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A current challenge: pedagogical support, the way to improve the actions of teachers

Un reto actual: acompañamiento pedagógico, el camino para mejorar el accionar de los docentes

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Resumen

El estudio enfoca la atención en los efectos del acompañamiento pedagógico sobre el desempeño docente en instituciones educativas fiscales de Samborondón- Ecuador donde se identificaron problemas en el diseño y manejo de recursos educativos que difieren en la calidad de la educación. Se identificó la necesidad de fortalecer los procesos de orientación didáctica, que para la mayoría de los docentes resultan irrelevantes, por no contar con un programa interno que valide su efectividad. El objetivo es comprender los factores que determinan los altos niveles de calidad educativa. La brecha que impide lograr una instrucción profesional permanente y eficaz, está marcada por la desviación entre la experiencia pedagógica y el contexto de aprendizaje con sentido social, natural y comunitario. Por esto se propuso la ejecución de un programa de acompañamiento pedagógico encaminado a mejorar el accionar docente. La metodología tuvo un enfoque cuasiexperimental en el que participaron dos grupos de análisis. Los resultados evidenciaron el incremento del 13.3% (nivel bueno) al 86.7% (nivel muy bueno). La variación del rango promedio entre el grupo experimental y control mediante el postest fue de 29.94 según la prueba U de *Mann-Whitney*, resultado que evidenció la diferencia significativa según el p valor 0.000. Se concluyó, a partir de la aplicación del programa de acompañamiento que el grupo experimental mejoró significativamente la preparación para la enseñanza, la aplicación de procesos metodológicos, la participación en la gestión de la escuela articulada a la comunidad y el desarrollo de la profesionalidad y la identidad.

Palabras claves

Acompañamiento, comunidad, enseñanza-aprendizaje, desempeño, gestión, pedagogía.



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Abstract

The study focuses on the effects of pedagogical support on teacher performance in public schools in Samborondón, Ecuador, where problems were identified in the design and management of educational resources that differ in the quality of education. The need to strengthen didactic orientation processes was identified, which for most teachers are irrelevant because they do not have an internal program to validate their effectiveness. The objective is to understand the factors that determine high levels of educational quality. The gap that prevents the achievement of a permanent and effective professional instruction is marked by the deviation between the pedagogical experience and the learning context with social, natural and community meaning. For this reason, the implementation of a pedagogical accompaniment program aimed at improving teachers' actions was proposed. The methodology had a quasi-experimental approach in which two analysis groups participated. The results showed an increase from 13.3% (good level) to 86.7% (very good level). The variation of the average range between the experimental and control groups by means of the posttest was 29.94 according to the Mann-Whitney U test, a result that showed a significant difference according to the p value 0.000. It was concluded, from the application of the accompaniment program, that the experimental group significantly improved the preparation for teaching, the application of methodological processes, the participation in the management of the school articulated to the community and the development of professionalism and identity.

Keywords

Accompaniment, community, teaching-learning, performance, management, pedagogy, pedagogy.

1. Introduction

In current times, the need for a pedagogical support program for teachers to optimize their work in the classroom in front of their students is evident, hence the present research conceives as a current challenge the pedagogical support to improve teaching performance as a way to optimize the academic performance of students; aspects that focus the fundamental problem. In addition, it is necessary to determine what is the degree of effectiveness of the pedagogical accompaniment program in the improvement of teaching performance in the fiscal educational institutions of District 09D23, Samborondón, 2021? Concomitant with this problem arises the need to propose strategies to determine the effectiveness of this program.

The origin of the problem that highlights the efforts to find a dynamic, updated and technologically sustainable solution lies in the consequences of the presence of the Covid19 pandemic, since educational institutions were closed and the Ministry of Education, as an alternative measure, arranged for virtual classes to be developed, with educators who were not qualified for a latent reality (Méndez and Andrea, 2020) because their forte was working live and direct with their students. That had been their routine, they had experience about their achievements and limitations, unfortunately today the situation is different, according to (UNICEF, 2021):

We should be aware that before the health emergency, approximately 268,000 children and adolescents were already out of the education system and approximately 187,277 were more than two years behind in school. The pandemic has deepened this problem. According to UNICEF estimates, around 90,000 students are out of the education system. Not



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studying exposes them to risks such as child labor, begging, sexual exploitation and forced recruitment into illicit activities (p. 1).

In these circumstances, teachers have to change their routine, and the Pedagogical Accompaniment Program is an option. They must be very aware that they are protecting a very vulnerable population. Most teachers have limited interaction with their students, do not adequately develop their curricular planning, do not manage active strategies, do not use innovative learning resources, do not have knowledge of educational strategies supported by virtual learning environments, their connectivity levels are not the most adequate, and their students do not have the necessary technological resources.

It is important to analyze two obvious but contrasting realities: first, it was observed that the performance of some educators worldwide was very successful, especially in countries such as Estonia, China, Singapore, Finland and Japan; Rodríguez et al., al. (2020) associated their promising results with the application of strategies such as teacher mentoring. Furthermore, according to Colazzo and Cardozo-Gaibisso (2021) these mentoring programs facilitate the task of guiding the most novice teachers, through weekly meetings, in which they receive ideas on how to optimize their work in front of students. This is complemented by impromptu classroom visits, text messages and phone calls, thus helping new teachers to strengthen their vision of the future. Second, in Latin America, in general terms, according to Diéguez-Batista et al. (2021):

The situation is totally different, 48% of the educators said that assimilating various digital media plus the continuity in front of a computer wears them down to such a level that they do not have the time and energy to provide an adequate follow-up to their students; in short, it translates into a poor teaching performance (p. 12).

According to Rodríguez and Abreu (2021), the lack of preparation of teachers is mainly due to the fact that "91% of educators work in schools that do not have a training plan, making it imperative that educators receive support while they adjust to a digitalized education in order to meet the educational needs of their students" (p. 34).

In Ecuador, the performance of most teachers at the fundamental level and in training are far from the levels of excellent and favorable, which evidences the development of improvised learning sessions, without adequate curricular planning and with the absence of study circles among teachers, resulting in low student performance. Study circles, also called learning circles, are a good option to achieve teacher improvement; from their own perspective, they refer to self-convened meetings of a small group of teachers, no more than eight people, to solve specific problems of their daily lives. It is a strategy that serves as a complement to the action of pedagogical accompaniment.

The educational institutions of district 09D23 of Samborondón, according to the information presented by the educational auditors in their external evaluation reports of the monitoring and performance of educators allow concluding that in the period between 2016-2019 it was observed that the quality of teaching performance was weak, there was a lack of active strategies, they did not have adequate didactic planning, they did not have innovative didactic resources, the absence of academic follow-up, reinforcements and curricular adjustments was evident; In short, they limited themselves to teaching virtual classes, but did not pay attention to the dimension related to the actual learning of their students.



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In this context, this research aims to contribute with theoretical and methodological foundations that favor the development of strategic actions to overcome the difficulties of pedagogical nature, selecting virtual resources, accessing technologies available in their environment. Under this premise, the research work fulfills three conditions: to be novel, current and to support the process of entrepreneurship in the educational field. For this purpose, we worked with two predefined analysis groups: a control group and an experimental group; the first one helped to verify how the program was being developed, the second one allowed the verification of the impact of the variable that influences the improvement of the teacher's professional actions. Under this premise, the research project is important because it has raised a problem that is visible in most fiscal educational institutions, as a sequel to the Covid19 pandemic, which refers to the fact that teachers have to work virtually with the use of computer tools that are not in their domain because, in most cases, they are not digital natives.

With this background, an attempt has been made to solve the problem of teachers living their anxieties alone. Through pedagogical accompaniment, they have someone to talk to, they find spaces for dialogue to raise their doubts and concerns, they can share their methodological, conceptual or any other kind of lack of knowledge. This work alternative is interesting for the teacher, it allows him/her to return to his/her training stage and in the current practice it facilitates the double action: being teacher and student at the same time. A teacher when he establishes positive relationships with his students, and a student when he has the opportunity to present his lack of knowledge to the team leading the pedagogical accompaniment. All of these interactions have decisively supported the achievement of qualitative quality processes in the educational system of District 09D23, Samborondón.

The structure of this scientific article presents section 1: introduction; section 2: literature review, related to pedagogical accompaniment; section 3: methods and materials; section 4: results; section 5: discussion and conclusions.

2. Review of the literature

2.1 Pedagogical support

In recent years, the theory of pedagogical accompaniment has gained full force. In the context of the knowledge society and the accelerated changes in the forms of production, in science, in technology and in the ways of creating and disseminating culture, lifelong learning has become a requirement for all professions. In the case of teachers, the improvement of their professional performance poses very unique challenges and characteristics, due to the constant expansion of coverage and especially to the low learning achievements of learners (Minez, 2013, pp. 1-4). In the current situation, where all professions make efforts to be updated, teaching cannot lag behind due to a double situation: for those who exercise the profession and for the human groups to whom its daily actions are directed; this last version constitutes a social commitment, strongly linked to ethical principles.

In this context, the directors of an educational institution must determine the main shortcomings of their teachers, especially the most novice ones, and talk with them to determine a course of action. This should be a transparent, proactive communication to listen to their expectations and respond in the best way possible. Additionally, managers must be committed to consult good and updated bibliographic sources to provide the information required by teachers. Teachers must be predisposed to analyze and discuss the managers' proposals. In short, there must be a dialogue that allows proposals to be assumed, the beneficiaries of which are the students.



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Other authors such as Yana-Salluca and Adc-Valeriano (2018) express that "the Accompaniment Model focuses its gaze on the development of the subjects and their respective contexts, always bearing in mind that the learner is the final recipient of the entire educational process" (p. 140). This statement emphasizes that pedagogical accompaniment is a resource that allows detecting mistakes made by teachers, in order to propose creative alternative solutions that fully favor students. It is a dynamic triangle: managers, teachers and students. Each one of them can contribute with innovative ideas, sometimes demanding, which, if taken calmly and dynamically, give good results. Calm, referring to the analysis of problems in a calm, tranquil manner; dynamism if alternative solutions are found, to be implemented quickly, without wasting time.

According to Kondrashova et al. providing pedagogical counseling is to have a multifaceted process composed of cognitive skills, innovative strategies aimed at solving learning problems in the classroom environment (Kondrashova et al., 2020). These problems may arise from a lack of teacher preparation, absence of motivational resources, certain student behavior, factors that damage the image of the institution and establishes a discredit for its managers.

Lea-Vezub and Alliaud (2012) are authors who emphasize the accompaniment of teachers, especially young teachers, so that their actions respond to the demands of their social and cultural context. These authors describe the main conceptual and methodological characteristics of a project called: accompaniment of new teachers and professors in Uruguay in their first experiences of labor insertion, developed by the Organization of Ibero-American States (OEI) and the Council of Education Training of the National Administration of Public Education, with the support of the Ministry of Education and Culture and the Spanish Agency of International Cooperation for Development.

International Cooperation for Development. They insist that, in the knowledge society and the changes it demands in the different aspects of science and technology, teachers are required to be constantly updated and adapted so that their actions respond to the satisfaction of educational equity levels.

At the national level, Condor and Bunci (2019) express that:

The pedagogical accompaniment begins with the preparation of the pedagogical accompanier, in aspects related to the accompaniment process, curriculum, didactics, planning, evaluation, curricular adaptations, pedagogical approaches, human development, pedagogical reflection, among others. It continues with the sensitization and information to those involved on who and how they will participate, as well as the development of the pedagogical diagnosis based on class observation and identification of strengths and weaknesses, comparison and analysis of curricular documents such as teachers' plans, students' materials, grades and others (p. 121).

It is a basic description of what constitutes the pedagogical accompaniment, to then proceed to the pedagogical feedback based on the planning of activities to overcome the difficulties exposed in the first base and work on specific realities. Gradually, the expected and aspired achievements will be reached. The achievement of better learning results in the students under the care of the teachers involved in the program will always be kept in mind.



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Lugo et al. (2021) emphasize the importance of information technologies in the process of teachers' performance in a process of improving their actions in favor of students. They state that:

UNESCO shares knowledge on the various ways in which virtual learning environments can provide universal access to education, reduce learning gaps, support teacher development

virtual learning environments can provide universal access to education, reduce learning gaps, support teacher development, optimize the quality and relevance of learning, strengthen cooperation and integration, use instructional strategies, and improve educational management and administration (p. 80).

Although the teachers involved in the pedagogical accompaniment program are not very knowledgeable about virtual learning environments and other devices to overcome their pedagogical deficit, it is a good opportunity to achieve their incorporation to this technological advancement. In summary, pedagogical accompaniment must be a strategy that strengthens educational quality, so that educational success is not considered achieved only with the increase in the number of students who are enrolled, but with the results achieved by them in their classrooms, in their community, in their social life. Educate to be better and feel happy about it.

2.2 Teaching performance

The way teachers act in their professional performance is key to achieve positive results in the learning of their students, which is why the expression: "the idea that the evaluation of teachers -in particular the evaluation of their performance- is a condition for the achievement of educational quality and responds to a social construction that has been installed and nurtured for approximately two decades" is important. (Galaz et al., 2019, p. 179).

Additionally, this conceptual assertion is key in the context of pedagogical accompaniment. It is valid the expression sustained by these authors who say: "education has been subjected to a series of regulatory logics that have set increasingly higher and more complicated demands and objectives, especially those linked to the performance of students, teachers and institutions" (Galaz et al., 2019, p. 181). Consequently, teacher performance is directly linked to the performance of their students and to the provisions given by institutional authorities. It is a triangle that is interrelated and complementary; however, teaching performance is the main vertex, the success or failure of the other two vertices are above the main vertex.

It is also important to mention that:

It is not possible to speak of quality education when the educational system is burdened by exclusion, lack of access, illiteracy -regardless of its nature-, inequity, dropout or dropout, together with other elements such as irrelevance of content, its lack of link with life or outdatedness, and poor performance of teaching staff (Escribano Hervis, 2018, p. 721).

At the national level, the Ministry of Education provides information on teacher performance that responds to a central question:



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What characterizes a quality teacher in the Ecuadorian educational system?

A quality teacher is one who provides learning opportunities to all students and contributes, through his or her training, to building the society we aspire for our country.

The purpose of the Teaching Performance Standards is to promote teaching in the classroom that allows all Ecuadorian students to achieve the exit profiles or learning outcomes declared by the national curriculum for General Basic Education and High School.

In addition, the Teaching Professional Performance Standards establish the general and basic characteristics and performances that teachers must perform in order to develop a quality teaching-learning process (Dirección Nacional de Estándares Educativos, 2017, p. 3).

This document mentions some basic activities that teachers must comply with, the most relevant ones have been specified: their participation in trainings to improve the quality of their teaching practice, the application of strategies to improve their practice based on the recommendations resulting from the pedagogical accompaniment; they must also assume the behavior of communicating in a timely manner the learning results and relevant official information to students and legal representatives; and apply teaching strategies aimed at achieving the learning objectives set forth in the micro-curricular planning.

Additionally, it is worth mentioning the Constitution of the Republic of Ecuador (2008), published in the Official Register 449 of October 20, 2008, among the articles related to education, two are fundamental.

Art. 27.-Education shall be centered on human beings and guarantee their holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of quality and warmth; it shall promote gender equity, justice, solidarity and peace; it shall stimulate a critical sense, art and physical culture, individual and community initiative, and the development of competencies and capacities to create and work. Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country and constitutes a strategic axis for national development (National Assembly of Ecuador, 2008, p. 15).

Teachers' performance is key in this aspect in order to be able to concretize their actions in terms of making them human-centered, to discuss and analyze the respect for human rights. It has to offer an education that is characterized by being democratic with an environment of quality and warmth.

Art. 28.-Education shall respond to the public interest and shall not be at the service of individual and corporate interests. Universal access, permanence, mobility and graduation shall be guaranteed without any discrimination and shall be compulsory at the initial, basic and baccalaureate levels or its equivalent. It is the right of every person and community to interact between cultures and participate in a learning society. The State shall promote intercultural dialogue in its multiple



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dimensions. Learning shall take place both in and out of school. Public education shall be universal and secular at all levels, and free up to and including the third level of higher education (National Assembly of Ecuador, 2008, p. 16).

What is expressed in this article is a function of the State, but has its action in the actions of teachers: they must be aware of their true commitment based on their ethical principles and social justice, it is a character located at the base of the pyramid, but that helps or hinders the lines of action of the policies designed at higher levels of the pyramid. For education to be participatory, democratic, of quality and warmth, and to favor the intellectual growth of students, it needs teachers with a special performance, who are predisposed to work providing unique attention to their students, who are aware that above all they must respect their human rights, that their function is not to transmit knowledge without considering the spiritual, social and cultural reality that they live. It is to be predisposed to share experiences, feelings, emotions and knowledge that will help them to improve themselves.

Another dimension that must be considered in the context of teaching performance is the plurinational reality that exists in various sectors of the population. In this regard, it is worth analyzing the following:

Ecuador is a plurinational and multicultural country, where diverse nations, languages and cultures converge; its population is fundamentally constituted by indigenous, black, white and mestizo people; being this characteristic of ethnic heterogeneity its main cultural wealth. In order to protect and preserve this cultural diversity, the Ecuadorian Government and State have made commendable efforts; in this sense, in the last decades structural transformations have taken place throughout the nation's legal system and public policies have been implemented as an alternative to legitimize the non-discrimination of citizens by skin color, culture or creed; among these actions are those related to educational activities.

In instituting these policies, the State takes into consideration the specific differences between ethnic groups, cultures, communities, peoples and nationalities; in particular, measures are established to guarantee education within a framework of comprehensive protection of rights, even more sensitive with regard to the new generations of Ecuadorians (Fernández et al., 2019, p. 210).

In this situation, teachers need to respect the ethical and religious principles of the social conglomerate to which the students belong and consider the cultural characteristics of their social environment. They should be motivated not to disappoint their social environment, and most importantly, not to disappoint themselves as education professionals. They should work towards the construction of a fairer society, less segregationist, that gives opportunity to all students to strengthen their cognitive dimension, their physical part, the adoption of human values and thus work in the immediate and mediate future for their individual welfare and the welfare of their social environment, without prejudice or limitations.

As a final summary, it will be praiseworthy that teachers, in search of their ideal profile, assume basic characteristics such as the following: become motivators of their students and develop an intelligent listening of their students' expectations and needs, in order to organize collaborative work, as an effective strategy in the development of spaces for intercommunication. They must also become companions in extracurricular processes,



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which are the best spaces to foster friendship among students and between students and teachers. Finally, they should assume the role of educational evaluators, not to sanction but to support the cognitive and affective growth of their students.

In conclusion, without being reductionist, nor too optimistic in this time in which our society lives in crisis, invaded by aggressive criminal actions, by processes of organized crime in processes of drug trafficking, crimes of corruption in most public and private institutions, by disrespect for the integrity and life of women, there is a door to the solution of these and other problems in the actions of teachers. Their task is not simply to impart knowledge, but, above all, to train their students in values so that in the future they will be exemplary citizens.

2.3 Organizational climate

The organizational climate is the mood that surrounds an educational institution; it is how teachers feel when they provide their professional services in it; it is their mood reaction of job satisfaction or dissatisfaction, which directly influences their behavior among colleagues, their relationship with their students and the positive or negative predisposition towards managers. Hence, it is transcendental what is expressed by one author:

Generally, the perception of the organizational climate revolves around: organizational structure, management or leadership styles and reward or recognition mechanisms, the same that affect their performance, since a person will develop their work better if they feel good about themselves and if they are comfortable with their work environment (Medina-Montesdeoca, 2017, p. 11).

It can be deduced that when teachers experience an adequate organizational climate in their institution, they show a good sense of belonging, feel at ease in the institution, and try to demonstrate good performance in order to continue in it. Pedagogical accompaniment should have an impact on teaching performance, with the premise that a positive and encouraging organizational climate is developed. It occurs at all educational levels, thus "in every educational institution a warm climate should be developed, where relationships between teachers and managers are positive and welcomed by students and the interaction between teachers and students develops in a positive environment" (Becerra and Serrano, 2017, p. 14). The climate of an educational institution is felt, breathed, in the different activities, it is translated in the joy, sadness or worried faces of its students, in the work of the teachers, in the gesticulation of the directors, in the actions of the administrative assistants. In short, it is felt in every corner and at every moment.

It can be said that the organizational climate of an educational institution is influenced by physical and structural factors, which, combined with the cultural elements of the directors, teachers and administrative personnel, provide students with special experiences, which are sometimes positive and sometimes negative. In the first case, everyone feels pleased, with a spiritual joy of belonging to such a center. In the other case, everyone feels uncomfortable, wishing to move to a different center.

Another dimension worth considering is greater direct student participation. For some managers or teachers, this option may not be accepted initially, then they will change the criteria, when observing possible results, as expressed by Salas et al., (2018)

We put into practice a good coexistence in educational institutions when the student establishes a pleasant relationship with their teachers,



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classmates and other people who are part of the institution. Taking as a reference the coexistence of most of the educational institutions we will realize that it is very bad, in order to normalize and improve it, the condition that the students interact more among themselves and that they themselves participate in the elaboration of norms must prevail (p. 2).

These authors emphasize the direct participation of students to improve the organizational climate; however, in order to achieve this participation, the actions of teachers are also fundamental as an element that can make it dynamic. In sum, educational institutions through their directors, teachers and administrative personnel must work cooperatively to achieve the establishment of an adequate organizational climate in favor of the students, which is very visible when they begin to grow cognitively and emotionally; when the opposite is observed, something is happening in the institution.

3. Results

The educational institutions through their directors, teachers, and administrative personnel must work cooperatively to achieve the establishment of a climate. This research project was developed by means of a quasi-experimental procedure with the following stages:

- a) Decide on the independent and dependent variables for the research process.
- b) Determine the instrument to collect the information.
- c) To form the members of the control and experimental groups.
- d) To have the members of each of the groups.
- e) Explain to them the responsibility they must fulfill.
- f) Motivate them so that their participation is transparent.
- g) Apply the instruments
- h) Select the data referring to the selected variables

The study group was selected from among the teachers of the following educational units: "Oswaldo Guayasamín", thirty participants, experimental group, which allowed determining the impact of the Pedagogical Accompaniment Program; and "Cuenca del Guayas", thirty participants, control group, which helped to check how the problem was developing. The selected teachers teach in Basic General Education and High School. Only those teachers who voluntarily expressed their informed consent participated; principals, administrative personnel and students were not considered.

For data collection, a survey was used with an instrument called a questionnaire, "in social phenomena, perhaps the most widely used instrument to collect data is the questionnaire. A questionnaire consists of a set of questions regarding one or more variables to be measured" (Hernández-Sampieri et al., 2014, p. 217). The Likert scaling method was used to obtain affirmative responses, proposing five categories for each item.

To validate the instruments, the participation of five experts in education was requested, who issued their criteria regarding the construction of the items related to teacher performance. In addition, a correlation was made between the scores achieved in each dimension and the variables, for which a pilot test was carried out in one of the educational institutions of District 09D23, Samborondón, where a value equal to or greater than 0.21 was verified to qualify each item used as valid. Construct validity was performed by means of the factorial analysis test, based on the study of the dimensions that form the variables, as well as their items.



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To measure the level of reliability of the instrument, Cronbach's alpha was used for polytomous data, obtaining a coefficient of 0.957, showing a reliability of excellent. The application of the instruments was carried out virtually, through a survey, elaborated in Google Forms, sent to the e-mails of the participating teachers. The data analysis was descriptive, through the creation of frequency tables, percentages and graphical representation through the statistical package for Social Sciences (SPSS), which allowed the interpretation of performance levels as: very good, good, fair, poor and very poor.

The project was developed under the ethical principles of scientific research, oriented to the benefit of teachers, through the improvement of their performance, with a pedagogical accompaniment in an environment of positive organizational climate to gradually achieve educational quality. The most decisive results have been selected to explain the scope of the Pedagogical Accompaniment Program in Teaching Performance.

In the following table, we considered what was established in Specific Objective No. 1: To determine the level of teaching performance in the teachers of the experimental group and the control group, before applying the Pedagogical Accompaniment Program applied in the public educational institutions of District 09D23, Samborondón, 2021.

Levels	G. Experimental		G. Control	
	Fr	%	Fr	%
Regular	11	36.7%	6	20.0%
Good	14	46.7%	10	33.3%
Very good	5	16.7%	14	46.7%
Total	30	100.0%	30	100.0%

Table 1. Level of teaching performance of the groups before applying the Program

The control group presented a percentage of 46.7% in the very good level, which was much higher than that of the experimental group, which only reached 16.7%. After the application of the pedagogical monitoring program, there was a positive variation in the percentage in the different levels.

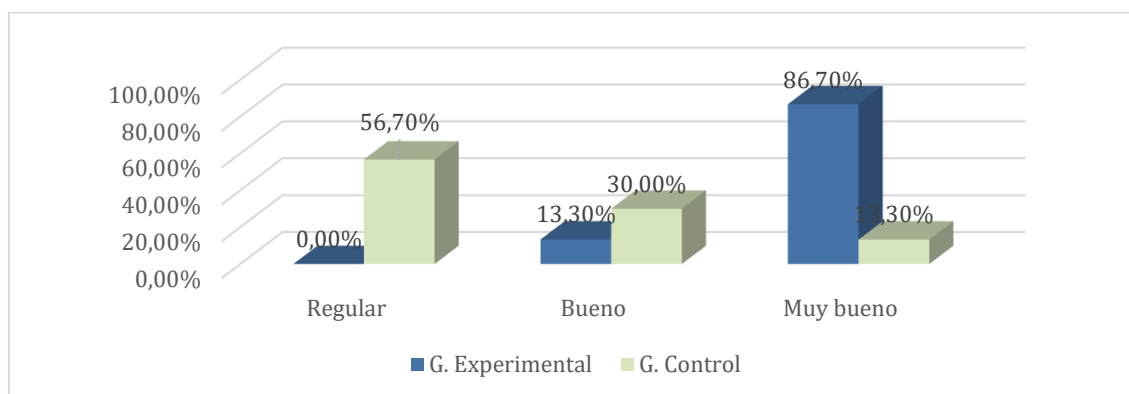


Figure 1. Level of teaching performance of the groups after applying the Program

56.7% of the teachers (control group) were at a fair level, while 86.7% of the teachers (experimental group) reached a very good level and 13.3% remained at a good level; with these results, the levels at which they were before the application of the program were surpassed. It was evident that the application of the program had a definite influence on the



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performance of the teachers in the experimental group. In order to confirm the significant differences between the two groups, statistical data are presented for the alternative hypothesis. It was proved that there are significant differences after the application of the pedagogical accompaniment program.

Test	VarAgrup	N	Average Range	U de Whitney	Mann-Sig. (bilateral)
Post Test	Experimental	30	45.47	1.000	0.000
	Control	30	15.53		
	Total	60			

Table 2. Mann-Whitney U test - Post test

The data presented show a Mann-Whitney U-value of 1.000 and a p. value (bilateral) of $0.000 < p.0.05$. This data confirms the difference between the two groups. It is also interesting to present the data showing the results, according to the pretest and posttest, for the teachers in the experimental group.

Experimental Group					
Niveles	Pretest		Posttest		
	fi	%	Fi	%	
Regular	11	36.7%	0	0.0%	
Bueno	14	46.7%	4	13.3%	
Muy bueno	5	16.7%	26	86.7%	
Total	30	100.0%	30	100.0%	

Table 3. Comparison of the action level of the experimental group

At the pretest level, 36.7% achieved a rating of fair, 46.7% good, and only 16.7% achieved a rating of very good; while in the posttest there were no teachers with a rating of fair, 13.3% with a rating of good and 86.7% with a rating of very good. These findings demonstrated the positive effect of accompanying the teachers in the experimental group. As a complement to these data, it is worth analyzing the results obtained, categorizing them in different dimensions.

	Test	Deficient		Regular		Good		Very good		Total	
		fi	%	Fi	%	fi	%	fi	%	fi	%
Preparation for the Teaching of Apprenticeships	Pret	4	13.3%	12	40.0%	8	26.7%	6	20.0%	30	100.0%
	Post	0	0.0%	0	0.0%	1	3.3%	29	96.7%	30	100.0%
Teaching of Apprenticeships	Pret	6	20.0%	11	36.7%	5	16.7%	8	26.7%	30	100.0%
	Post	0	0.0%	0	0.0%	2	6.7%	28	93.7%	30	100.0%

Table 4. Comparison of the level of performance of the teachers in the experimental group, before and after receiving the accompaniment



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The results show the percentages obtained before and after the accompaniment, which always show a considerable improvement in each of the dimensions, going from percentages below 20% to percentages above 90%. In conclusion, it was possible to determine the effectiveness of coaching in improving the performance of teachers in the public educational institutions of District 09D23, Samborondón, 2021.

Dimensions of the teaching performance variable	Test	N	Average range	U de Mann-Whitney	Sig. (bilateral)
Preparation for the Teaching of Apprenticeships	Pretest	30	17.68	65.500	0.000
	Posttest	30	43.32		
Teaching of Apprenticeships	Pretest	30	21.02	165.500	0.000
	Posttest	30	39.98		
Participation in the management of the school articulated to the community.	Pretest	30	20.45	148.500	0.000
	Pretest	30	40.55		
Professionalism and Identity Development	Pretest	30	20.78	158.500	0.000
	Pretest	30	40.22		

Table 5. Paired sample statistics of experimental group members

The average ranks in the different dimensions presented an incremental value, in the dimension related to learning, there was an increase of 25.54% (43.32% - 17.68%). It was also evident the values reached in the dimension: development of professionalism and identity, in the pre-test an average range of 20.78%, while in the post-test the average was 40.22%. The significant value (bilateral) of $0.000 < p.0.05$ in all dimensions.

The fundamental tasks of the professionals who integrated the pedagogical accompaniment program, varied according to the different dimensions; in relation to the preparation of the teachers for the teaching of the learning contents, they motivated the students so that they develop the curiosity to elaborate their own contents. In the dimension related to the school and its articulation with the community, teachers learned to discover the problems and needs that arise in the school, in order to collaborate in solving them in the community. In the dimension related to the identity and professionalism of the teachers, they developed leadership strategies to interact with their students, directors and parents. The contributions obtained in this research will be gradually incorporated in the public educational institutions of District 09D23, Samborondón as a strategy to improve the quality of education.

5. Discussion and Conclusions

The discussion presents a comparative analysis of the results, "this implies translating the findings into a practical, conceptual or theoretical meaning" (Eslava-Schmalbalch and Alzate, 2011, p. 17). When confronting the results of the research with the stated objectives, it was found that the pedagogical accompaniment did improve the teaching performance of the experimental group, which presented positive results in each of the dimensions.



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With reference to research conducted on the same subject, the data of this research coincided with the results obtained by Valdes-Casavilca 2020, which reflected the effectiveness of the pedagogical accompaniment program; after the program, they went from 100% of the unsatisfactory level to 81.8% at a very satisfactory level and 18.2% at a satisfactory level. In the learning process dimension, favorable data were also found: achievements increased from 86.4% of teachers with an unsatisfactory level to 68.2% with a very satisfactory level. In the dimension of preparation for teaching learning, comparative similarities were established with the Aspajo 2018 study, where 57.1% managed to significantly improve their performance in curriculum management.

Regarding the inferential results, the research was related to the finding of Agreda and Pérez (2020), who determined that the pedagogical accompaniment favored the performance of teachers, through periodic evaluations, permanent planning and collaborative work with other teachers. Likewise, the results were similar to the data found in the thesis of Valdivia 2016, who found an improvement in the performance of teachers after applying the program. In reference to the theoretical bases that supported this research, it is related to Ruíz and Martínez 2015 who, when explaining Vroom's expectations theory, argue that the achievements reached by the whole team that is part of an organization are the reflection of job satisfaction. This satisfaction is achieved when the desire to achieve the objective set in an institutional manner is shared because it arises from the needs detected in the performance evaluation, where accompaniment is the engine of development.

Also, the positive results achieved with the application of the pedagogical accompaniment program were supported by the theoretical bases of Ausubel 1983, who argued that, in order to mutually improve the weaknesses that affect the entire organization, it is essential to generate an optimal performance in the management processes, orienting the teaching work towards logical, psychological and motivational significance. In addition, the results of this study shared with the conceptual criterion of Kozanitis et al. 2018 who recognized the importance of work performance in pedagogical accompaniment, in that the experience shared by teachers with more years in educational practice served young teachers as an element of evaluation and analysis, allowing the comparison of new methodologies, resources, modalities and teaching processes with what was applied before. He also agreed with Vásquez 2019, who attributed the success of the teaching work performance with the pedagogical accompaniment, through the achievement of the goal projected in the classroom curriculum plan. He also agreed with Valdivia 2016 because the goals are pedagogical aspirations oriented to the curricular management of the teaching staff, and to their communicative interactions with emotional and social community competences.

The approach of the present Pedagogical Accompaniment Program also coincided with the proposal of Rodríguez et al. 2020, who sought to strengthen the knowledge of teachers: update the teaching methodology and provide support measures to the teacher in terms of curricular development as strategies for improving the quality of education. This study will support the advancement of educational sciences with a new proposal for pedagogical accompaniment, with methodological guidelines that will seek to facilitate the teaching-learning process, considering the pace and learning style of students, rethinking interdisciplinary approach strategies that promote the development of skills and ensure coordinated work among all teachers.

As a result of the research, the following conclusions about the pedagogical accompaniment program were determined: the objective was achieved by proving the effectiveness of the program in the improvement of teaching performance (experimental group), managing to



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increase the levels of practice in the planning of teaching-learning contents, the management of teacher-student interrelation processes in the virtual modality, with the participation of the community in the development of professionalism and identity. The effects that the application of the pedagogical accompaniment program had on the teachers of the experimental group, in a Fiscal Educational Institution of District 09D23, Samborondón, confirmed that the result of the Program had positive effects because it generated creative competencies in the management of the virtual teaching-learning process, through the strengthening of the management of virtual pedagogical strategies. The research opens new spaces for co-participation between the educational community and the teaching staff. The teachers understood that pedagogical accompaniment is not a supervisory task to detect errors and apply sanctions, but an empowering action for their personal growth, with dialogues that change the style of professional communication through the practice of various cooperative strategies that increase the levels of pedagogical performance of teachers in the different dimensions and contribute to the permanent achievement of the improvement of the quality of education in the fiscal educational institutions..

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