However, the lack of recognition in the majority of the interviewees caused a disruption between the evaluated teachers and the educational authorities, thereby causing the Physical Education teachers to become disappointed, show fatigue and apathy.

A significant finding was related to the great theoretical load that the exam had. This led them to have to face never-before-seen bibliography and constituted a complex test to which were added questions about what the teacher should do in different cases or scenarios, since their teaching activities are mainly practical.

Discussion

Based on the results of the study, it was identified that the teachers who applied the teacher performance evaluation were professionally trained in normal and university environments, showing that, regardless of the training institution, the teachers showed their knowledge in the teacher evaluation, sharing their experiences and meanings about it through interviews.

Another element that draws attention is the fact that some interviewees considered that it was difficult to find all the information necessary for the teacher evaluation or that they thought that it was not entirely clear. In contrast, some teachers stated that technology was not a problem for obtaining information regarding dates and data on the evaluation.

A relevant finding was presented in relation to the community factor, since, despite the limitations, the physical educators made use of all the resources at their disposal and their creativity to carry out actions that had an impact on both the students and their community. .

Likewise, the benefits they perceived when evaluated could be recognized. On this subject, the physical educators mentioned that they reassessed the following: review topics they were unaware of, demonstrate their knowledge and skills, and reflect on what they have done correctly, but also wrongly, and thus see an opportunity to improve. They also mentioned the opportunity to grow, through promotion, keeping alive the idea of evaluating oneself to improve. Another relevant discovery of the research was to identify the culture of the study to face a teacher evaluation. The teachers made an effort to obtain a good result in the exam, while one of the problems they had to face was coping with the apathy that could afflict them at some point.

In this order of ideas, Chaverra (2014) identifies the meaning that teachers gave to the teaching-learning assessment. Despite the fact that this research is focused on the process, as a routine element of their teaching work, it is important to cite it due to the implicit contents within the evaluation applied to secondary and secondary Physical Education teachers. The central element of this research is the emergence of a determining factor: the teacher's thinking, and it was possible to appreciate the link between this and the teacher evaluation in Physical Education.

In this study, the years of professional experience that allowed them to become reflective and thus restructure their thoughts around the evaluation were recognized; Emphasis is placed on the fact that the meanings are related to reflection and improvement of the teaching-learning process. In the same way, the link between the teacher's thinking and teacher evaluation is scarcely explored.

On this topic, Hernández and Del Tronco (2017) in their research focused on analyzing the evolution of the educational system together with the 20 testimonies collected in interviews with key actors to determine for what reasons said reform was carried out. Its conclusions stipulated that the reform was possible thanks to the formation of a broad political and social coalition, and that the political viability of this reform was built on the basis of effective negotiation between the political-partisan elite. It was also influenced by a broad and plural coalition of civil organizations that deliberated for years to build a shared agenda for radical change and, consequently, was able to arrange the support of businessmen and the media.

However, according to the studies on educational policy, it was found that Cuevas and Moreno (2016) carried out their research on the incorporation of teacher evaluation policies in the Mexican educational reform of 2013. On the eight recommendations of the OECD (2010), it was found that Mexico only carried out an adaptation of these, and it was identified that, given the follow-up that the Mexican government did on the strategic orientations of the aforementioned international organization, it took a specific course, with a certain political bias, in which it used the evaluation teacher to regain control of the teachers' union. By carrying out an analytical process of these actions, the authors conclude that the administrative and control functions were outstanding.

In his research, López (2013) strongly criticizes the reform. His study was based on a documentary analysis of aspects of educational policy, as well as on specific cases of innovative educational alternatives in states of the Mexican Republic in which the reform was not well accepted. The author concludes that the educational reform was the culmination of a series of neoliberal reforms in the matter, and that it resulted in the loss of the right to education, the cancellation of the possibility of many Mexican children and youth to have a better future and, in turn, a loss of the rights of education workers.

For their part, Villalpando, Estrada and Álvarez (2020) highlight in their research, carried out in Ciudad Juárez, Chihuahua, the importance of recovering the voice of the protagonists and wish to contribute knowledge through analyzing the work of teaching practice. Likewise, they interpreted the meanings constructed about the pedagogical performance with the participation of 43 teachers who studied the Teaching Practice Analysis course, highlighting that the exercise they carried out in everyday life involved their meanings about the environment that surrounded them and that was impregnated multiple interactions with their peers.

On the other hand, Rueda et al. (2016), expert authors in education, presented their ideas around four questions regarding educational reform and teacher evaluation: the centrality of evaluation in the reform, specifically that referring to teachers and the future consequences; the most prominent actors in the reform and their positions regarding the evaluation; the priority initiatives of the Mexican educational system, and the characteristics of teacher evaluation in a complex educational system. All these questions were intertwined, but they had basic education as their central point, because educational policy converged at that time on teachers at that level and, therefore, it can be deduced that today it is a subject that does not it should be discontinued and perhaps it is gaining even more relevance.

For this reason, the opinions of specialists in the field of teacher evaluation could be a proposal for participation to generate educational policies with the intervention of personalities who have not only experienced educational practice, but have also made contributions to knowledge through research.

Del Castillo (2012) He presented his ideology by stating that the implementation of the reforms revealed that the changes were characterized by being unidirectional, from the center to the states, under a hierarchical educational system that allowed the implementation of policies from the top down and in a homogeneous way, without consider the needs of state contexts or a design of network policies. In such a way that, the present investigation proposes the contribution of elements to contribute with a proposal and fight for a State policy, perhaps hierarchical, but that is from the bottom up with the meanings constructed by the protagonists themselves, that is, with the physical education teachers of Puebla. It is considered that the contributions will be for the improvement, both of the design and the implementation of educational policies for the benefit of society itself and the country.

Therefore, in the present study it was also possible to know the demotivation that the interviewees experienced when they did not have any type of recognition from the educational authorities. Although they were satisfied with the words of their students, they believe that it is necessary for organizations to value their extra effort and all the work they do as professionals. This was also reflected when the physical educators referred to the lack of incentives for their work by educational organizations, a situation that annoyed them. Despite the fact that they believed that there could be some economic benefit, beyond the recognition among their schoolmates or the result obtained, this did not happen.

However, there were cases in which performance evaluation did contribute for a teacher to achieve professional improvements. For example, for one of the interviewees it meant the opportunity to improve, promote himself, have greater job prestige and obtain economic benefits.

However, the lack of recognition in most of the interviewees caused a disruption between the evaluated teachers and the educational authorities, thus making the physical educators become disappointed, show fatigue and apathy, a situation that could be modified, as they themselves mentioned. , if only they had gotten a bit of the recognition they deserved. Feelings of frustration and lack of interest were found in the contributions of one of the

interviewees due to the lack of results by the educational authorities and the fulfillment of commitments with the teachers who obtained better results in the exam.

A significant finding was related to the great theoretical load that the exam had, as mentioned above. This led them to have to face never-before-seen bibliography and constituted a complex test to which were added questions about what the teacher should do in different cases or scenarios, since his teaching activities are mainly practical.

It was found that the teachers called themselves self-taught, professionals and were in favor of being evaluated, since they sought improvements not related to the professional field, but in terms of personal goals, also linked to the positive aspects of teacher evaluation, which they did not see only in terms of a note, but as a process that allowed them to improve, grow and feel proud of themselves.

The physical educators evaluated reported that the passion they have felt for their profession made them develop not only in the tasks that corresponded to them for the benefit of the students, but also that they sought to be promoted at some point, for which they constantly made an effort. In this sense, the informants affirmed that there was a difference between reality and what they should comply with in the preparation to be evaluated and in the exam itself.

In the study, the social vision and social meanings that the informants assign to the evaluative fact are analyzed. As in any study, there are lines of work that could be addressed to expand the information. One of them would be the design of a proposal for the evaluation of teaching performance for physical educators from the current educational policy, in which aspects of evaluation for improvement, the culture of evaluation and evaluation to scale professional goals are integrated.

At the same time, the same research offers an opportunity to deepen the subject of teacher evaluation in Physical Education. Based on this experience, an opportunity is visualized for the design of research with teachers from the country or from other countries that contribute to the recognition of this topic for teacher improvement.

Conclusions

The research addressed the issue of teacher evaluation, which was useful for the interviewed teachers to use it as a kind of performance mirror, where they saw the current situation of their professional profile reflected. From this perspective, they saw themselves as educational agents focused on practical work, who were surprised by the obligation to improve the use of theoretical references in their specialty and, in general, in the profession of educator.

The evaluation was understood as the evidence of a conception that has always marked Physical Education teachers: the devaluation of their specialty. For a long time, teachers have had to face this disqualifying prejudice of their competences and of their professional practice in general, where colleagues and the educational institution seem to assume that, since these teachers work in practice, they could "use their heads little ". This prejudice was reflected in society, in the sense that the work that is carried out outside the classroom was not taken into account, which is precisely what the interviewees do the most. They were not allowed to demonstrate that work.

For this reason, it is concluded that Physical Education teachers should not be evaluated with the same aspects that are used to evaluate the performance of the rest of the education professionals. At the same time, social meaning should not be understood as a state of consciousness or as an organized set of relationships that exist mentally outside the field of experience, but as something that exists within the field of experience.

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Future lines of research

For future research, it is recommended to continue investigating the assessments of the teachers of different levels and areas of education evaluated. Possibly, it is necessary and valuable to focus the gaze in future research on the personal and professional meanings from an evaluation of teacher performance in Physical Education.

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