

# Challenges In The Assessment Of The Quality Of Education In Latin America

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**Abstract.-** A documentary review was carried out on the production and publication of research papers related to the study of the variable Challenges in the Evaluation of the Quality of Education in Latin America. The purpose of the bibliometric analysis proposed in this document is to know the main characteristics of the volume of publications registered in the Scopus database during the period 2016-2021 in Latin American countries, achieving the identification of 362 publications. The information provided by the said platform was organized through tables and figures categorizing the information by Year of Publication, Country of Origin, Area of Knowledge, and Type of Publication. Once these characteristics are described, the position of different authors on the proposed topic is referenced using a qualitative analysis. Among the main findings of this research, it is found that Brazil, with 295 publications, is the Latin American country with the highest production. The Area of Knowledge that made the greatest contribution to the construction of bibliographic material referring to the study of the Challenges in the Evaluation of the Quality of Education was Social Sciences with 263 published documents, and the Type of Publication that was most used during the above-mentioned period was the Journal Article, which represents 71% of the total scientific production.

**Keywords:** educational quality, evaluation

## 1. Introduction

Educational quality is one of the main objectives of all educational systems in all countries in recent decades, evaluating both the professional performance of teachers and

the tools available to educational institutions focused on meeting quality objectives set forth by the educational system of the countries. The evaluations implemented by the educational ministries of Latin American countries are

becoming more and more frequent, being one of the most important points the investigative work by teachers and the fundamentals of this same component given to students, so there are certain challenges in the Evaluation of Educational Quality since most evaluations are standardized, that is, they do not take into account variations depending on the context in which it is applied, having, as a result, an inefficient result not being under the educational reality. Although evaluation is an essential element to determine the progress and shortcomings of a process, in this educational case, these evaluation tools must be adapted to the social context to have more accurate information about the quality of education.

Another challenge that is evident when determining the factors that determine educational quality is the scarce evaluation of knowledge outside the main cognitive areas, generally taking into account the traditional areas of knowledge such as Spanish language, social sciences, natural sciences, and mathematics without taking into account essential educational components to determine if an education meets the basic requirements to form integral and professional people with a social conscience. Thanks to the above, it can be said that the Evaluation of Educational Quality in Latin America, although it has had some progress considering that the ministries of education are increasingly committed to having incentives for educational institutions that meet the objectives of quality education by granting certifications and accreditations, still presents certain challenges such as the need for evaluation models that are coupled to specific factors that occur in certain countries and regions, as well as the need to implement evaluation factors that are not only traditional

cognitive areas to validate all kinds of knowledge.

Therefore, it is important to know in terms of bibliographic resources, the current state of research related to the Challenges in the Assessment of the Quality of Education, so a bibliometric analysis of the scientific production registered in the Scopus database during the period 2016-2021 is proposed to answer the question: How has been the production and publication of research papers related to the study of the variable Challenges in the Assessment of the Quality of Education in Latin America during the period 2016-2021?

## 2. General objective

To analyze from a bibliometric and bibliographic perspective, the production of high-impact research papers on the variable Challenges in Education Quality Assessment during the period 2016-2021.

## 3. Methodology

Quantitative analysis of the information provided by Scopus under a bibliometric approach on the scientific production related to Challenges in the Evaluation of the Quality of Education is carried out. Also, from a qualitative perspective, examples of some research papers published in the area of the study mentioned above are analyzed from a bibliographic approach to describe the position of different authors on the proposed topic.

The search is carried out through the tool provided by Scopus and the parameters referenced in Table 1 are established.

### 3.1 Methodological design

	PHASE	DESCRIPTION	CLASSIFICATION
PHASE 1	DATA COLLECTION	Data was collected using the Scopus web page search tool,	Published papers whose study variables are related to the Challenges

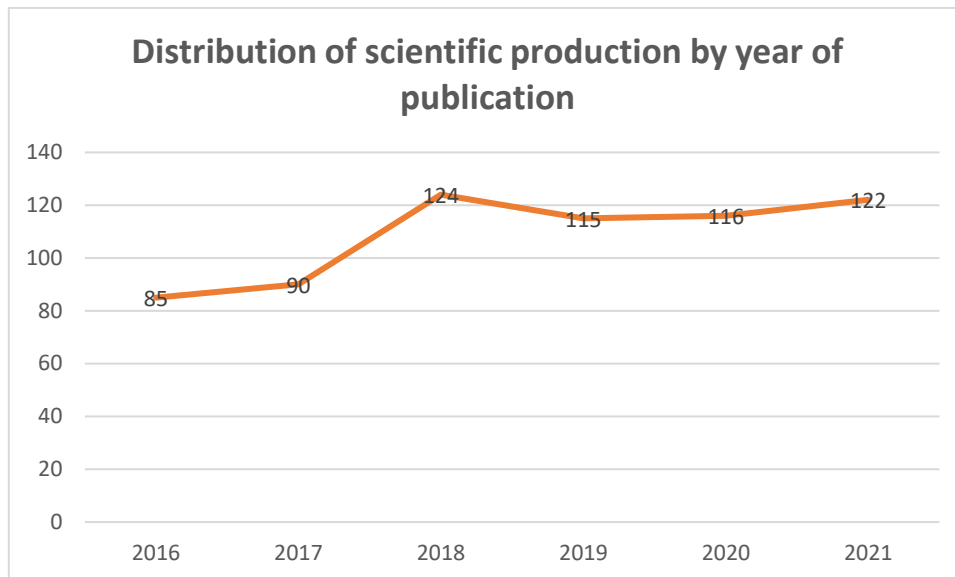
		through which a total of 362 publications were identified.	in the Evaluation of the Quality of Education. Research papers published during the period 2016-2021.Limited to Latin American countries. Without distinction of area of knowledge. Without distinction of type of publication.
<b>PHASE 2</b>	CONSTRUCTION OF ANALYSIS MATERIAL	The information identified in the previous phase is organized. The classification will be made by means of graphs, figures and tables based on data provided by Scopus.	Word Co-occurrence. Year of publication Country of origin of the publication. Area of knowledge. Type of publication
<b>PHASE 3</b>	DRAFTING OF CONCLUSIONS AND FINAL DOCUMENT	After the analysis carried out in the previous phase, we proceed to the drafting of the conclusions and the preparation of the final document.	

**Table 1.** Methodological design.**Source:** Own elaboration (2022)

## 4. Results

### 4.1 Co-occurrence of words





**Figure 2.** Distribution of scientific production by year of publication.

**Source:** Own elaboration (2022); based on data provided by Scopus.

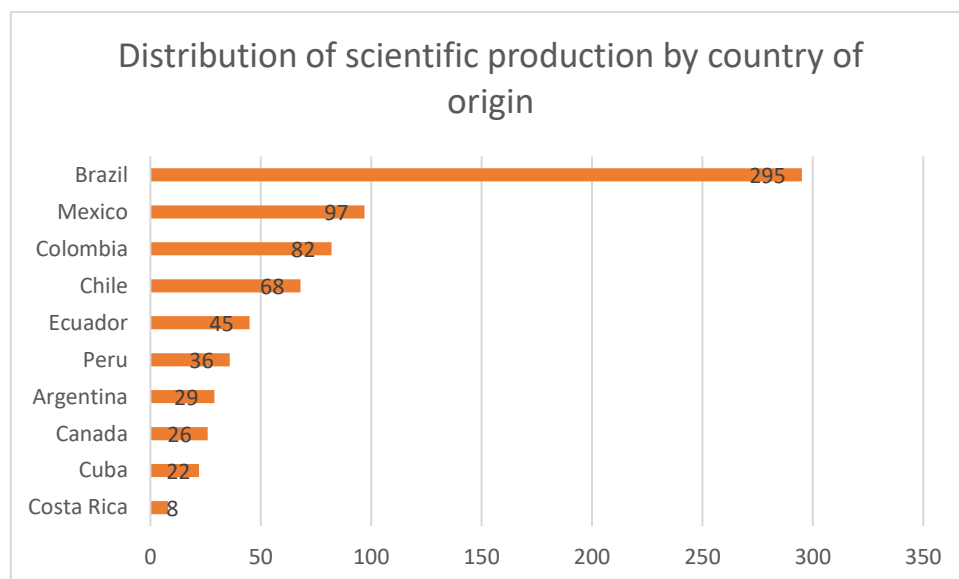
2018 is the year with the highest number of publications registered related to the variables under study presenting 124 publications in total within which we can find “Accreditation and evaluation of processes in the nursing career in the southern state university of Manabí” (Velázquez et al., 2018). This document aims to Propose improvements in the processes of the Nursing career of the Universidad Estatal del Sur de Manabí from the results obtained in the accreditation developed these accreditations are certifications given by the ministry of education as a prize for academic excellence where it was found that most of the factors had a good level presenting satisfactory in most items, so it is considered a result where from the practices, and its articulation with the professional profile of the career can strengthen the factors with poor level.

In second place is 2021 with 122 publications related to the Challenges in the Evaluation of

the Quality of Education within which is the title “Level of quality of the teaching-learning process from the application of technological tools: Teaching experience in virtual education versus covid-19” (Godoy et al., 2021). This paper aims to demonstrate that the application of technological tools in the current context significantly influences the level of educational quality taking into account the online educational model by conducting a study with 52 teachers where it was found that there is an influence of the application of technological tools in improving the level of quality of the teaching-learning process being these the ones that propitiate all educational spaces.

#### 4.3 Distribution of scientific production by country of origin.

Figure 3 shows the distribution of scientific production according to the nationality of the authors.



**Figure 3.** Distribution of scientific production by country of origin.

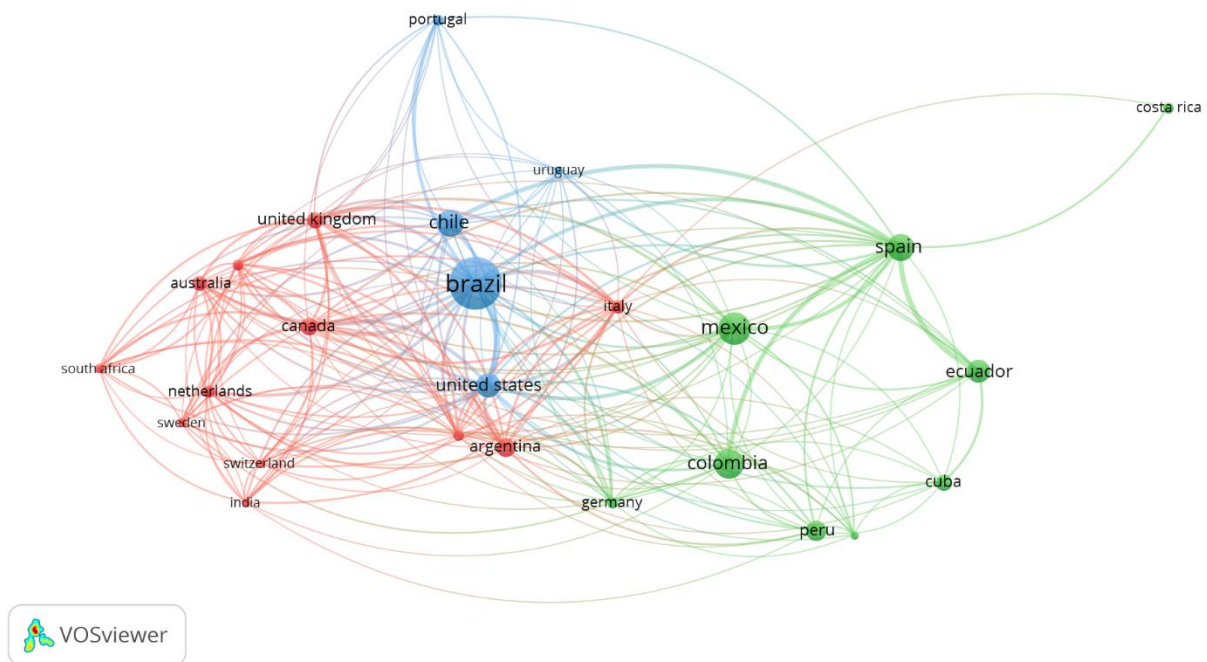
**Source:** Own elaboration (2022); based on data provided by Scopus.

Brazil is the Latin American country with the highest number of scientific productions during the period 2016-2021 corresponding to the variables under study presenting 295 documents, within which is the title “Indicators and goals for school performance evaluation: A two-stage DEA analysis of Ideb of municipal public schools” (Povedano et al., 2021). The main objective of this document is to identify indicators and goals to increase school performance in the subject of Portuguese in municipal secondary education in which a study was conducted with municipal schools in Brazil and it was possible to identify that there are 45 indicators and goals that can increase the performance of schools depending on all the educational actors, being the leadership skills of the directors of educational institutions essential

for the management of resources and the implementation of modalities that help the apprehension of knowledge.

At this point, it is worth noting that the production of scientific publications, when classified by country of origin, presents a special characteristic and that is the collaboration between authors with different affiliations to both public and private institutions, and these institutions can be from the same country or different nationalities so that the production of an article with co-authorship of different authors from different countries of origin allows each of the countries to add up as a unit in the general publications. This is best explained in Figure 4, which shows the flow of collaborative work from different countries.





**Figure 4.** Co-citations between countries.

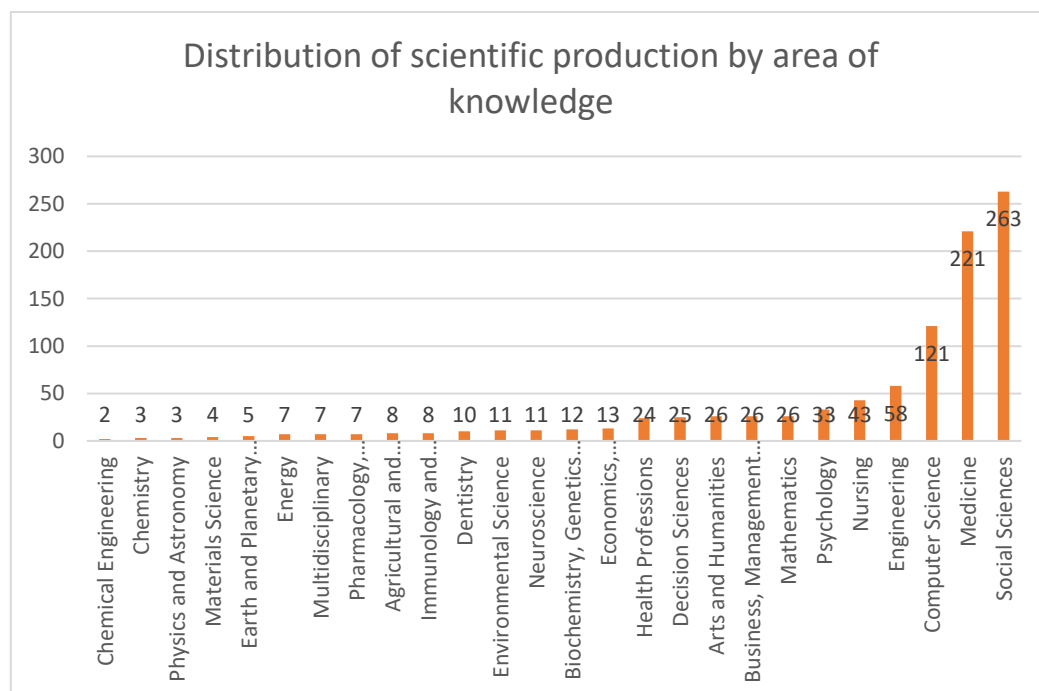
**Source:** Own elaboration (2022); based on data provided by Scopus.

As mentioned above, Brazil is the Latin American country with the largest number of publications related to the variables under study, presenting documents in collaboration with countries such as the United States, Canada, the United Kingdom, and the Netherlands, which shows the interest of countries outside Latin America in the challenges that arise when evaluating the quality of education and their implications for institutions, as well as the evaluation systems that are used. In second place is Mexico with 97 documents, among which we find publications with countries such as Spain, Germany, Colombia, and Peru carrying out comparative studies determining the advances in educational quality in the countries; among which is “Randomized evaluation of reading skills: an opportunity for the systematic review

of the literature” (Honorato-Erazuriz & Ramirez-Montoya). The main objective of this paper is to analyze the characteristics of these studies and the trends of new contributions to education by conducting a review of the literature identifying 63 articles during the period 2016-2019 concluding that increasing and optimizing the impact evaluation approach in these research topics helps to have a quality education.

#### 4.4 Distribution of scientific production by area of knowledge

Figure 5 shows how the production of scientific publications is distributed according to the area of knowledge through which the different research methodologies are executed.



**Figure 5.** Distribution of scientific production by area of knowledge.

**Source:** Own elaboration (2022); based on data provided by Scopus.

Social sciences is the area of knowledge with the largest number of contributions through the theories that are framed in it, in the search for new knowledge about The Challenges in the Evaluation of Educational Quality presenting 263 documents within which is “E-Guess: Usability evaluation for educational games” (da Silveira et al., 2021). This document seeks to implement a specific heuristic to evaluate educational games, created from Game User Experience Satisfaction (GUESS) for which 2 expert users and 4 potential users were evaluated allowing changes directed to pedagogical issues and educational content that also seeks to elucidate important points in the development of an educational game from fun to obtain an educational quality.

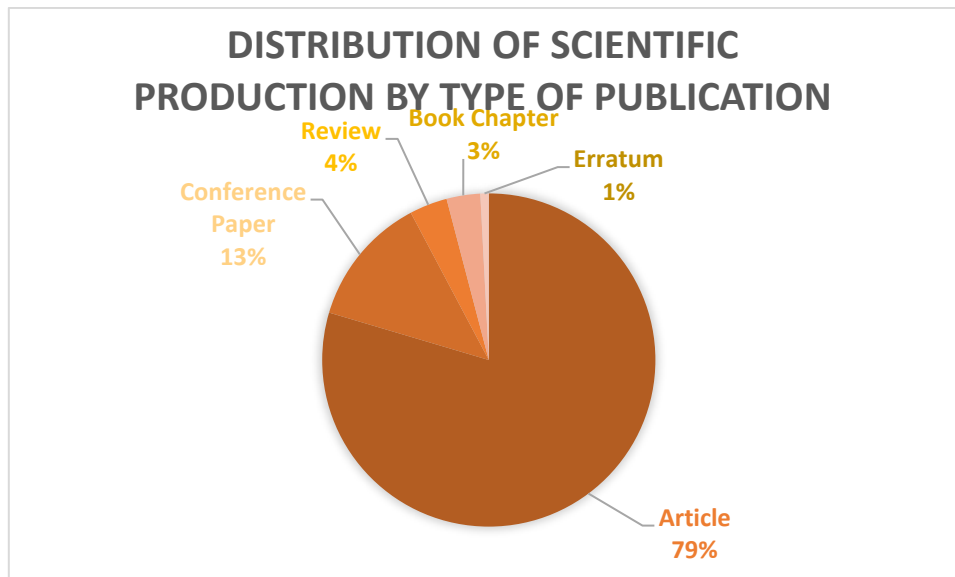
In second place is medicine, where 221 documents were written following the

guidelines of the topics related to this area, among which is the title “Inventory of socioemotional skills and mental health for higher education teachers: Validity of content” (Jiménez-Macías et al., 2021). In this document, a documentary analysis is performed for the definition of two dimensions, each with 40 items and six areas taking into account the influence of mental health on the professional performance of teachers so a study was conducted with 21 teachers thus achieving the construction of an instrument and the consistency analysis was performed, where good reliability was obtained.

#### 4.5 Type of publication

Figure 6 shows how the bibliographic production is distributed according to the type of publication chosen by the authors.





**Figure 6.** Type of publication.

**Source:** Own elaboration (2022); based on data provided by Scopus.

As shown in Figure 6, within the different types of publications, 71% of the total number of documents identified through Phase 1 of the Methodological Design, correspond to Journal Articles, among which is the one entitled “The teacher-student-group interaction as a support for the quality of the physical education class” (Barrios Palacios et al., 2021). This document aims to help the improvement of the teaching-learning process of this subject of study having the democratization of the educational spaces is important for all the educational actors achieving a systematization of the theoretical and methodological conceptions associated with the interaction in the student group scientific article as sustenance of the quality in the order of Physical Education.

In second place are the conference proceedings representing 13% of the total documents collected in this study within which is the title “Quality Culture in Higher Education” (Ortiz-Herrera et al., 2020). This document aims to determine the behaviors carried out by universities to achieve quality in their educational processes taking into account that universities must reorient their teaching activities, research, networking, and management so that they are permanently carried out with quality through the validation

of a system of indicators in several dimensions as a valid, lively and dynamic proposal, which demands the participation of all the sectors involved while providing them with feedback.

## 5. Conclusions

Thanks to the bibliometric analysis proposed in this research, it can be determined that Brazil is the Latin American country with the largest number of bibliographic records in the Scopus database during the period between 2016 and 2022 with a total of 295 documents. The scientific production related to the study of the Challenges in the Evaluation of the Quality of Education has presented an important growth during the previously mentioned period, going from 85 publications in 2016 to 122 units in 2021, that is, it was possible to increase the creation of bibliographic records in 5 years, which indicates the importance of identifying the Challenges in the Evaluation of the Quality of Education to improve more and more the educational processes allowing to offer an integrated education evaluating all the necessary areas of knowledge and the tools for its application.

Educational quality represents an important factor in the administrative management of the

institutions since these are constantly evaluated by employing mechanisms used by the ministries of education of the countries to have an education under international standards of pedagogy. In these processes all the educational actors are taken into account, being the teachers constantly evaluated and encouraged to carry out studies and training that allow them to improve the educational modalities they implement, in the educational entities the director is evaluated being his work very important in the execution of tools that propitiate quality educational spaces and in the part of the students the apprehension of knowledge to generate necessary abilities to develop an active role in the social transformation.

All of the above, allows this article to conclude, highlighting the importance of knowing the theory or bibliographic resources that seek to awaken the interest in the educational actors to generate quality evaluation instruments according to the social context to identify the shortcomings of these and strengthen the aspects that are not developed correctly. It is for this reason that the need for studies such as the one presented in this document is highlighted, which make a tour of those texts that address the aforementioned topic, to give the reader a broad view of the current situation of the bibliography on the Challenges in the Evaluation of the Quality of Education in Latin America.

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