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TEACHING PERFORMANCE IN THE BLENDED ATTENDANCE OF STUDENTS OF ALTERNATIVE BASIC EDUCATION

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ABSTRACT

The objective of this article was to verify to what extent the teaching performance in the form of blended attention optimizes the achievement of competencies of the students of Alternative Basic Education of San Juan de Lurigancho. The research was quantitative with a transactional - correlational - causal design, with a sample of 17 teachers and 189 students from the Pilot Center Mother Teresa of Calcutta. It was possible to verify to what extent, the form of blended care optimizes the achievement of competencies of that educational center. The research provided a contribution, summarized in the conclusions, at the same time extensible to other centers with similar characteristics.

Keywords: teaching performance, dialogic nature, semipresencial attention, optimize.

INTRODUCTION

In any educational teaching process, it is necessary to take into account the activation of the cognitive performance of the students, even if it is the modality that it is. That is why when the student does not learn, the process simply does not work. For this, the performance of the teacher and his preparation is fundamental. Without adequate teacher preparation, the process itself refuses improvisation (Cámara, Bocardo, Galindo, García, & Sánchez, 2019).

Rubio (1995) emphasizes that: teaching performance entails responsibilities before, during and after the act of the teaching-learning process. The fulfillment of the duty very important function in the work of drivers of the emerging generations this implies that is, the tasks that the teacher has to fulfill daily in a classroom with his students for the achievement of the integral development of these. Likewise, it implies all the previous work that the teacher must develop to avoid pragmatism, immediatism and

improvisation during his management within the classroom. (p. 56) (Rubio, 1995).

In order to synthesize this article and expose it in a more didactic way, it can be analyzed in this sequential way:

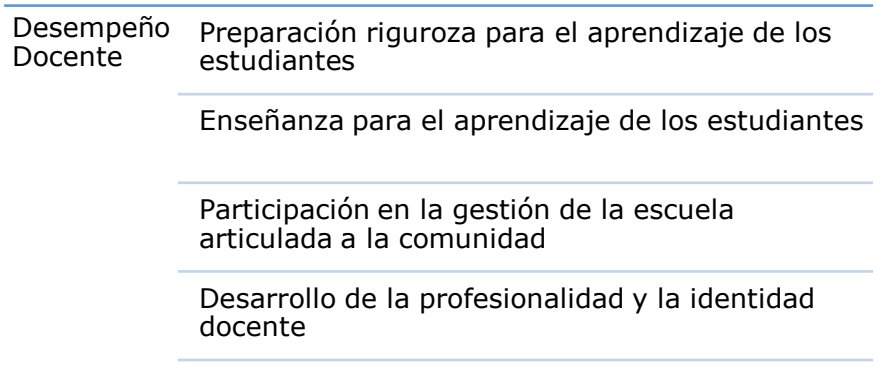

Figure 1. Factors involved in the teaching process.

When talking about rigorous preparation, it must include not only the mastery of the teacher in his specific subject, but also the volitional and affective components of the student in complete synergistic interaction. Directed mainly towards learning and taking into account motivation, student progress, feedback, teaching strategies used and evaluation among other aspects. Without losing sight of the fact that the class itself is part of a sequential system to achieve a complete product, and not half (Puertas Molero et al., 2018).

An aspect that in previous years was lost sight of, was related to the compulsory unit that teaching and learning must have. From this we can cite a brushstroke that became popular at one time, especially in university classrooms. When students commented: *this teacher knows a lot for him, but almost nobody understands him.* In this regard, this naïve opinion does not fit in current times (Ordoñez Espinoza, Castillo Castillo, Ordoñez Laso, Rocio, & Orbe Guaraca, 2020). The teacher must be a paradigm of learning because that is his social task, therefore, there can be no teaching without learning (Chaves Torres, 2017).

Another very important issue in teaching performance is related to the Vigotskian practice on the social environment and its feedback in the teaching-learning process. It is the imminent task of the teacher to know, use and work according to the social environment that affects their students, including the valuation of this environment. As well as the individual differences that logically must be put into practice when teaching with the required quality (Moreira, Aguilar, & Gómez, 2020).

Regardless of the appropriation of knowledge, habits and skills, it is urgent to develop the affective component. In this, the teacher must be fully aware that he must work in a group in the activities that require it. Society does very little, if in the end it acquires a professional lacking values and attitudes that the school and the community have not provided.

Although important elements have been addressed, apparently, given to Regular Education, blended care should not suffer from them. Programs can be adjusted, some methods may vary, but the substrate of contemporary education requires that, in this type of courses, the aforementioned elements are well taken into account for an effective work by competences. Although this implies a greater effort of teachers and students (Gómez & Valdés, 2019).

In many countries in the area, competency-based work is being required within the respective curricula. But it is important to note that competency-based work does not respond to a procedural slogan. This type of system must be

executed knowing its background and the epistemological bases on which it is based (Bachelor, 2019).

The following didactic scheme, shown in Figure 1, on the sequential operations of learning and a summary of their respective definitions (Chire Quequezana, 2018):

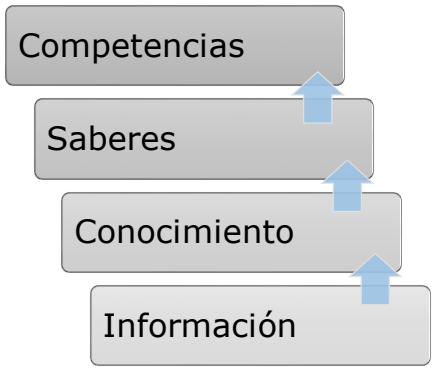

Figure 2: Sequential operations in learning.

HIERARCHICAL SCALE

✓ Information: it is part of the objective reality that comes through the sensory organs, but that cannot, necessarily compromise. She may stay in memory for a while, but then it tends to disappear.
✓ Knowledge, in its most general sense, can be defined as information that compromises and is in a position to become knowledge.
✓ Knowledge is knowledge that is used or applied in professional work and practical life. This knowledge well used can be enriched and at the same time, awaken creativity in people in any situation.
✓ The competition, although it has had innumerable definitions, can be classified as the upper step of the set of knowledge that contemplates knowledge, skills, abilities, effectiveness and efficiency. Therefore, to reach this step, it is necessary to go through the different stages of knowledge described above. A discontinuity in these steps can cause that the expected is not fully reached.

Realities and needs of blended learning

This type of education is not something so new, since in many countries such as Spain, Cuba, Chile and Mexico, for several decades it has been implemented in one way or another. It should not be confused with self-taught education where the one who learns did so spontaneously without a guide, guidance or planned evaluation. Education and blended learning have been gaining followers, especially those who could not do it through formal channels due to various causes such as prolonged illness, economic problems that forced them to work and lack of opportunities of territorial order due to abandonment of governments and lack of schools among others (Esquerre Ramos & Pérez Azahuanche, 2021).

However, with the development of the digital age and new techniques, modalities are emerging that facilitate learning for those who did not have the opportunity to study conventionally (Guzmán, Montalvo, Moreano, & Gonzales, 2021). In this regard, Education managers, advisors and teachers must know perfectly well that, when facing this type of teaching, a series of particularities must be taken into account that break with the homogeneous within a curriculum or design. These include:

a) Working in groups of different ages and interests.
b) The dispersion implied by the fact of the discontinuity of knowledge and skills within the same group.

c) Personal problems of various kinds caused by confronting adults, sometimes of non-school age, among others.

Blended learning can be defined as "an educational modality where teaching and learning times and actions developed are intermingled both in physical spaces – classrooms, seminars, laboratories – and through virtual or online environments. That is, it consists of developing training processes where activities or academic times implemented in face-to-face environments are combined with other times and tasks put into practice through digital spaces" (Moreira, 2018).

This type of education needs a well-elaborated and planned strategy with its own didactic foundations. Therefore, if it refers to the strategic level for the implementation of all these didactic foundations of blended learning, it will be necessary to resort to a system of actions that commits both the group of teachers and the students. Within these actions, the preparation or training of teachers in this form of learning occupies a preferential role (Aguilar-Salinas, Fuentes-Lara, Justo-López, & Rivera-Castellón, 2019).

In addition, it is necessary that all programs are developed under the concept of learning objects with the respective methodological guidelines for teachers of blended learning. That they support the design and execution of their subjects. Also of joint methodological meetings for the work with the inclusion of workshops, seminars, etc., with the advantage of having today the digital supports and the information provided by these new tools if they are used correctly (Hernández Jácquez & Ceniceros Cázares, 2018).

But it must be clarified that without independent work you can not get results, so it is said that it is also the indispensable basis for the process to be based on goals on the part of the student and demand on the part of the teacher. In this, the systematic evaluation plays a preponderant role in each meeting, and with it, among its functions, corroborate the progress of the process, which as inferred, is imminently constructivist, since the teacher fulfills his role as guide and planner. Of course, this learning system, properly articulated, prepared and planned, has been shown to bear fruit in addition to not interfering or contradicting competency-based work (Revatta, Miranda, & Mamani-Benito, 2021).

General objective:

✓ To verify to what extent the teaching performance in the form of blended care optimizes the achievement of competencies of the students of the Madre Teresa de Calcutta Pilot Center for Alternative Basic Education of San Juan de Lurigancho, 2014.

MATERIAL AND METHODS

According to Hernández, Fernández & Baptista (2014) the study design is non-experimental, because it is carried out without deliberately manipulating variables. That is, it is research where independent variables are not intentionally varied. It is transversal or transsectional, since they collect data at a single moment, in a single time, their purpose is to describe variables and analyze their incidence and interrelation at a given time (Hernández, Fernández, & Baptista, 2014).

Scientific methods were used such as: Analysis and synthesis; Historical-logical; Inductive-deductive and Systemic. The use of these methods allowed to enrich the research with previous contributions d other authors, as well as for the development of the analysis of the object of study and its causes decomposing them into the elements that integrate it.

Techniques and instruments for collecting information:

The survey consisted of 47 items, which aimed to evaluate teacher performance, instrumental competencies, interpersonal competencies and systemic competencies.

The survey of teachers and students was carried out at a single moment, for this we took advantage of the meeting of teachers convened by the institution in which only 12 of the 17 teachers that make up the 8 peripheral centers attended, the survey was taken in a time of approximately 40 minutes, instead the survey to students was carried out in each peripheral with the support of 7 people

who were previously oriented to support in such work.

Validity and reliability of the instrument

The validation process was carried out through the opinion of 5 judges or experts, who responded to the consultation questionnaire that inquired about the validity of the proposed instrument. The professionals are university professors and researchers.

Population and sample

The population was made up of 17 teachers and 189 students from the Madre Teresa de Calcutta Pilot Center who offer the form of blended care, at the level of the district of San Juan de Lurigancho.

Table 1. Population of teachers and students

No.	Name of Educational Institution	Name of peripherals	Number of teachers	Number of students
1	Fattening Mother Teresa of Calcutta	Christ the Saviour Chapel - Mariategui	2	24
2		Campoy Chapel	3	34
3		Zarate Chapel	2	28
4		Santa Ines De Jicamarca	2	24
5		St. Benedict's Chapel	2	15
6		October 10 Market	2	31
7		Megacentro Commercial	2	18
8		Association "Arcoiris" - Pueblito	2	15
Total			17	189

Source: MINEDU (Ministry of Education) database. Note: own elaboration.

In the present research, to select the number of teachers, census sampling was carried out, that is, the total population has been taken. On the other hand, statified probability sampling was used for the sample of students, as it is used when it is considered that a population has subgroups or strata that may present differences in the characteristics that are submitted to study.

If the population is finite, that is, the total population is known and you want to know how many of the total to be studied the formula would be:

$$n = \frac{Z^2.P.Q.N}{e^2(N-1)+ Z^2_{\frac{\alpha}{2}}P.Q}$$

(1)

Where:

- N = Population size
- $Z_{\alpha/2}$= 1.96 squared (if security is 95%)
- p = expected proportion (in this case 5% = 0.05)
- q = 1 – p (in this case 1-0.5 = 0.5)
- e = Tolerance error (0.05)

The sample of teachers will be: Replacing the values in the formula we have:

$$n = \frac{1.96^2 \times 0.5 \times 0.5 \times 189}{0.05^2(189-1) + 1.96^2 \times 0.05 \times 0.5}$$

The sample of teachers is made up of 127 subjects.

RESULTS

The maximum theoretical scores are observed in figure 1, where teaching performance can reach a maximum of 205 points and the achievement of competencies reaches 235 points, in the case of the 3 dimensions, the maximum scores are theoretically between 70; 55 and 110 points respectively.

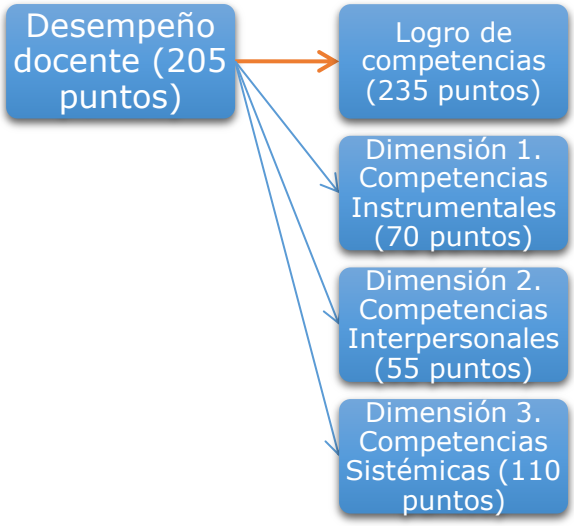

Figure 3. Scheme with the maximum scores for the teaching performance and the achievement of competencies of the students of the Mother Teresa of Calcutta Pilot Center of Alternative Basic Education of San Juan de Lurigancho. Source: Authors.

The analysis of the results of the descriptive part referring to teaching performance was carried out based on the scores obtained by each student. To this end, the responses to the items of the evaluation were considered, which were summarized and classified in the deficient, regular and efficient levels that were previously established.

Table 2. Descriptive statistics on teacher performance

		Frequency	Valid percentage
Valid	Deficient	1	8,3
	Regular	4	33,3
	Efficient	7	58,3
	Total	12	100,0

Source: survey results. Note: own elaboration

After the statistical analysis, summarized through graphs, it was obtained that in the variable teaching performance:

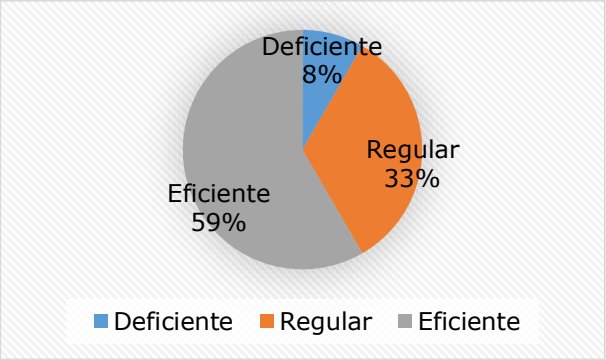

Figure 4: Analysis of teacher performance.

According to the table and figure above, 58.3% of the subjects surveyed presented an effective levelof teaching performance. 33.3% of teachers have a regular level of teaching performance and 8.3% have a deficient level of performance of the Madre Teresa de Calcutta Pilot Center for Alternative Basic Education of San Juan de Lurigancho.

That is to say, within the range, the parameters behaved acceptable according to the average, if compared with formal or regular schools. Theyshow that most teachers efficiently perform the set of activities, tasks and responsibilities that the institution requires to achieve the desired objectives. Specifically, it can be corroborated that teachers correctly perform the various tasks concerning planning, implementation, conduction and evaluation, taking into account the cognitive capacity, attitudes and values of students. But there is also some percentage that is between fair and deficient. This means that the commitment of the teachers involved is still needed to improve their performance in order for students to achieve the competencies that the programs demand. The above is in correspondence with the second variable of the aforementioned research, that is: the achievement of general competences:

Table 3. Descriptive statistics on competency attainment

		Frequency	Percentage
Valid	Low	4	3,2
	Middle	57	44,9
	High	66	51,9
Total		127	100,0

Source: survey results.

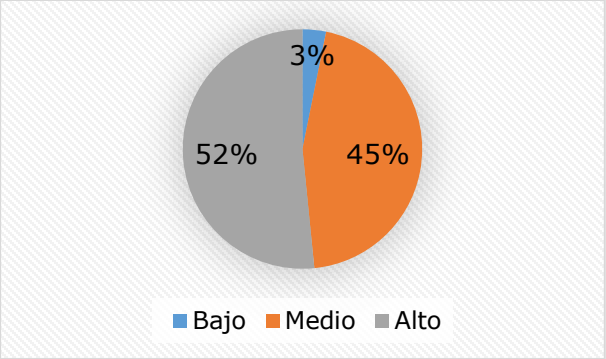

Figure 5. Analysis of competence achievement.

Source: survey results.

According to the table and figure above, 51.9% have a high level of competency achievement of the students of the Madre Teresa de Calcutta Pilot Center for Alternative Basic Education of San Juan de Lurigancho, 44.9% present a medium level of achievement of competencies of the students and 3.2% present a low level of achievement of competencies of the students. The results regarding the achievement of competencies show the high level of development of knowledge, procedures, values and attitudes that allow the student to solve specific problems autonomously and flexibly. In a lower range, there is a percentage of students who are at a medium level in the achievement of their competences, which calls for reflection in order to further improve the pedagogical processes within this blended modality that at the moment is not contemplated as another alternative, but as another form or variant of the educational teaching process. We can cite the example of Cuba, where this type of education forms its own subsystem within the Ministry of Education.

Dimension: Instrumental competences

Table 4. Descriptive statistics of the dimension of Instrumental competences

		Frequency	Percentage
Valid	Low	4	3,1
	Middle	75	59,1
	High	48	37,8
	Total	127	100,0

Source: survey results.

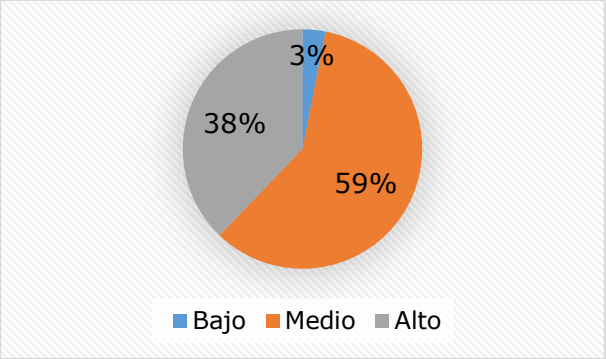

Figure 6: Instrumental Competences Dimension.

Source: survey results.

According to the table and figure above, 37.8% present a high level of achievement of instrumental competencies of the students of the Madre Teresa de Calcutta Pilot Center for Alternative Basic Education of San Juan de Lurigancho, 59.1% present a medium level of achievement of instrumental competences of the students and 3.1% present a low level of achievement of instrumental competences of the students. The above result shows that the vast majority of students of the Mother Teresa of Calcutta Pilot Center for Alternative Basic Education of San Juan de Lurigancho are still at a medium level with regard to the achievement of understanding, construction, management, critical use of the particularities of different personal practices.

Dimension: Interpersonal skills

Table 5. Descriptive statistics of the dimension of Interpersonal competences

		Frequency	Percentage
Valid	Low	7	5,5
	Middle	57	44,9
	High	63	49,6
	Total	127	100,0

Source: survey results.

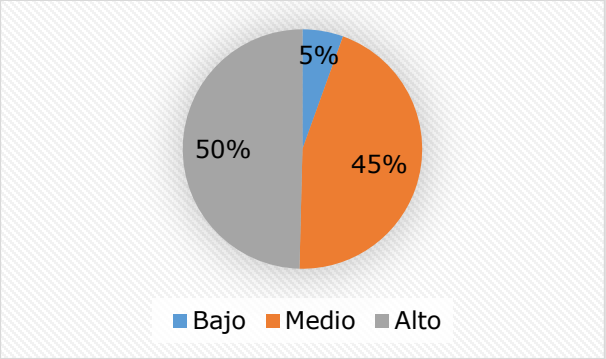

Figure 7. Dimension of Interpersonal Competences.

Source: survey results.

According to the table and figure above, 49.6% present a high level of achievement of interpersonal competencies of the students of the Madre Teresa de Calcutta Pilot Center for Alternative Basic Education of San Juan de Lurigancho, 44.9% present a medium level of achievement of interpersonal competencies of the students and 5.5% present a low level of achievement of interpersonal competencies of the students. It is evident that about fifty percent of the students of the Mother Teresa of Calcutta Pilot Center for Alternative Basic Education of San Juan de Lurigancho are in the process of developing the skills of social relationship and integration in different groups, as well as the ability to develop teamwork. However, a similar number of students demonstrate a high achievement of this competition.

Dimension: systemic competence

Table 6. Descriptive statistics on the systemic competence dimension

		Frequency	Percentage
Valid	Low	5	3,9
	Middle	46	36,2
	High	76	59,8
	Total	127	100,0

Source: survey results. Note: own elaboration

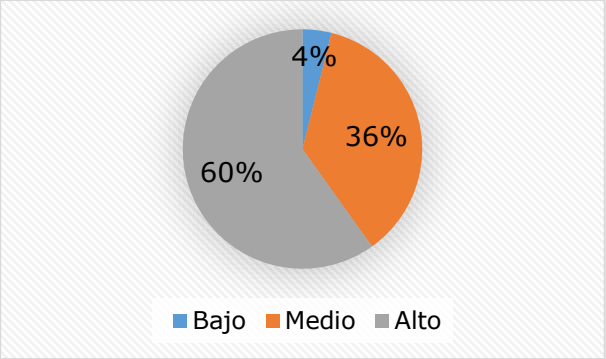

Figure 8. Systemic competence dimension.

Source: survey results. Note: own elaboration

According to the table and figure above, 59.8% present a high level of systemic competence achievement of the students of the Madre Teresa de Calcutta Pilot Center for Alternative Basic Education of San Juan de Lurigancho, 36.2% present a medium level of systemic achievement of students' competences and 3.9% present a low level of systemic competence achievement of the students. Based on the results, it can be inferred that most of the students of the Madre Teresa de Calcutta Pilot Center for Alternative Basic Education of San Juan de Lurigancho show that they have developed the skills related to the combination of understanding, sensitivity and knowledge. As well as individual qualities and motivation when working. But there was also a good percentage of them that still need to continue improving in the development of these skills.

It is therefore recommended:

- In accordance with the above, the Ministry of Education should promote the training of teachers to optimize the achievement of competencies in the curricular areas of the primary level of the Alternative Basic Education modality.
- It is important that educational institutions encourage the exchange of pedagogical experiences periodically to improve the quality of teaching performance and the achievement of student competencies.
- Toextend this modality to other districts and regions so that, with a truly human sense, those people who could not study at any given time, have the opportunity to do so in pursuit of a more prosperous and cultural Peru.

CONCLUSIONS

As has been expressed in this article, it was possible to affirm that the teaching performance in blended education, does not contradict in any way the work by competences, rather they complement each other because the independent work and creativity of the student is activated. In addition to appropriating the inherent capacities of any educational teaching process.

It was found that the teacher needs a sufficiently solid and sustainable pedagogical preparation to achieve the expected objective. To dose and develop concrete learning strategies. Without this premise, then, the modality falls into formality and from there to failure. Also, it needs will, self-denial and perseverance on the part of the student, because, without these qualities, he cannot appropriate the knowledge, skills and abilities necessary and present in any teaching-learning process.

It is necessary to promote activities that improve the interpersonal relationships of teachers of Alternative Basic Education of San Juan de Lurigancho. As well as encouraging educational institutions to institutionalize a culture of evaluation of teacher performance to detect deficiencies and propose alternatives for sustainable solutions.

Another issue is the biunivocal relationship between teacher and student, as feedback and enrichment of the entire process. This relationship is essential, there can be no substantial leaps that make you lose the coherence achieved through the process.

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