



Original Article

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Teaching job performance and its impact on the Synthetic Index of Educational Quality (ISCE) in the Municipality of Cucuta during the 2016-2019 period.

Desempeño laboral docente y su incidencia en el Índice Sintético de Calidad Educativa (ISCE) en el Municipio de Cúcuta durante la vigencia 2016-2019

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ABSTRACT

Keywords:

Teaching Performance,
Teaching Ranking,
Teaching Evaluation,
Synthetic Index of
Educational Quality,
Educational Level.

The objective of this work is to determine the teaching work performance and its incidence in improving the synthetic index of educational quality in the municipality of Cucuta during the period 2016-2019.

The current Teaching Professionalization Statute has been characterized as one of the most important elements in education in recent years, being the evaluation and teaching quality, transversal aspects to specifically define the improvement of the ISCE as a public policy in the city of Cucuta. Through an analytical study of Decree 1278, it is possible to glimpse that it contains specific elements that allow to delimit with great success an educational quality standard in relation to the professionalization of the teacher, being the evaluation module the appropriate mechanism to achieve a clearer view of the state of the quality of the Educational Institution where the teacher works. Likewise, it is considered that the teacher is suitable as long as he or she passes the performance evaluation sufficiently, however, it should be appreciated that it is important that this evaluation allows evidence of a proper quality standard that is reflected in the ISCE of the Institution.

Based on the information collection instruments used, very appropriate elements for the investigation can be extracted; from these it was possible to recognize several aspects. The surveys carried out make it possible to establish that ultimately job performance directly affects the improvement of the Synthetic Index of Educational Quality. Also, in accordance with the information mechanisms obtained, specifically speaking of the databases provided by the ETC (Entity Certified in Education) it is possible to identify that the educational institutions of Cucuta have obtained a significant development compared to previous years. Regarding the performance of the evaluation system, it was evidenced that the process is indeed adequate to measure the behavioral and functional elements; however, it is appreciated that special attention is required to the agreements and commitments at the beginning of the school year in order to define the goals and purposes of the Educational Institution. In addition to the above, it is possible to glimpse with a wide margin of success that the classroom teachers evaluated during the period between 2016 and 2019 have managed to gradually improve, which implies that the measurement instruments can produce good results in direct correspondence with development institutional established by the ISCE in each of the official and private educational establishments in Cucuta.

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RESUMEN

Palabras clave:

Desempeño Docente,
Escalafón Docente,
Evaluación Docente,
Índice Sintético de
Calidad Educativa, Nivel
Educativo.

El presente trabajo tiene como objetivo determinar el desempeño laboral docente y su incidencia en el mejoramiento del índice sintético de calidad educativa en el municipio de Cúcuta durante la vigencia 2016-2019.

El Estatuto de Profesionalización Docente vigente se ha caracterizado por ser uno de los elementos más importantes en materia de educación en los últimos años, siendo la evaluación y la calidad docente, aspectos transversales para definir específicamente el mejoramiento del ISCE como política pública en la ciudad de Cúcuta. Mediante un estudio analítico del Decreto 1278 es posible vislumbrar que contiene elementos específicos que permiten delimitar con gran acierto un estándar de calidad educativa en relación con la profesionalización del docente, siendo el módulo de evaluación el mecanismo adecuado para conseguir visualizar con mayor claridad el estado de la calidad de la Institución Educativa donde labora el maestro. Asimismo, se considera que el docente es apto siempre que supere con suficiencia la evaluación de desempeño, sin embargo, cabe apreciar que es importante que esta evaluación permita evidenciar un estándar propiamente dicho de calidad que se refleja en el ISCE de la Institución.

Partiendo de la base de los instrumentos de recolección de información utilizados se puede extraer elementos muy apropiados para la investigación, de estos fue posible reconocer varios aspectos. Las encuestas elaboradas permiten establecer que en definitiva el desempeño laboral incide de manera directa en el mejoramiento del Índice Sintético de Calidad Educativa, Asimismo, de acuerdo con los mecanismos de información obtenidos, hablando en concreto de las bases de datos suministradas por la ETC (Entidad Certificada en Educación) se permite identificar que las instituciones educativas de Cúcuta han obtenido un desarrollo significativo en comparación con años anteriores. En relación con el desempeño del sistema de evaluación se evidenció que en efecto el proceso es adecuado para medir los elementos comportamentales y funcionales; sin embargo, se aprecia que se requiere atención especial a las concertaciones y compromisos al inicio del año escolar a fin de definir las metas y propósitos de la Institución Educativa. En complemento con lo anterior, se logra vislumbrar con amplio margen de acierto que los docentes de aula evaluados durante el período comprendido entre 2016 a 2019 han logrado mejorar paulatinamente lo que implica que los instrumentos de medición pueden producir buenos resultados en correspondencia directa con el desarrollo institucional que determina el ISCE en cada una de los establecimientos educativos oficiales y privados en Cúcuta.

Introduction

Teachers' job performance comprises different elements, among them, the evaluation system and the career ladder system. Based on this, it is essential to determine the improvement of the educational process as a basis for increasing the level of quality in the sector, in order to ensure a suitable public service that meets the basic needs of the community (Avendaño, 2016).

Given the imperative of recognizing teachers' work performance as an inseparable element of teacher evaluation and promotion systems, these aspects are directly related to the need to analyze the professional quality of classroom teachers in concrete response to their competencies and the Synthetic Index of Educational Quality (hereinafter ISCE), which is responsible for determining the level of institutional educational excellence at the national level. Based on this corollary, we seek to examine with a high index of truthful perception, the aptitudinal capacity of the teachers regulated by

Decree 1278 of 2002 circumscribed to the plant of the municipality of San José de Cúcuta, in reference to their dynamism in the execution of the tasks that they seek to develop inside the educational centers in order to trace and fulfill the goals proposed by these institutions to increase the educational level and quality, which represents a demonstrative advance in relation to the improvement of the service in the region and especially with the social image that this involves.

The first chapter of this project presents the identification of the project where the title was determined, the problem statement in reference to the topic addressed, the formulation of the problem, the systematization of the problem, the justification, the general objective and the specific objectives that will be responsible for solving the problem and finally the justification of the problem is addressed.

In the second chapter of this project the theoretical, conceptual and legal reference is presented, where the antecedents that demarcate the previous researches that revolve around the subject

addressed, the theoretical bases conformed by the main aspects that develop the problem presented and the legal bases that conform the project and that legally sustain the problem were established and described.

The third chapter presents the methodological framework where a mixed approach (qualitative and quantitative) of concurrent execution, of descriptive type and transectional cut was established, since it is born from the formulation of the general problem, where an investigation is conducted with particular details of the phenomenon presented in a specific place, i.e., the municipality of Cúcuta, in order to conclude the aspects that revolve around the development and permanence of the problem.

In other words, taking into account the characteristics of the phenomenon addressed, a final analysis is made by extracting from the research conducted, the conclusions and the elements that make up the phenomenon (Hernández, 2014). Finally, in the fourth and last chapter of this project an analysis of the results is made where the developed evidences are exposed, taking into account the methods used for data collection, an analysis of the quantitative and qualitative data subtracted through the different tools used is presented in detail.

Theoretical foundation

Within the present research, a number of preceding investigations have been carried out, in which the influence of teacher performance has been determined according to their evaluation and grading systems, in the framework of educational quality within national and local public policies.

Regarding quality, within the research proposals analyzed in relation to the general objective of teacher evaluation processes, it has been indicated that in relation to teacher evaluation “different purposes are pursued that are directed towards achieving the improvement of the quality of education” (Duitama, 2015). This indicates that there is indeed a direct

link between the concept and construction of teacher evaluation and educational quality.

In this study, the transformation of the teacher evaluation process was proposed with a view to the organization of a national subsystem that allows for a continuous dynamic between the evidence and the experiences of teachers.

The work performance of educators in Colombia presupposes participating in the development of educational programs and efforts linked to the improvement of the service, which implies that with public policies such as the ISCE designed to promote the growth of educational standards in the different territorial entities certified in education.

Once the current Teacher Professionalization Statute was issued, the objective of the teaching function changed to a series of broader assignments, which are not only limited to the pedagogical guidance received by the students, but must, in particular, pay attention to other formative and planning activities.

other formative and planning activities directly related to the educational process. (Jimenez Becerra, 2019).

As it is observable, teaching in Colombia involves different aspects that revolve around socializing the educational service more, to generate a more positive impact on the community producing deeper social effects that allow them to access, prioritize and meet the needs that arise in this state service. Thus, the role of teachers plays a fundamental role in raising community awareness of situations such as illiteracy, extreme poverty, lack of schooling, etc.

Based on this, it is key to appreciate that at the socio-legal level, professional development of the classroom teacher is mainly sought in accordance with the criteria that have been normatively

established to configure him/her as suitable to perform the function, which is evidenced in the annual performance evaluations and is confirmed by the level of the ISCE.

The Teacher Professionalization Statute or Decree 1278 of 2002 introduced as a novel element to the Colombian educational system the implementation of performance evaluation instruments (Presidency of the Republic of Colombia, 2002). The evaluation system we observe today lacks a more amplified approach that generates a positive and real impact, so that the proposal to carry out an annual teacher performance evaluation system is extremely convenient, but it is insufficient that the final purpose of the evaluation is not achieved when it is not possible to measure the capabilities and weaknesses of educators at the managerial or classroom teacher level.

Materials and Methods

The present research is established under a mixed concurrent execution approach, the mixed research method is the systematic integration of quantitative and qualitative methods in a single study in order to obtain a more complete “snapshot” of the phenomenon.

It is concurrent execution because “both methods are applied simultaneously (quantitative and qualitative data are collected)” analyze more or less at the same time (Hernández, 2014). The research is also cross-sectional or trans-sectional because it seeks to describe variables and with them perform an analysis of the data in a specific place, in the city of Cúcuta (Hernández, 2014).

The present research is also considered descriptive because it is born from the formulation of the general problem, where an investigation is carried out with particular details of the phenomenon presented, in order to conclude the most important aspects that revolve around the development and permanence of the problem.

In terms of public policies in 2016, the Ministry of National Education created the Synthetic Index of Educational Quality (hereinafter ISCE) defined as “the tool for monitoring the progress of each school in its four components: progress, efficiency, performance and school environment, on a scale of 1 to 10, with 10 being the highest value to obtain” (García Carrillo, 2018). The national education policy has been proposed to develop the goal of turning Colombia into the best educated country in Latin America by 2025.

Within the strategy proposed is the organization of formats, where it is possible to keep track of the activities carried out. Now, in relation to the ISCE, the results are observed with the analysis of the processes that in the last four years have been developed, which in the national history shows that, in the primary, secondary and middle school levels, it is necessary to promote effective and favorable methods so that more educational institutions of the most remote sectors can raise their educational level.

The incidence of teachers’ work performance with the ISCE allows visualizing that the pedagogical resources are insufficient to reach the goal proposed by the national government. (Ariza Pérez & Peñaranda Armenta, 2019).

For the elaboration of the present research, different kinds of documents were taken such as texts, laws, electronic documents, reports, theories and scientific articles in sociology and law. Among the methods are those whose introduction is specified in the way they can qualitatively and quantitatively verify the information.

On the other hand, in order to obtain quantitative data, use is made of two closed survey formats and an interview applied to teaching managers to obtain qualitative data; this in order to know the numerical or percentage proportion of the information required to support this research. The surveys developed are intended to answer the research question, which

includes the general development of the general and specific objectives.

Results and discussion

It is important to determine in this section that with the documentary information it was possible to demonstrate that the teaching job performance is an incident factor in the improvement of the ISCE in the educational institutions of Cúcuta during the period from 2016 to 2019. In this way, the relevant aspects of the information collected from the normative review, surveys and quant analysis of the databases provided are presented.

Starting from the basis of the information collection instruments used, it is possible to extract very appropriate elements for the research, from these it was possible to recognize several aspects. In the first place, the surveys carried out allow us to establish that work performance has a direct impact on the improvement of the Synthetic Index of Educational Quality. On the other hand, in relation to teacher performance, it was recognized that the evaluation and grading system are fundamental, and that in the evaluation system, the agreements and participation of the head teachers are important to have a more regularized control and to improve work performance in terms of all the evaluated competencies.

Likewise, according to the information mechanisms obtained, specifically speaking of the databases provided by the ETC (Entidad Certificada en Educación), it is possible to identify that the educational institutions of Cúcuta have obtained a significant development in comparison with previous years.

In the present research, it has been possible to extract that from the good functioning of the subsystems of teacher evaluation and promotion it is possible to determine the work performance of the educators. However, the functioning of the teacher evaluation process implies that the measurement

instruments are appropriate and respond directly to the social and labor needs of both teachers and students.

In relation to the performance of the evaluation system, it was evidenced that the process is indeed adequate to measure behavioral and functional elements; however, it is noted that special attention should be paid to the agreements and commitments at the beginning of the school year in order to define the goals and purposes of the educational institution.

However, it is important to point out that in the surveys conducted, most of the teachers related the weakness of this aspect, while the information provided by the ETC indicates that at the level of social and institutional commitment, the score is good. In this sense, there is a slight discrepancy between the position of the territorial entity and that of the educators, who are ultimately the actors directly involved in the development of such activities. Consequently, this aspect is evidenced as a weakness that needs to be overcome within the framework of institutional responsibility that also links the opportunity to consolidate the improvement of educational quality in the municipality.

In complement to the above, it is possible to glimpse with a wide margin of success that the classroom teachers evaluated during the period from 2016 to 2019 have managed to improve gradually which implies that the measurement instruments can produce good results in direct correspondence with the institutional development determined by the ISCE in each of the official and private educational establishments in Cúcuta.

Among the evaluation protocols, it is identified that the functional competencies and individual contributions represent 70% of the final grade, while the behavioral competencies represent 30%, which shows that the procedure is reasonably well proportioned, given that the functional competencies involve most of the most relevant aspects in the teaching job performance, therefore, it is concluded

that the evaluation complies with the minimum guidelines to define its suitability and effectiveness in the individual evaluation, which undoubtedly represents a significant strength.

Synthetic Index of Educational Quality in the municipality of Cúcuta during the 2016-2019 period.

According to Decree 501 of 2016, the ISCE is made up of four components, namely, Performance, Progress, Efficiency and School Environment.

- **School Performance (40%):** Shows the state of student learning according to the results of the last application of the Saber tests in Language and Mathematics.

- **Progress (40%):** Reflects the improvement of student learning in the last two applications of the Saber Language and Mathematics tests of each Educational Establishment.

- **Efficiency (10%):** This is the school pass rate of the last cohort. The results are taken from SIMAT.

- **School environment (10%):** Reflects the students' perception of the environment in which they learn and the commitment of their teachers. The results are taken from the last application of the context questionnaire (Associated Factors).

The studies carried out by ICFES regarding the ISCE in the city of Cúcuta indicate that during the last four years the Official Educational Institutions improved with respect to the institutions of other cities and unlike the private sector institutions, while the institutions that did not improve are below those that did improve.

Conclusions.

Making a general analysis of the entire subject under study, it is observed that there are some very interesting aspects in relation to teacher job performance and its incidence with the ISCE in the municipality of Cúcuta. In the first place, it was

evidenced that in the period from 2016 to 2019, the teaching job performance in Cúcuta was mainly outstanding, observed the analysis of the annual teacher performance evaluation. In view of the parameters developed with the present project, the actors involved managed to define with a high degree of accuracy that the work performance does have an impact on the ISCE of the educational institutions. However, after analyzing the variables in relation to public policy, it became clear that it is not very common for teachers to make commitments with school administrators at the beginning of the year, which would prevent them from producing a good result at the end of the academic period.

In relation to teacher performance and the ISCE, it was observed that the institutions with the best performance index are not located in the first places positioned by the ISCE per year. Example of this, it is observed that in 2016, the Instituto Técnico Buena Esperanza with a score above 98% in evaluation, in the ISCE at the primary level for the three years analyzed obtained an average of 4.30 and the average for that year for the municipality was 5.75, which undoubtedly, lets observe that the work performance did not have an important impact on the ISCE, in fact, at the secondary and middle school level they also obtained a lower score compared to institutions such as the Escuela Normal María Auxiliadora and the Instituto Técnico Mercedes Abrego. Similarly in the year 2017, 2018 and 2019 the Schools Francisco José de Caldas, Antonio Nariño and Colegio Oriental Nro. 26 with an excellent teaching performance did not obtain considerable improvements in the ISCE measured for these same years, with the exception of the first IE. which managed to improve in its ISCE in the middle level during the year 2018.

In this sense, the functioning of the evaluation systems is seriously linked to the good performance of the ISCE in response to what has been executed throughout the triennium in terms of educational quality and institutional commitment by the educational institutions under the training and

accompaniment of the Municipal Education Secretariat of Cúcuta.

In relation to the current conditions of the ISCE, it can be seen that the educational institutions of Cúcuta require improvements and more support from the central and municipal government, firstly, because it is necessary to comply with the payment of the incentives that public policy has established for teachers, since in some of the educational institutions referred to it has not been possible to make this management effective. Likewise, it is important that the institutional projects can comply with the strategies outlined for the improvement of the educational quality in terms of the teaching-learning process that has been implemented over the years in the municipality of Cúcuta.

On the other hand, it was appreciated throughout the research that the strategies to improve the ISCE in the city of Cúcuta are directly linked to the institutional commitments that the institutions must assume in relation to teachers and students in general. Likewise, despite the fact that it was not possible to evaluate the state of the ISCE in 2019, the variables observed from 2016 to 2018 allowed demonstrating that the institutions with better ISCE in the city of Cúcuta do not necessarily have a good functioning of the evaluation system, so in a direct way, the deficiencies are presented by the non-observance of the institutional commitments and the absence of comprehensive accompaniment by the authorities in education, Likewise, it is appreciable that a greater diffusion and participation of all social actors is required in the search for the improvement of the ISCE in the municipality, since it is crucial that students, parents and others manage to articulate plans to give continuity and effectiveness to this public policy that eventually seeks to develop a quality education policy. In short, this is considered under the commitment of the Cúcuta Municipal Secretary of Education, in relation to classroom teachers and head teachers, as well as students and parents.

As recommendations, it is suggested a more open space for concertation between teachers and classroom teachers, as well as the education authorities, which in the particular case of Cúcuta corresponds to the Municipal Secretary of Education to take control and, especially, the dissemination and expansion of the ISCE as a characteristic public policy in the region, with the purpose of seeking continuous and accelerated improvement in relation to the results obtained in the last few years. Likewise, it is suggested that the Ministry of National Education, together with the Cúcuta Municipal Secretary of Education and other actors involved, control and monitor the execution and evolution of the ISCE.

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