Scientific articles

Percepción de la evaluación docente de alumnos y profesores, con pensamiento crítico, de una Facultad de Negocios

Perception of the teaching evaluation of students and teachers, in the university context, of a Business Faculty

Perceção da avaliação docente de alunos e professores, com pensamento crítico, de uma Faculdade de Gestão

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Resumen

El objetivo del estudio consistió en analizar la importancia de la percepción en la evaluación docente de maestros y alumnos, seguido por el análisis del cumplimiento en el trabajo, para comparar si existe diferencia significativa de opinión, analizando las doce dimensiones aplicadas y conocer el pensar de los evaluados. En este sentido, se da seguimiento a una metodología aplicada a una población de 1,093 jóvenes y 184 docentes para mayor precisión con muestra no probabilística compuesta por 46 profesores y 81 estudiantes, el estudio es descriptivo, en la recolección de la información, se utilizó el método de encuesta estructurada por 32 ítems; por lo tanto, es transversal, este permite comparar la percepción de la importancia de las dimensiones en las variables de estudio. Asimismo, los hallazgos del análisis estadístico, obtenidos mediante la prueba t de dos muestras, indicaron que no existe diferencia significativa entre la medición, obteniendo resultados muy similares en su análisis algo muy similar. Según la percepción de los profesores, ellos muestran un interés y respeto hacia los estudiantes con un valor de 3.56532, en comparación por los jóvenes de un (3.4938).

en cuanto al cumplimiento en el trabajo, los docentes se autoevalúan con 3.4783, mientras que los estudiantes los califican con 3.432. finalmente, estos resultados confirman la hipótesis planteada y respaldada por los datos analizados.

Palabras clave: Evaluación docente, percepción, importancia, cumplimiento, enseñanza, aprendizaje.

Abstract

The objective of the study was to analyze the importance of perception in the teaching evaluation of teachers and students, followed by the analysis of job performance, to compare whether there is a significant difference of opinion, analyzing the twelve dimensions applied and understanding the thoughts of those evaluated. In this sense, a methodology applied to a population of 1,093 young people and 184 teachers is followed. For greater precision, a non-probability sample composed of 46 teachers and 81 students was used. The study is descriptive; in the collection of information, a structured survey method was used with 32 items; therefore, it is cross-sectional, which allows comparing the perception of the importance of the dimensions in the study variables. Likewise, the findings of the statistical analysis, obtained through the two-sample t-test, indicated that there is no significant difference between the measurements, obtaining very similar results in their analysis. According to teachers' perceptions, they show interest and respect toward students, with a score of 3.56532, compared to 3.4938 for young people. Regarding work performance, teachers gave themselves a score of 3.4783, while students gave them a score of 3.432. Ultimately, these results confirm the hypothesis raised and supported by the data analyzed.

Keywords: Teacher evaluation, Perception, importance, compliance, teaching, learning.

Resumo

O objetivo do estudo foi analisar a importância da perceção na avaliação dos professores e dos alunos, seguindo-se uma análise do desempenho no trabalho, para comparar se existe diferença significativa de opinião, analisando as doze dimensões aplicadas e compreendendo as opiniões dos avaliados. Neste sentido, segue-se uma metodologia aplicada a uma população de 1,093 jovens e 184 professores para uma maior precisão com uma amostra não probabilística constituída por 46 professores e 81 alunos, o estudo é descritivo, na recolha de informação foi utilizado o método de inquérito estruturado por 32 itens; Portanto, é transversal, permite comparar a perceção da importância das dimensões nas variáveis do estudo. Da mesma forma, os achados da análise estatística, obtidos através do teste t para duas amostras, indicaram que não existe diferença significativa entre as medições, obtendo resultados muito semelhantes nas suas análises. Segundo a perceção dos professores, estes demonstram interesse e respeito pelos alunos com um valor de 3.56532, comparativamente aos jovens com um valor de (3.4938). Em relação ao desempenho no trabalho, os professores atribuem a si próprios uma pontuação de 3,4783, enquanto os alunos lhes atribuem uma pontuação de 3.432. Por fim, estes resultados confirmam a hipótese levantada e sustentada pelos dados analisados.

Palavras-chave: Avaliação docente, Percepção, importância, adesão, ensino, aprendizagem.

Introduction

Teacher evaluation is a tool for assessing the impact achieved in an educational institution through the implementation of various teaching projects. It is a process that must be evaluated to monitor student progress and serves to determine whether teachers' response in their field of work is adequate to the challenges of today's education.

For educational institutions, teacher evaluation has gained importance within the strategic projects of the National Education System (SEN). In the area of academic performance, this evaluation should promote continuous improvement to comply with institutional and national policies.

In this sense, paradigmatic shifts have enriched the view of the teacher as a mere transmitter of knowledge and the student as a passive recipient. Teacher evaluation contributes to this transformation, replacing this conception with that of the teacher as a

mentor and guide, who accompanies the student in the construction of knowledge and in the development of skills and values associated with efficient, ethical, and responsible professional performance.

In this way, ongoing formative assessment helps provide the information needed to individualize instruction and detect learning gaps. It also involves an assessment that provides information about how students have changed in relation to the course objectives and, in the case of teachers, what didactic changes they should implement to satisfy stakeholders (Sánchez & Martínez, 2020).

Therefore, López, Ania, and Cuevas-Molano (2019) analyze this phenomenon and point out that education is a field where multiple political interventions converge, characterized by its constant reformulation. This is due, in part, to the educational regulations and reforms that came into effect in 2013, which revalued teaching through teachers in their training process.

"Analyzing teacher evaluation represents a major challenge. This study seeks to contribute to a better understanding of performance assessment in relation to the critical thinking of students and faculty in the university setting. By analyzing the application of the teacher evaluation instrument, this study aims to generate benefits for teacher training and guidance in higher education by identifying the factors that influence educational quality, as perceived by both faculty and students."

Considering this topic, we should give importance to the demands and criticisms of society, both from teachers and students, in order to identify which factors are influencing the improvement of educational quality.

On the other hand, Arbesu et al. (2017), despite recent changes, consider that the difficulties Higher Education Institutions (HEIs) have faced in the teacher evaluation process should be assessed. They also analyze that these difficulties are important because, in their experience, they contribute to the better development of the teaching-learning process reciprocally, since learning not only generates changes in the student, but also in the teacher.

Similarly, one aspect to consider in this study is that it aims to understand the thinking of both teachers and assess their results to achieve progress in improving the institution's teaching through authentic assessment. In this regard, the instrument showed that in many cases these are limited. Despite this, the goal is to be constantly changing. In another context, the results of the application and data collection show that, in the opinion of students, they

believe the teacher performs his or her duties with dedication. However, it is important to constantly monitor the assessment once it has been administered.

Likewise, this outcome will be evaluated taking into account the teacher's efficiency in the classroom. This practice has often offset their interest in understanding only certain aspects of teaching, such as class management, the teacher's punctuality at the beginning and end of class, and mastery of the topics, among other aspects that perhaps reveal less of the complexity of classroom teaching practice. From the student perspective, they consider it to have been good, stating that they agree with the teacher's performance, but the results should be monitored at the end of each period.

Regarding the assessment teachers give their students, they believe that the students perform their duties as students with dedication and commitment and value each of the subjects they are taught. However, they also need to dedicate more time to assigned classroom activities to reinforce their knowledge.

Taking as a reference what other authors value, such as communication between both groups, discipline, and the dedication of those involved, students gain a greater understanding of their learning.

For Aguedo (2023), there is an important point that he mentions: the behavior and way of working of the teacher figure must be respectable in the development of different practices, habits, working conditions and forms of organization in Higher Education Institutions (HEIs), where it is said that education has been transformed to give value to young people involved in this field, always taking into account studying to highlight in them the interest in learning and change their way of thinking in the school environment.

On the other hand, Barroso et al. (2020) take note of this and study how to discern two major aspects in the evaluation of academics in HEIs, considering that, on the one hand, research activities, such as tutoring and other activities within the academic field, are also important. It is worth highlighting points that, while they could be considered irrelevant, have a great impact on the daily experience of the teaching-learning process for students.

Teacher evaluations should be used as a resource and should be followed up on what has been achieved to enable improvements in pedagogy, highlighting where teachers are failing when there are significant discrepancies in their academic evaluations. If these measures are not taken, teacher evaluations lose their value and the very purpose for which they were created, because both teachers and students must understand each other's feelings,

provided that the results are reliable and well-interpreted, which will allow for clear assessments.

For this reason, this document emphasizes the importance of the aforementioned. The aim of this analysis is to focus on what was assessed in the study and demonstrate that the dimensions applied in teacher evaluation are closely related to the perception of importance that students and teachers place on teaching in their quest for teaching efficiency.

Based on the above, the results obtained are very similar in shared opinion, which makes this result evaluative for the inquiries presented in the dimensions considered. To achieve this, these were analyzed using the comparative measurement instrument used through the t-test. It should be noted that this is a statistical evaluation tool that was used to compare the means in the two data sets, and it was determined that the opinions between both groups are significantly similar.

Another point worth mentioning is that, over the years, this practice has become increasingly prominent at all educational levels. Teacher evaluations have resulted in a very general assessment of its study, with the hope for improvements and adjustments that meet educational needs and benefit both groups.

Finally, it is well known that achieving quality teaching is important for achieving the desired competencies in the institution. However, for some, assessment is seen as a primary strategy. The only way to achieve this is to implement teacher evaluation in their development. Although this method can make teachers feel monitored rather than evaluated, it should be applied. To avoid this, it must be kept in mind that it should not be just any type of evaluation.

This practice must be promoted as a means of monitoring and improving weaknesses, serving as a continuous measurement parameter in each cycle. Although it sometimes presents obstacles to its implementation, as it is not always easy to satisfy both groups, much less ensure their agreement with its implementation. This makes teacher evaluation a controversial issue, one of the most complex and contentious.

Research problems

Is there a significant difference in the perception of teaching evaluation between students and professors of the Faculty of Economics, Accounting and Administration (FECA) of the Juárez University of the State of Durango (UJED) semester A- 2023?

General objective

To compare students' and teachers' perceptions of the importance of the dimensions of teacher evaluation at FECA, during semester A-2023.

Specific objectives

1. To measure students' perceptions of the importance of the dimensions of teacher evaluation through a survey.
2. To measure teachers' perceptions of the importance of aspects of teacher evaluation through a survey.
3. Identify the aspects of teacher evaluation that teachers and students consider most relevant.
4. To determine whether there is a significant difference between student teachers' perceptions of the importance of teacher evaluation.

Hypothesis

Teachers and students perceive a statistically significant difference in the importance of teacher evaluation in the teaching-learning process.

Literature Review

Changes in educational institutions have been evident over time, forcing organizations to improve their learning techniques and perfect the evaluation of teacher and student performance. For this reason, teacher evaluation is considered a key process for strengthening these practices and ensuring the educational quality of an institution (Bacilio Bejeguen, 2017).

In addition, the conditions for promoting innovative processes and changes are essential for improving learning and teaching, ensuring that, over time, teachers and students benefit from training and professional development.

However, collaborative work between teachers and students does not always guarantee substantial improvements in teaching or the development of optimal professional skills, as priorities can vary depending on individual expectations within the institution, which largely depends on the thinking and experiences of each individual during their time at the institution.

According to Sánchez, Gil, and Martínez (2020), the importance of teacher evaluation is valued differently from the perspective of teachers and students. While students perceive it primarily as a series of exams, teachers consider it one of the most complex aspects of teaching. This highlights the need for technically appropriate evaluation, with well-established strategies that serve as a measurement parameter to improve teaching practices and for students to reflect on the knowledge acquired.

From the above, these methods are considered to be evaluated based on the dimensions of this study, considering them essential for teaching and improving pedagogical aspects. They focus on the teacher's didactic thinking, their vocation, responsibility, and commitment to student development, ensuring the justification and description of each procedure applied.

However, despite resistance to change in both, work is being done on continuous improvement, because both students and teachers, in their student and teaching journeys, face major challenges that emphasize didactic assessment, and the why and how of evaluation, taking into account clear guidelines and pedagogical aspects that are crucial for acquiring foundations and application techniques, highlighting the most relevant advantages and suggestions.

Likewise, among the strategies to be implemented, the goal is to achieve educational quality, an important point to address with this practice, benefiting all involved entities, such as organizations. However, to achieve this, work must continue on implementing new systems and methods to stay ahead of the curve with learning techniques that improve the performance of young people in training.

Aravena Gaete et al. (2021) consider that the techniques used in this proposal have not been easy and believe that higher education institutions should assess and develop, in a first phase, a teacher evaluation model tailored to the current needs of each institution. As a starting document, it should contain processes and procedures that evaluate the activities of young people and teachers, emphasizing the improvement of professional practices and thus considering the participation of those involved in achieving educational quality as a point of evaluation.

Furthermore, Gálvez-Sobral et al. (2020) consider that a similar idea can be found in giving quality to the evaluation of teaching, taking into account the potential that both groups have as a tool to contribute to the professionalization of teaching staff and students, and achieve improvement in professional training. Also, the American Association of University

Professors (AAUP) analyzes and has evaluated its educational quality for years, greatly benefiting those involved, since the methods used to achieve it highlight important tactics to know how to evaluate the knowledge and skills of these groups.

Similarly, Folgados-Fernández et al. (2020) point out another important point: the information collection methods used in past evaluations and school performance indicators, as well as tests of teaching knowledge and skills, followed by the application of questionnaires to students.

For Viger -Moreno (2019), it is believed that through its interpretation, the feelings, thoughts, and behaviors of young people can be understood. He states that, to achieve this, higher education institutions have set clear and precise objectives that allow them to make judgments about the importance of teacher evaluation, which transcends each school year, creating a challenge for both teachers and students in each period.

In a study conducted by Tamayo and Toapanta (2019), it is highlighted that, in the context of academic training, students should evaluate their teachers with ethics and their own criteria, regardless of their previous experience in the learning process, regardless of the outcome and what has been learned. It is considered that the definitive approach to formative assessment is not precisely grading and assigning a grade, but rather helping students learn and intelligently modeling and correcting errors over time.

For its part, the relationship between students and teachers is very important, emphasizing that the value placed on each serves as a basis for devising and implementing actions to improve teaching, fostering genuine collaborative work.

For Martínez (2021), from the perspective of the United Nations Educational, Scientific and Cultural Organization (UNESCO), one of the organizations interested in improving training and reorganizing educational activities, it is noted that within universities there should be a central interest in improving pedagogical approaches, with the aim of achieving competencies that stand out in the training of students, stimulating research. Therefore, it is oriented towards constant evolution and evaluation.

On the other hand, for this study, the organization focuses on strictly valuing academic criteria and addressing the capabilities and behaviors that equip students with clear and well-structured foundations, addressing each individual's abilities with critical reflection and a focus on achieving favorable results in an inclusive society.

For Gómez and Valdés (2019), faculty evaluation is defined as a dynamic and flexible process. However, other authors argue that other areas of performance are more relevant, such as how the planning of teaching activities, the assessment of learning, the evaluation of pedagogical practice, and the execution and commitment to instructional plans and projects, favoring the learning of young university students.

Similarly, Álvarez-Andrade (2020) points out that the evaluation of teacher performance is a practice linked to improving the condition of education, because the idea has been maintained that the success of an educational system depends mainly on the quality of the work of the teaching staff, which is then replicated in the students and increases the quality of education.

Rodríguez (2022) argues that teaching evaluation provides students with better didactic knowledge, considering that learning is a continuous process of constant change. Nowadays, it is common for institutions to conduct evaluations of their faculty to measure job performance, becoming a daily practice applied in each course or subject. However, the feelings and thoughts of students should not be ignored.

For educational institutions, the role teachers play in their academic and didactic work is valued in their daily work, and teaching is now conceived as a support in the process of knowledge construction. It is emphasized that the ultimate goal of pedagogical intervention is to develop in students the capacity to achieve meaningful learning on their own, facing the challenges of the modern world.

Another important point worth mentioning for the benefit of students is the evaluation of teaching effectiveness, a fundamental aspect in almost all Higher Education Institutions (HEIs). This evaluation is used to determine the quality with which various teaching functions are carried out, which are essential for making academic and administrative recommendations and decisions that are part of the teaching process.

Several studies, such as that of Rodríguez-Garcés et al. (2020), address an important point by proposing that the challenge of the relevance of evaluation in professional training processes benefits students in such a way that they perceive it as something positive in pedagogical practice and as a useful tool to achieve improvements.

The findings of Rodríguez-Garcés et al. (2020) highlight this interplay of interests, where both parties are involved and mutually evaluate each other. This is constantly evident. It is not just a matter of the teacher's approval of their teaching style when they deliver good grades, or the student's satisfaction with receiving high grades. Above all, underlying the

practices and discussions about school effectiveness and efficiency is the need to evaluate and measure what is being done ethically and responsibly. Because a test is not enough, it is necessary to demonstrate with indices and indicators what was done and what results were achieved, so that well-established evaluation criteria can be used together.

For this reason, this practice helps and facilitates effective feedback for teachers, serving as a guide for their implementation. Students are the most benefited, as it directly influences their self-image and professional achievement, allowing for the establishment of a climate of trust that provides the necessary information about institutional commitment. This impacts daily improvement and the fulfillment of their educational work, contributing in a valuable way to the achievement of professional goals in other words, to the fulfillment of goals and the achievement of learning among young people.

In conclusion, this study seeks to analyze students and teachers perceptions of teacher evaluation, highlighting the contributions of (Urrejola-Contreras et al., 2019). The educational environment impacts motivation, behavior, and skill acquisition, establishing a relationship between divergent perceptions and the results obtained in the evaluation of the educational process.

Methodology

The objective of this study was to compare student and faculty perceptions of the importance of the dimensions of teacher evaluation at the Faculty of Economics, Accounting, and Administration at the Juárez University of Durango (UJED). To achieve this objective, the research used a non-experimental design, as the variables analyzed were not manipulated.

The study is descriptive-comparative, and involves observing, describing, and identifying the main characteristics of the individual being analyzed. For the procedure, the information was obtained through a survey at a single point in time; therefore, the research is cross-sectional.

The study population consisted of students and teachers from the institution during the January-July 2023 school year, out of a total of 1,093 students and 174 teachers. Observations were collected using a survey technique, which focused on observing their perceptions.

A non-probabilistic sample of 81 students and 46 teachers was selected to analyze their perceptions.

A similar study is the one proposed by (Hernández Sampieri et al., 2014), who point out that this type of model is used in research where there is no full access to the population, so researchers select the sample based on characteristics, defining it as a case study.

Furthermore, in relation to the above, there are three very valuable points that emphasize and support the non-probabilistic test: 1) it seeks to know the very particular characteristics of the respondents in relation to the importance of the perception of students and teachers regarding compliance with the obligations and knowledge of teaching materials by the teacher, stimulation and interest of the course, interest and respect from student to teacher and vice versa, preparation and organization of the course, clarity and understanding, availability of both, teaching method, motivation, support materials for learning and evaluation procedures in teacher evaluation, 2) being a non-representative sample, it is not found to infer in the population, what is sought is to have elements that subsequently allow to develop or recommend actions that achieve improvements in teacher evaluation, 3) to promote the importance of the perceptions mentioned previously to analyze in students and teachers, the data was collected during the semester during normal academic activities.

The measuring instruments used in data collection were a 32-item questionnaire, administered to both students and faculty. These questionnaires assessed the perception and importance of teacher evaluation in relation to the quality of teaching in higher education institutions. Similarly, at another point, the questionnaire was based on closed questions in which students and faculty are asked to assess the degree of importance of certain aspects of academic activity, in order to consider them or not in the evaluation, as characteristics to be taken into account, analyzing them as something relevant to their learning and what changes and modifications should be made to achieve them.

In the opinion of Hernández and Cibrián (2017), they take into consideration the value of the study and think that the evaluation of teaching is based on the student examining, documenting and estimating their own learning; the teacher examining, documenting and reflecting on their teaching work.

For this reason, the Questionnaire for the Evaluation of Teaching and Evaluation Methodology for University Professors (CEMEDEPU) is being analyzed for its implementation and development. Presented by (Gargallo-López et al. 2011).

Therefore, the previous author's contribution was taken into account, and a first draft was designed, taking into account both variables and their twelve dimensions for measurement. It was then validated by a panel of ten experts knowledgeable in the subject,

and subsequently revised and improved in content. The instrument's reliability was then validated, taking into account the observed evaluation criterion and binomial test, with a reliability of Cronbach's alpha (α=0.961).

Data collection was conducted using a Google Form sent to teachers and students, shared via WhatsApp. To ensure the authenticity of the responses, institutional email and enrollment registration were requested to confirm participation. This was applied to both professors and students. The information was then processed using the statistical software SPSS (*Statistical Analysis of Statistics). Package for the Social Sciences).*

This study seeks to understand the differences in perceptions of teacher evaluations between teachers and students. It analyzes the factors that motivate students to evaluate their teachers or not, as well as teachers' willingness to respond to these evaluations. It also examines the perceptions of both groups regarding the format and methodology of teacher evaluations (Ochoa-Moya, 2019).

For Angulo and Vásquez (2023), they value that the quality of learning depends on several factors, and to achieve a well-consolidated teaching staff in this same sense, educational procedures must have exact and rigorous evaluation mechanisms that allow recognizing the strengths and weaknesses of pedagogues, with the purpose of taking advantage of and developing academic knowledge that helps the student to recognize their learning achievement.

However, these authors value the scope of teacher evaluation in all educational institutions as a project of continuous improvement and that the educational system must comply with strategies that benefit young people and teachers in their didactic training.

That is why the criteria assessed by applying the items related to their behavior are taken into account from the contribution, to give continuity to the importance of the teacher evaluation, highlighting as a starting point the twelve dimensions analyzed by the experts: 1) Compliance at work, 2) Knowledge of the subject, 3) Stimulation of interest in the course, 4) Respect shown towards students, 5) Preparation and organization of the course, 6) Clarity in teaching, 7) Availability of the teacher, 8) Teaching methodology, 9) Motivation towards students, 10) Use of support materials, 11) Evaluation procedures and 12) General evaluation.

Similarly, a total of 32 items were used on the following Likert scale:
Not at all important (1) Not very important (2) Quite important (3), Totally important (4).

Therefore, they will continue to adhere to the established guidelines for evaluation, which have served to apply the instrument and provide useful and interpretable results for

the managers involved in the context to be developed. In addition, the relationship between the results obtained will facilitate decision-making as an important part of the institution's continuous improvement.

Materials and methods

Population under study

For this analysis, the population is defined as the set of individuals that make up the object of study, from whom the information necessary for the research is extracted.

According to Pastor (2019), the population is made up of the set of elements that meet certain characteristics, while the sample represents a subgroup of this population.

In this sense, the study participants are distributed as shown in Table 1.

Table 1. Population formation

Students by major		No.	
Public Accounting	1,047	Students 1,908	
Bachelor of Administration	557	Teachers 174	
Graduate in Economics and International Business	304	Total	2082

Source: Own elaboration

Table 2 shows the distribution of the population under study and the composition of the sample to which the instrument was applied.

Table 2. Sample formation

Students by major		No.	
Public Accounting	46	Students	81
Bachelor of Administration	34	Teachers	44
Graduate in economics and international business.	1		
Teachers	44	Total 125	

Source: Prepared by the authors.

Similarly, in the following table 3 we observe the operating relationship, taking into account the dimensions to be evaluated and the definition of the variables studied.

Table 3. Operationalization of variables.

Variables	Dimensions	No. Items	Guy	Reference
Perception Teacher evaluation	Compliance at work .	1.1,1.2.	Qualitative/ ordinal	Aravena Gaete et al. (2021)
	Knowledge of the subject by the teacher/student.	2.1,2.2, 2 3.	Qualitative/ ordinal	Aravena Gaete et al. (2021)
	Stimulation of interest in the course by the teacher/student	3.1,3.2, 3.3 .	Qualitative/ ordinal	Aravena Gaete et al. (2021)
	Interests and respect shown towards students. /teacher.	4.1, 4.2.	Qualitative/ ordinal	Aravena Gaete et al. (2021)
	Preparation and organization of the course by the teacher /student.	5.1	Qualitative/ ordinal	Gaete and Sallan, (2021).
	Clarity and understanding.	6.1, 6.2, 6.3	Qualitative/ ordinal	Gaete and Sallan, (2021)
	Teacher/student availability.	7.1	Qualitative/ ordinal	Gaete and Sallan, (2021)
	Teaching methodology.	8.1, 8.2, 8.3, 8.4, 8.5, 8.6	Qualitative/ ordinal	Gaete and Sallan, (2021)
	Motivation towards students.	9.1, 9.2	Qualitative/ ordinal	Aravena Gaete et al. (2021)
	Learning support materials.	10.1, 10.2, 10.3	Qualitative/ ordinal	Tormo, JVG (2020)

	Evaluation procedures.	11.1, 11.2, 11.3, 11.4, 11.5	Qualitative/ ordinal	Tormo, JVG (2020)
	General evaluation .	12.1	Qualitative/ ordinal	Tormo, JVG (2020)
	Do you believe? Is it necessary to apply teacher evaluation every semester?	Open question.	Qualitative/ nominal	Tormo, JVG (2020)

Source: Prepared by the authors.

In this section, the perceptions of the students and teachers surveyed are classified, giving importance to the scale of values of the items used in table 4.

Table 4. Respondent perception according to the Likert scale.

| Nothing important	Unimportant	Quite important	Totally important
1	2	3	4

Source: Own elaboration

For this reason, applying the Likert scale to teacher evaluation allows for the inclusion of key aspects such as the coordination and organization of teaching, as well as training, innovation, and continuous improvement. Teacher training is conceived as a collaborative effort that demands the integration of best practices in teaching. It must take into account the perceptions of students toward the teacher and the teacher's appreciation of students, and assess the final result to achieve the expected impact on teaching.

Obreque et al. (2019) highlight the importance of the dimensions evaluated, as they allow for the identification of key aspects in teacher evaluation, as a strategy to identify potential deficiencies in teachers and students presented when evaluating teacher performance. They also determine the factors that influenced the result at the time of their evaluation. Subsequently, based on the results obtained, the institution will help implement learning improvement actions, considering better teaching planning, organization of

strategies, the approach and application of knowledge, results and assertive evaluation of educational processes, and achieving the necessary competencies for the institution's students.

Figure 1 presents a comparison of the dimensions of perception regarding the importance of teacher evaluation in the hypothesized study model. This analysis is framed within the methodological approach of the research, using the previously described dimensions of assessment for teachers and students, shown in a general way in the 12 aspects of distribution and analysis previously described and detailed.

Figure 1. Questionnaire dimensions for the study of teachers and students.
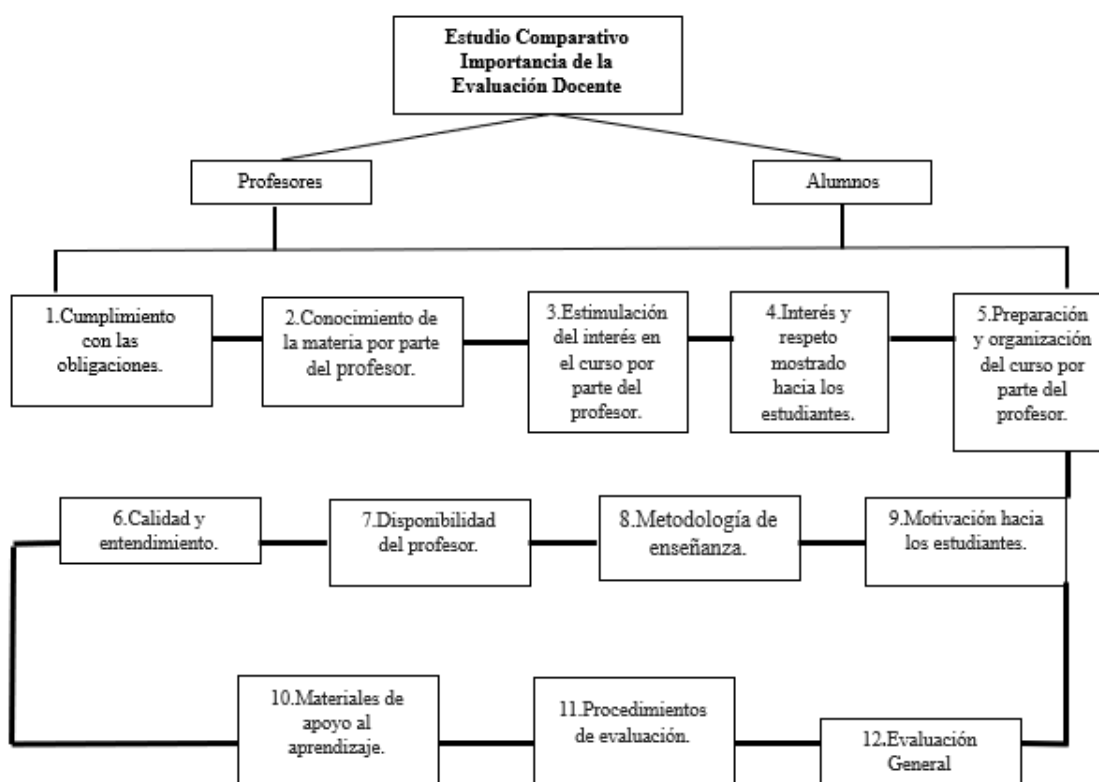
Source: Own elaboration

Results

After analyzing the information on the perceived importance of teacher evaluation by teachers and students, the data were processed using the IBM SPSS version 26 statistical program. First, the reliability of the instrument used in the research was evaluated, obtaining a Cronbach's alpha coefficient of 0.905, which indicates a high level of reliability, since it is close to 1.0 according to (Hernandez et al., 2014), the closer the coefficient is to 1.0, the greater the reliability of the instrument for the survey result, this research contains all the general data of teachers and students, by career they study, in addition. As for the teachers, it shows us details such as type of appointment, years in intuition and academic degree.

The statistical sample classification is described below: 81% of the participants were students, of whom 67% were women and 33% were men. Furthermore, 4.4% were between 22 and 23 years old. It is noteworthy that 38.3% of the students worked and studied full-time, the majority of whom were men. Another noteworthy fact is that of the students who responded, 56.8% were public accounting majors, followed by administration graduates (42%) and economics and international business graduates (1.2%), as shown in Table 6.

Table 6. Presents the classification of the studied sample of students.

	Sex	Age	You work	Career
Students	Man 33%	18-21 34.7%	Tc 38.3%	Public accounting 56.8%
Answer	Women 67%	22-23 44.4%	Partial T Occasional 34.6%	Bachelor of Administration 42%
	81	24-43 20.9%	I don't work 27.1%	Bachelor of Economics in International Business 1.2%
Total	100%			

Source: Prepared by the authors.

Table 7 shows the sample classification of teachers. Of the 44 teachers evaluated, 56.8% are men and 43.2% are women. The average age is 41.7%, ranging from 41 to 59 years. Regarding working hours, 75% have hourly-weekly-monthly contracts, and 88.6% have permanent positions. Furthermore, 36.4% have between 6 and 10 years of seniority at the institution. Regarding academic training, 40.9% hold a doctorate, another 40.9% hold a master's degree, and the remainder hold postdoctoral or bachelor's degrees.

Table 7. Presents the classification of the studied sample of teachers.

	Sex	Age	Day Job	Current appointment	Years in the Institution	Academic degree
Teacher	Man 56.8%	29-40 33.9%	TC 22.7%	Base 88.6%	6 to 10 36.4%	Doctorate 40.9%
Answer	Women 43.2%	41-59 41.7%	HSM 75%	Temporary 11.4%	11 to 15 22.7%	Mastery 40.9%
	44	60-73 24.4%	½ T 23%		16 to 25 20.4%	Postdoc 13.6%
					26 to 30 20.5%	Degree 4.6%
Total						100%

Source: Own elaboration

Subsequently, a descriptive analysis of the sample was conducted, and the t-test was applied to assess the equality of variances for the proposed hypothesis. The objective was to compare teachers' and students' perceptions of teacher evaluation and determine whether there was a significant difference in the measurement of teaching and learning.

Table 8. Descriptive statistical sample, where the comparison of the two-sample t-test on the means of two groups is analyzed, it can be observed if there is a significant difference between the compared means of students and teachers, analyzing what perception there is in the teaching evaluation, in terms of the efficiency of the twelve dimensions when applying knowledge in the thematic content, and the importance that the student gives to

what is learned by the teacher, and the interest that he puts in learning the thematic contents of class.

Therefore, the comparative analysis of the test shows that the two samples are independent when there is no relationship between the measurement of one variable and the measurement of the other, therefore it is feasible to perform this analysis.

To this end, descriptive statistics were calculated for each of the twelve dimensions applied to students and teachers, including the mean, standard deviation, and standard error of the mean. This generally reflects compliance with the hypothesis, highlighting whether there is a significant difference between the two measurements. The most relevant point is assessed and verified as indeed no significant difference exists in the total index. The analysis shows that the results are very similar.

Likewise, in the sample evaluated, the teacher was evaluated by the student, who highlights that on average 3.4053 gave more value and importance to the evaluation and in his opinion considered the tasks he performed important, and that the learning strategies applied are good, because it gives the space to prepare, organize and implement innovative ideas, and with that the student can obtain adequate knowledge that helps him in his academic training.

Similarly, in the representative result where the student evaluates his teacher, it gives us a score of 3.055. In this sense, the participation of the young people is to rate and evaluate how efficient the students can be in teaching their classes, highlighting the compliance and academic knowledge imparted to the young people.

Table 8. Presents the previous average, value is given to what is implemented by their expert and they try to learn the techniques they establish, but they consider that the teacher evaluation in teaching learning, if it fulfills the assignment, because the institution cares about their training, therefore, if young people take interest in the classes with this, the fulfillment of the dimensions studied is given by their similarity.

Table 8. Group descriptive statistics.

Dimension		Sample	Average	Standard deviation	Mean standard error
1.Compliance at work.	Students	81	3.4074	.65722	.07302
	Teachers	46	3.4783	.68278	.10067
2. Knowledge of the subject by the teacher.	Students	81	3.4321	.69261	.07696
	Teachers	46	3.5109	.66240	.09766
3.Stimulation of interest in the course by the teacher.	Students	81	3.2305	.75763	.08418
	Teachers	46	3.3188	.74687	.11012
4. Interest and respect shown towards students.	Students	81	3.4383	.67260	.07473
	Teachers	46	3.5652	.64643	.09531
5.Preparation and organization of the course by the teacher.	Students	81	3.4938	.65428	.07270
	Teachers	46	3.5435	.65681	.09684
6. Clarity and understanding.	Students	81	3.2490	.66777	.07420
	Teachers	46	3.3333	.64406	.09496
7. Teacher availability.	Students	81	3.2716	.88052	.09784
	Teachers	46	3.3913	.82941	.12229

Revista Iberoamericana para la
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8. Teaching methodology.	Students	81	3.2160	.70141	.07793
	Teachers	46	3.3007	.65792	.09701
9.Motivation towards students.	Students	81	3.2099	.85464	.09496
	Teachers	46	3.2826	.86700	.12783
10. Learning support materials.	Students	81	3.1728	.80469	.08941
	Teachers	46	3.3478	.76322	.11253
11. Evaluation procedures.	Students	81	3.2000	.81302	.09034
	Teachers	46	3.4000	.73636	.10857
12.General evaluation.	Students	81	3.3457	.74432	.08270
	Teachers	46	3.3913	.77397	.11412

Source: Prepared by the authors.

To assess the homogeneity of variances, Levene's test was applied. This test determines whether equal population variances can be assumed in the comparisons made (Lorenzo, 2019).

variance quality leveene test statistic is F=.003 and Sig =.954 in similarity to the variance, we assume that they are equal and therefore it is associated with the test standard as the result in a representative and considered way because Sig > 0.05, and with this result we must approve the hypothesis of equality of variances represented in the results of table 11.

Table 11 Independent sample T-test results.

		Test leveene		T-test for equality of means					95% confidence interval of the difference	
		F	Next.	t	Gl	Sig. (bilateral)	Difference of means	Standard error difference	Lower	Superior
1. Compliance at work	Equal variances are assumed	.003	.954	-.576	125	.566	-.07085	.12306	-.31440	.17269
	Equal variances are not assumed			-.570	90,692	.570	-.07085	.12437	-.31790	.17620
2. Knowledge of the subject by the teacher.	Equal variances are assumed	.376	.541	-.626	125	.533	-.07877	.12589	-.32792	.17038
	Equal variances are not assumed			-.634	97.159	.528	-.07877	.12434	-.32555	.16801
3.Stimulation of interest in the course by the teacher.	Equal variances are assumed	.101	.751	-.635	125	.526	-.08839	.13916	-.36381	.18703
	Equal variances are not assumed			-.638	94,760	.525	-.08839	.13861	-.36357	.18680
Interests and respect	Equal variances	.408	.524	-1.037	125	.302	-.12695	.12246	-.36931	.11542

shown towards students.	are assumed								
	Equal variances are not assumed			-1.048	96,768	.297	-.12695	.12112	-.36734	.11345
4.Preparation and organization of the course by the teacher.	Equal variances are assumed	.106	.745	-.410	125	.682	-.04965	.12096	-.28905	.18975
	Equal variances are not assumed			-.410	93,336	.683	-.04965	.12109	-.29010	.19080
5. Clarity and understanding.	Equal variances are assumed	.087	.769	-.693	125	.490	-.08436	.12173	-.32527	.15655
	Equal variances are not assumed			-.700	96.487	.486	-.08436	.12051	-.32356	.15483
6. Teacher availability.	Equal variances are assumed	.262	.609	-.752	125	.454	-.11970	.15923	-.43483	.19544
	Equal variances are not assumed			-.764	98.371	.447	-.11970	.15661	-.43047	.19107
7. Teaching methodology.	Equal variances are assumed	.530	.468	-.669	125	.505	-.08468	.12666	-.33536	.16601

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances are not assumed			-.680	98.707	.498	-.08468	.12443	-.33159	.16224
8.Motivation towards students.	Equal variances are assumed	.005	.943	-.459	125	.647	-.07273	.15861	-.38664	.24117
	Equal variances are not assumed			-.457	92.519	.649	-.07273	.15924	-.38898	.24351
9. Learning support materials.	Equal variances are assumed	.727	.395	-1,200	125	.233	-.17499	.14585	-.46365	.11367
	Equal variances are not assumed			-1.217	97,822	.226	-.17499	.14373	-.46021	.11024
10.Evaluation procedures.	Equal variances are assumed	1,585	.210	-1.378	125	.171	-.20000	.14516	-.48730	.08730
	Equal variances are not assumed			-1.416	101,509	.160	-.20000	.14124	-.48016	.08016
11.General evaluation.	Equal variances are assumed	.050	.823	-.327	125	.744	-.04563	.13941	-.32154	.23029
	Equal variances are not assumed			-.324	90.622	.747	-.04563	.14093	-.32559	.23434

Source: Own elaboration

Subsequently, it is considered that in the test for equality of means the value of t = -.576 obtained, starting from the difference of the means = -.07085 by the typical error of difference of .12306 and the degrees of freedom of 125 followed by bilateral Sig = .566 therefore, we see that there is a statistically significant difference between students and teachers and it can also be seen with the 95% confidence level between the lower limit of -.31440 and the upper limit of .17269 with this we can assume that the facts observed in the interval obtained contain the value zero, taking into account that this result also allows us to test the hypothesis of equality of means represented previously.

Discussion

Teacher evaluation plays a fundamental role in the learning and professional development process. It is a constantly evolving topic that seeks to generate useful results for feedback and teaching improvement. With the advancement of technological tools, its use has become more common in universities, encouraging the participation of both students and teachers. This evaluation is crucial, as it allows for the diagnosis of academic performance and ensures the preparation and organization of the institution's members.

On the other hand, González et al. (2015) considered that the students' criteria on the teachers' performance, in general, is very important because it highlights analyses similar to those found in this study, identifying in the majority of students positive and interesting aspects in the teachers' performance within the teaching setting.

Similarly, Cisneros et al. (2016) mention that, to achieve excellence in the training process of students, teachers play a fundamental role, which is why they require a true improvement and acquisition of pedagogical skills that are up to date, which is why teachers need a systematic strengthening and reaffirmation of professionalism. However, the importance of these perceptions lies in the fact that the evaluation does not focus on what the teacher is capable of doing, but on their past performance.

As Contreras Ruiz (2021) mentions, teacher evaluation is a particularly relevant topic in which multiple factors must be taken into account. A well-executed evaluation will undoubtedly result in improved education at any of the estimated levels. Furthermore, all of this will serve in future school years to improve the measurement of teacher evaluation by teachers and students and to constantly monitor each other's behavior, ultimately giving value to teacher performance.

In the specific case of the institution, assessment benefits both students and teachers, allowing them to make adjustments and improvements in their performance. It also facilitates feedback and reorientation of work both inside and outside the classroom.

Conclusion

This study allows us to evaluate the stated objective and comply with institutional guidelines, achieving significant progress. The results obtained will serve to improve the implementation of teacher evaluation.

Furthermore, this practice represents an effort for both teachers and students, allowing for the evaluation of teacher evaluations and the implementation of new strategies to measure progress in learning and teaching. This will contribute to improving institutional quality and complying with regulatory agency evaluations. Significant importance is given to teacher evaluation as a responsibility of both students and teachers.

This also reveals that the institution must work on each of the previously presented dimensions of study and follow up throughout the current cycle to improve academic programs and improve class delivery with updated programs.

Ultimately, the results of this study will contribute to the formulation of proposals for the institution and facilitate better decision-making for educational purposes.

Future lines of research

Considering the analysis of the teaching evaluation of students and teachers and assessing the information, it can be applied in each school year, so various future lines of research are highlighted that contribute to the continuous improvement of the institution in the teaching of teaching, which could be:

Influence of students and teachers on teacher training: analyzing the behavior of both to assess their performance in the classroom. Furthermore, it is proposed to develop ongoing monitoring mechanisms and study the perception of teacher evaluations during each academic year.

Interdisciplinary research: Promoting collaboration across diverse areas of knowledge to address complex educational challenges and propose innovative and sustainable solutions.

Young people's knowledge and perceptions of their learning: design and implement improvements to curricula and programs aligned with the needs of the workplace, ensuring that research adds value to the learning obtained.

performance of students and teachers: analyze the factors that contribute to quality education, ensuring that graduates acquire the skills and knowledge necessary to meet the expectations of the workforce.

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