



La evaluación del desempeño docente para la mejora de la calidad en el ámbito universitario latinoamericano: UNAN-FAREM CHONTALES.

Teaching performance evaluation for the improvement of the quality of latin american universities: UNAN- FAREM CHONTALES.

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RESUMEN.

El presente artículo expone los hallazgos encontrados al aplicar la metodología de análisis de contenido del tipo exploratorio, a una serie de documentos revisados con el objetivo de conocer el estado de la cuestión sobre la evaluación docente en la Universidad. Tomando como escenario el contexto latinoamericano para luego contextualizar en la Facultad Regional Multidisciplinaria de Chontales, se han encontrado gran cantidad de autores, por lo que exponemos un sistema de categorías, utilizado a su vez para delimitar los documentos analizados, que en total fueron diecisiete. Tal y como se muestra a lo largo de la lectura, la revisión de los documentos ha permitido constatar e interpretar los principales aportes de la literatura a nuestro marco de estudio, y facilitó determinar que el escenario para realizar una propuesta de evaluación docente es complejo, pero necesario, por las nuevas demandas que la sociedad impone a la educación pública en Nicaragua. Finalmente se advierte la importancia que tiene la técnica del análisis de contenido, para el conocimiento del estado de la cuestión en evaluación al desempeño docente, como inicio a una investigación profunda en la temática expuesta.

PALABRAS CLAVE.

Evaluación, desempeño docente, análisis de contenido, sistema categorial.

ABSTRACT.

In this article the findings found are exposed to carry out a methodology of analysis of content of the exploratory and internal type to a series of documents investigated with the aim to know the condition of the matter on teacher evaluation in college, taking the Latin-American context as scene and then contextualize in the Regional Multidisciplinary Faculty of Chontales. In compiling it was found a lot of authors, so it was developed a system of categories, the same that it was used later in the methodology to delimit the analyzed documents, which in total were seventeen. The review of the documents allowed to verify and interpret the main contributions of the literature to our problem, and allowed us to determine that the scene to realize a proposal of teacher evaluation is complicated but necessary for the new demands that society itself imposes on public education in Nicaragua.



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Finally, the importance of content analysis technique for understanding the condition of the matter in the teacher performance assessment and initiate a thorough investigation on the exposed subject is noticed

KEY WORDS.

Evaluation, teaching evaluation, teacher performance, content analysis, categorical system.

1. Introduction.

For the past few years, the universities' greatest efforts have been aimed at improving the quality of education through various proposals, as well as the distribution of resources and the reorientation of institutional planning, however, no effort as such has been aimed at the improvement of the teaching activity and an adequate evaluation of it. Thus, procedures have not been homogenized in the university to follow up on it. From its beginnings, teaching has been the substantive and main role played in the university. It should be, therefore, the main activity to which greater resources and energies are devoted, since at the present time, we are not only talking about doing our work well, but society recognizing it.

Since pedagogical theories exist, there has always been a constant concern for the effectiveness or effectiveness of teaching, because this has been one of the essential aims of education. Teaching in the best way, has been present in any creed or pedagogical theory throughout history, and has been mentioned in numerous studies over time (Canales y Gilio, 2008).

The variable "professional performance of the teacher" has always been identified with a great conviction as very influential and determinant for the achievement of the qualitative and quantitative leap of school management by teachers. This variable has been modeled by a considerable amount of statistical techniques, where in its vast majority the results positively correlate with the attitude of the teacher and the substantive elements of the teaching praxis (Valdés, 2000).

It now exists in the context of the institutional self-evaluation of UNAN-MANAGUA, the review of academic peers and the university accreditation of our Alma Mater, as well as a great concern to implement a culture of evaluation to administrative and teaching performance. Proof of this, is the assertion of the National Council of Universities (CNU), which determines in its 2011 report that its universities graduated 9,336 undergraduate students, 32% of which correspond to UNAN-Managua; It has the highest number of university degrees and graduates with 43% and 44.84% respectively, and, for this reason, it has become a Higher Education Center that urgently needs to raise the academic and performance level of its teaching plant (Cobos Sanchiz y otros, 2017). However, the latter will not immediately lead to an improvement in the quality of teaching, but rather an external and internal work of process and commitment to overcome the above-mentioned phases of university evaluation.

With the university institution as a scenario, we must face a dilemma of ethical nature which is difficult to solve: on the one hand, the right of teachers to their privacy, and freedom of teaching infused since the birth of university autonomy, and on the other hand, Public law according to the national character of our institution, to know the actions of public workers;





Then, will there be resistance from teachers? In a first approach, this is not appropriate, as it would only further delay the quality improvement processes that UNAN-MANAGUA wants to give.

In the Latin American context, the educational sector has been working for several decades under the assumption that the weight of the socioeconomic and cultural conditions external to the educational system are the reason and explanation of the results obtained on the perception of what it is a good or bad university ; And that the chances of success of the actors of the social phenomenon are so strong and rooted in the teachers of previous generations that very little could be done within the classrooms and facilities to counteract them. This has changed today, because it is widely accepted that as long as the processes that are conducted in educational institutions are regulated, controlled and feedback, the results in educational quality would improve for the whole society.

This paper presents the main aspects that must be taken into account to justify a process of evaluation to the teacher in our university. As part of a qualitative research in which many documents have been reviewed by authors who have worked in the line of teacher research, mainly in the Latin American context, the results have documentary basis and have served as the basis for a subsequent investigation whose result is based on the design of a Performance Evaluation System at the Nicaraguan Public University.

The purpose of this is to know the current situation of the problem and under which assumptions can researches be developed in our Faculty FAREM Chontales.

2. Methodology.

As content analysis, it is usually referred to the set of strategies and interpretative procedures of communication, which come from different sources, based on techniques of quantitative and qualitative measures (Piñuel Raigada, 2002; López Noguero, 2009).

Piñuel Raigada (2002), points out the necessary steps that must be included in the methodology of content analysis:

1. Selection of the communication to be studied;
2. Selection of the categories to be used;
3. Selection of the units of analysis;
4. Selection of the counting or measurement system.

Nowadays, this technique is a very particular way of analyzing documents. Certainly, it is advisable to complement this technique with another one, however, it is a great challenge since it is the first time that such a systematized strategy is done as a research in order to know the state of the issue of the problem in our context.

It is necessary to emphasize that, in the analysis of content, there are no ready-made and ready-to-use templates, but simply patterns, sometimes difficult to identify (López Noguero, 2009); Perhaps the greatest challenge to be faced in this paper is the fact that a sequence of patterns in the subject could not be found, but rather, it was necessary to resort to the creation of a system of categories where all information indicated in the analyzed documents was corroborated.





Although there is a diversity of positions in the literature in relation to the types of content analysis, a widely-used classification is proposed by Piñuel (2002), which has been the basis on which this proposal is supported:

- According to the selection of the communication studied, the present content analysis is exploratory, because the object of the analysis is an approximation to the state of the question, related to the teacher evaluation, and then to determine which are the most significant contributions and authors in the theme.
- Regarding the type of content analysis according to the selection of categories, it is developed from primary sources, which include journals, books and research theses.
- The specific method carried out in the content analysis was the internal analysis, since it is based on a personal and subjective interpretation.
- Regarding the analysis design of the object of study, it can be classified as transversal because we have selected textual samples that may differ as to who takes the position before a subject.
- According to the measurement and evaluation parameters, a non-frequency content analysis is used, which takes into account the presence or absence of categories in each of the primary sources.

Once the decision on the record object or "data" has been made, the paragraphs and sentences in the documents have been selected to build the constructs that would form the units of analysis (UA). The UA is the assessment and attitude that shows the researcher in relation to the analyzed categories referring exclusively to the need of and why the evaluation should be done to the teacher. The units of contexts were the magazines, documents and theses of the authors related to the issue at national and international level. The number of articles reviewed in their titles and summaries was one hundred and fourteen documents taking into account journals, books and theses, in relation with teacher evaluation.

Among these 114 documents, seventeen were selected, which contained in their abstract or title expressions related to the need to carry out teacher assessments and why.

After this stage, a complete reading of each of the seventeen documents was carried out, where it was indicated the aspects referring solely to the need or why educational evaluations should be carried out in educational institutions. The standard question for each paragraph or phrase was the following: "*Which of our categories are present?*"

Each selected paragraph was identified with one or two numbers from one to nine that referred to the possible categories in which they could be included, to then classify all those paragraphs that had a single number and that constituted a section in the review of the literature; Then those with two numbers were again processed to discriminate in which of the two values had greater significance for this work, according to the weight in the group of words for the indicated category.

Once all the paragraphs or phrases with meaning for each of the categories were obtained, the categories were sorted in order of development, starting from the expectations generated by the topic, to the techniques that should be used to address it.





It is important to clarify at this point that the use of coefficients of reliability and validity for the categorical system through the interpretation of several judges was discarded in order to give greater importance to the content found than to the frequency in the documents. The table of previous values for the analysis is shown below.

Table 1. Relationship between Categorical System and Content Analysis.

No	Author	1. Conception	2. Utility of the Evaluation	3. Expectations	4. Teacher's Role	5. Methodology	6. Technics	7. Reasons to evaluate	8. Actions for the change	9. Challenges
1	Gutiérrez Cabrera, 2010	P	P	P	A	A	A	A	A	A
2	Valdivé y Pérez (2008)	A	A	A	P	A	A	A	A	A
3	Ávila Vásquez (2005)	A	A	A	A	P	P	A	A	A
4	Quirós Domínguez (2013)	A	P	A	A	P	A	A	A	A
5	Denisse Vaillant (2008)	P	P	A	P	P	P	P	A	A
6	Rueda y Torquemada (2008)	P	A	A	A	P	A	A	A	A
7	Antonio Bolívar (2008)	A	A	A	A	P	A	A	P	P
8	Carlos Marcelo (2009)	P	A	A	A	A	A	A	A	A
9	Serrato Rueda (2010)	A	A	A	A	A	A	A	A	P
10	Rueda Beltrán (2010)	A	A	A	A	A	A	P	P	A
11	Romero, García y Moreno, 2007	P	P	A	P	P	P	A	P	A
12	Enríquez, Inda y Romero, 2009	A	A	A	A	P	P	A	A	P
13	Documento Universidad Alicante (2010)	A	A	A	A	A	A	A	A	P
14	Murillo Román, 2008	A	A	P	A	A	A	A	P	P
15	Espinoza y González, 2010	A	A	A		P	A	A	A	A
16	Documento UNESCO 2012	P	P	P	P	A	A	A	A	A
17	Documento UNESCO 2014	P	A	P	A	A	P	A	A	P

P: Presencia **A:** Ausencia

Source: Developed by the author





The categorical system was constructed in a deductive way once all the documents were read, since this system seems to be the one that best adapts the purpose of this paper. Thus, the categories were analyzed jointly by a group of professors of the university who helped to improve the order and the wording and gave the process the amplitude of visions that was needed.

3. Results of the content analysis.

Once the content analysis was applied to the mentioned documents, the ideas that underpin the purpose of this research were concatenated, highlighting nine categories to interpret and contrast the paragraphs and phrases of the different authors that converge in such units. The description of these categories is as follows:

3.1. Conception of the teaching evaluation.

Firstly, it should be clarified that when talking about the evaluation of teaching practice, reference is made to multiple dimensions, all of which are necessary and complementary, which to some extent may present some ambiguity, such as:

1. The evaluation that each teacher makes in a personal way on the curriculum that other teachers develop through the evaluation of the students (co-evaluation).
2. The self-evaluations that teachers perform on their own work, be it collectively or individually in the different academic departments.
3. The performance evaluation carried out by external peers, which in these times is of great use for the curricular transformation in this university and the efforts for a superior academic accreditation.

In this sense, two key questions need to be answered to evaluate teaching performance: what to evaluate, given the wide range of factors involved in teaching practice, and how to do it; Or define what kind of instruments are adequate to respond to the complexity of the term (Carlos-Guzmán, 2016).

It is also necessary to differentiate between the evaluation of teaching work and the evaluation of academic work in general. Higher education institutions should impose on academics many activities framed within different functions such as teaching, research and extension, and recently, innovation has been incorporated (Luna, 2008).

From this point, it could be argued that evaluating teachers is equivalent to evaluating teaching, such as their professional activity. No matter what modality is finally adopted in the proposal of a model, the primary objective is to improve the quality of education.

Bolívar (2008) himself, states that the evaluation of teaching practice can be understood with a double direction: as an improvement of the quality of education and as the guarantee that we can all access the same education, even if there are other factors that condition this diversity. This paper agrees with the first direction in the given definition.

However, it is not any evaluation that achieves these two goals; The teacher has the right to know what is being evaluated. It is important, therefore, that teaching evaluation starts from a definition that reaches consensus among the protagonists about what it means to be a good teacher (Morón, 1999).





If education is a fundamental right, being evaluated and receiving information about the work being done should also be understood as a right. Thus, there is a need to emphasize the importance of the feedback by evaluators, because evaluation is the only instrument that exists to verify compliance with the quality education that we so long for. However, as in education, not any kind of evaluation is useful (Murillo and Román, 2008).

From this perspective, it must be highlighted that despite the relevance of the teaching function in the successful development of any university, it is still an activity that has traditionally presented serious complexities related to its definition and management as such (Serrato and Rueda, 2010). This is because it is not known if the functions that must be fulfilled in the classroom are a vocation or an art, but it is known that they are an obligation, which shows even more its complexity.

At this point, we are therefore faced with the need to give a definition of what we conceive as a teaching activity. The point of view in this paper is that teaching implies the whole set of actions carried out inside and outside the classroom, where students are encouraged to learn through the relationship that can be established between objectives, goals and competences well defined in the curriculum. In this activity, it organizes, plans, coordinates and teaches students to evaluate the process. In this direction, the evaluation of teaching performance is understood as the process that must exist to guarantee the fulfillment of the objectives proposed in the teaching activity that is given, where the mission of the university as an institution is shown (University of Alicante, 2010).

In this first section, it is pointed out that the evaluation of the professional performance of the teacher can be conceived as a systematic process of obtaining valid and reliable data (Romero Díaz, 2014), in order to verify and assess the educational effect that this produces on the students, their teaching abilities, their emotionality, their labour responsibility and the nature of their interpersonal relationships with other students, parents, authorities, colleagues, representatives of the institutions of society and the country in general.

3.2. Utility of the evaluation.

Throughout the world, education is one of the most precious assets and the most powerful weapon capable of achieving transformation from one individual to one nation (Nelson Mandela, 2010); It is also known that higher education plays a fundamental role beyond the training of students and the development of science and technology, therefore, it is necessary to ask: What is the role of evaluation in the development of education? It is simply the one that regulates the proper functioning of it.

That is why university teaching must ensure a solid teaching in all the actors involved. The importance of teaching evaluation has been raised in our context, as its potential as a mechanism and tool to contribute to teacher training and improvement of practice, which translates into better results and individuals for our society (Rueda and Luna, 2008).

As a first approximation, the evaluation of teaching practice in our society should serve to promote improvements, as well as to ensure the equality of the right to education that is now so much enacted, (Bolívar, 2008):

“One has to think how the right to a good education for all can be guaranteed if there are no arbitrary mechanisms for universities and teachers to account for themselves, the community or the administration” (p. 3).





This does not mean that we should blame teachers for everything negative in the process, but far from this premise, "*evaluation must be at the service of developing a sense of shared responsibility for education as a public good. It must promote the commitment to the education of all the actors, each one according to its place and scope of action*" (Ravela et al., 2008, p. 13).

But the evaluation that is currently applied in our university, is far from being focused on providing information for the reflection of those involved. Much less is done in time, and during the teaching process no feedback is done, which makes it impossible to generate positive changes, and impedes decision making.

This is why the evaluation proposal must be positive and not oppressive. It is necessary to emphasize the steps that are being done well, the respect for the heterogeneity of teachers and promotion of the environment to improve processes that are not responding to the demands of the institution and society itself. In this line, Elmore (2002, p.8) proposes that: "*an evaluation is not justified if it does not lead to further actions for improvement by those who have carried it out*".

On the other hand, Rueda and Luna (2008) point out that the importance of teaching evaluation is that it is a great tool that contributes to improving the quality of teaching and has been shown to help teachers to design and implement instructional processes.

It means that the evaluation of teaching should not be confused with the evaluation of teaching performance, which can be performed to fulfill different purposes, not forgetting the two critical functions of evaluation: control and improvement.

Likewise, it is important that the evaluation system proposed for teaching to be consistent with the institutional philosophy so that it can support the achievement of the mission and vision of the university.

3.3. Expectations raised by the evaluation in the actors of the education system.

In the Latin American context, in the last years, the subject of the evaluation of the teaching performance has generated a great expectation among the researchers of the educational phenomenon. Such is the case that symposia, research networks and other mechanisms for cooperation and communication of research results have been organized. In many of these communications, everybody converges in that the phenomenon of teaching evaluation is associated with the keys to the improvement of the learning and the attention that is given in the educational centers (Gutiérrez, 2010).

Today, a good teacher is defined in terms of how quickly he or she can respond to the expectations of students, who, due to the changing nature of the same environment, make them more adapted than many professionals. This problem poses complex difficulties for society. In the field of education, the greatest difficulty lies in determining if teachers are trained to respond to such high expectations, and to what extent they do; This component of current education cannot be dissociated from the evaluation that the work of teachers is done, because as students adapt, the teacher should not stand idly by (Romero, García y Moreno, 2007).





Since a few years ago, even in our little systematized country, the key issue of the day in universities is how to improve the performance of teachers, as this brings with it an improvement in academic results, but especially in the students. Obviously, if the problem is attacked in the traditional way -as it is the case in Nicaragua-, it cannot be solved, since there is strong evidence that the problem is not simple; Hence the importance that changes that occur in teachers after being evaluated should be gradual and be implemented gradually in everyday practice (Vaillant, 2008).

However, the current Nicaraguan context presents some limitations, such as the retention policy of the best teachers, that is, the careers of Sciences of Education in the country are seen as the last option to get a job, and in the case that it is chosen, it is because there is no other alternative available.

In its 2012 report, UNESCO argues that one of the current concerns of education systems in the Americas and Europe is to develop systems of teaching careers and performance evaluation that contribute to the professional development of teachers, and thereby improve the quality of teaching. The report also recognizes that teaching performance evaluation is a highly contentious issue because of the dilemma faced by academic, political, and administrative interests and opinions.

3.4. Teacher's role.

UNESCO also poses a series of questions in its regional teaching strategy, where the main focus of attention is the teaching staff, because Latin America has a large debt in the quality of education. It enhances the teaching role in educational change as the key for teachers to positively influence the achievement of student learning. The document mentions that although the institutions make a detailed order and add more resources to the education system, its quality cannot be better than that of its teachers (UNESCO, 2012).

Thus, today, teacher preparation is challenged by new requirements that arise in school systems, among which we can highlight: a high educational expectation in all the class groups, the increase in the socio-cultural diversity of the students, the weakening of the family institution and the community, a profound change in the theme of the curricula and the generalized increase in the learning goals to be achieved. For all this, the importance of intervening in the teaching action imminently. These interventions must be multiplied, deepened, improved and strengthened (UNESCO, 2014).

It is meritorious to mention it in the words of Valdés (2000, p. 2): "*Curricula, programs, textbooks can be improved; Build magnificent facilities; Excellent means of teaching, but without efficient teachers, real improvement of education cannot take place*"; Similar to that of the teacher Piaget, who asserted that it is not possible to improve an educational system without transforming the role of the teacher in educational institutions.

It must be remembered that the teacher has always been in college as an agent of change. In this journey, it has gone from being a mere transmitter of information to a transformer of reality in the different scenarios where it has influence. The latter has been achieved by creating awareness in the actors of the education system themselves. Therefore, it is possible to consider that the same strategy can be implemented in the institution for the entry into force of the culture of the evaluation of the teaching performance.





In the same circumstances, Gutiérrez (2004), who mentions how significant the change is in the way of assessing teaching practice, since it is possible to make a difference in the courses of educational systems has pointed it out: *“Teachers make the difference and their individual characteristics are a factor that can compensate for social and regional differences...”* (p. 4).

And as Barber and Mourshed (2008, p. 5) point out, *“The quality of an educational system is supported by the quality of its teachers”*. Although it is not necessary to blame the teachers totally for the results of a system, but it is a responsibility of all those involved in the educational system.

It could be said that, for a couple of years, teachers have been at the center of the educational problem, but they are also the strategic factor in the solution. This is apparently contradictory, which is why Fullan (1993, p.6) defines that *“teachers have the honor of being, at the same time, the worst problem and the best solution in education”*. Undoubtedly, teachers occupy a privileged place.

3.5. Existence of incorrect methodology to evaluate.

In our university, the subject of the teacher evaluation produces a great discussion between educational authorities and teaching guilds. Quite often, its implementation must be negotiated, especially by the criteria to determine the good performance and is that, certainly, to evaluate the quality of the teaching performance is a challenge of capital complexity, which explains the great diversity of strategies used worldwide. In this section, there will be mention the aspects and ways of evaluating that are carried out in institutions similar to the one at hand.

In a study carried out in 2014 by Romero Díaz, he mentions that the task of evaluating teacher performance is complex due to many factors, which come together and are not easy to solve; One of these factors is the difficulty in establishing good indicators and reliable criteria for the very different interpretation of the teaching performance.

Also, the accuracy of the purposes for evaluating teaching is very varied, both in the media and in the mechanisms. The results are not always well seen by all teachers, because some criticize any alternative that evaluates their practice, partly because the results are almost always known at the end of the semester, when it is no longer possible to make the corresponding improvements and It is very questionable to obtain the information using a single source (Enríquez, Inda and Romero, 2009).

Currently, these assessments are not done very regularly in our context, and a direct consequence of these long periods between half-yearly or annual evaluations is that the information obtained from the results is not relevant; Sometimes the result is the last group where a subject was taught and not the overall performance of the teacher. On the other hand, these evaluations when they are done, are in charge of the authorities of the university which generates a greater pressure on the evaluated person.

Another disadvantage that can be found in traditional assessments is the lack of information of the person evaluated, i.e. the teacher does not know the aspects that are to be observed and assessed by the manager; If this is not controlled, it is possible to believe that the right thing is always done, because in its own judgment that is what is expected (Ávila, 2005).





It should also be mentioned that the management and evaluation of teachers when it has existed is because they want to investigate some poor performance, and not to promote the improvement of the educational process; This is the main reason why teachers always see as an obstacle the assessment of their work; And are often reluctant to incorporate it permanently into their usual practice.

In fact, the evaluation of the academic profile presents two problems: firstly, the formative evaluation that seeks the continuous development of the personnel that is evaluated, with the purpose of improving the individual professionally. The second alternative is the summative assessment of teachers. In this sense, although this evaluation allows to differentiate the high performances of the lows, it is the one that more problems could also create, for the incorrect recognition that can be done in a temporary moment and after a few weeks that valued performance does not correspond with a reality that is changeable per se. One of the drawbacks with which the implementation of the new teacher evaluation system could be found is that the instruments are difficult to apply equally to all teachers, either by the categories they have, the time they have to work in the University, as well as "status" among the professors themselves, etc. It is also very difficult to follow-up to feedback and improve teaching when there is not enough staff qualified to carry out this work.

It must be pointed out that many teachers are not well prepared for the methodological aspects because they were recruited for teaching because of the technical skills in the knowledge of their professional career, and not for their pedagogical or didactic qualities; And the university has not massively reinforced this characteristic in many teachers. That is why, from this year on (2014), UNAN-MANAGUA, incorporates in its regulations and regulations to access university teaching, that teachers who do it for the first time, have to face a process of monitoring and evaluation at the end of its first year of contract and in the next two, which indicates, there are already authorities concerned about the improvement of teaching practice in our university.

3.6. Used technics.

It is clear that teachers' evaluation has not been a priority in many countries of Latin America and the Caribbean. In this sense, as López (2016) says, the level of the statistics to measure the process in Nicaragua is ephemeral.

This is reflected in the absence of a rule in this regard in most cases, although many principals, students and supervisors have an opinion about the performance of teachers in educational institutions through non-formal mechanisms, there is evidence of traditional elements of teacher evaluation that still survive, although their regulatory use and their link to quality assurance are not effective (UNESCO, 2012).

As it has already been mentioned, teaching includes a set of tasks that, given their complexity and magnitude, require to be assumed with a high degree of professionalization and delivery, as it is, in the end, just another work for which we are supposed to be accounted (Espinoza and González, 2010).

In the task of evaluating university teaching, many mechanisms have been used, although it has preferably been done through the implementation of questionnaires applied to students about their teachers. However, it can also be appreciated in the literature some other options such as: observation in the classroom, feedback of teaching episodes with recorded





videos, analysis of teachers' teaching productions, teacher portfolio, in-depth interview, The analysis of the academic performance of the students, the study of representations or teaching thought, among others. This fact shows that it will be very difficult to propose a fair, holistic model that appeals to all involved in a process of this magnitude.

Many experiences in different university contexts have shown that the evaluation of academic staff through interviews, meetings with departmental heads and student assemblies have been very successful in proposals for improving teaching practice through evaluation models for teaching performance; This is the reason that encourages us to reinforce the idea raised in the self-assessment and accreditation reports generated during the process: UNAN-MANAGUA must have a model of teaching performance evaluation focused on the key actors of academic work: teachers, students and departmental heads.

Thus, in order to know how a teacher behaves with a group of students during a class, observation can be a good way to gather some information. On the contrary, if one wants to know why teachers behave in a certain way, mere observation would be an incomplete choice. It is also common for institutions in other countries to point out that teacher evaluation through questionnaires should be only one of the criteria that should be used to evaluate teaching and not the absolute instrument that values their performance, and that teachers should necessarily accumulate evidence of change and updates through the teaching portfolio.

As a consequence, it is possible to think that there are a number of recommendations to evaluate teaching. However, in our context the most important thing is to highlight the need to start implementing some of the strategies mentioned so as not to stay out of the institutions of international renown.

3.7. Reasons to improve.

It is evident that the educational evaluation appears at the same time that the school and the society come together to improve the processes in the fulfillment of goals assigned by the very nature of both. The need to create mechanisms that regulate the teaching performance is due to the fact that each university teacher has its own objectives, many of which do not coincide with the objectives of the institution. It is for this reason that the implementation of teaching work evaluations becomes necessary, as has been emphasized previously (Rueda and Torquemada, 2008).

It is a current concern of Nicaraguan universities to improve the results that are being produced in higher education, because they quickly want to homologate careers and services at an international level, and that is possible only through the evaluation of all the processes that occur in the educational institution.

There have been many countries that in recent years have introduced changes in the regulation of the exercises that are carried out within the university. In Nicaragua, the NCEA (National Council for Evaluation and Accreditation) law regulates the certification of universities and, consequently, the work which is done within them; In this opportunity, it is also worth mentioning that the evaluation of teaching performance is present in the observation programs through specific indicators, where all components of the educational curriculum and activities carried out inside and outside the university, such as research or the extension of it (Quirós, 2013).





Another aspect to which evaluation is linked in society is the one related to the quality of the educational system, and although it is known that the term quality is of a multidimensional nature, from aspects such as efficiency and effectiveness in the short and medium term, and the tasks performed both internal and external.

The importance of evaluation as well as the correspondence between process, results and social demands are useful to determine the degree of commitment to society that occur in any institution of a public nature; Finally, this leads us to the consensus that evaluation is the key mechanism for achieving university quality (Vaillant, 2008).

If it is hoped that the students leaving the university as a whole can reach higher quality standards of education, promoted from the educational model and principles of the institution, it must be assumed that teachers also meet certain standards or criteria of quality in the work they do. This is one of the main reasons why the improvement should be sought out. Otherwise there would be no consistency with the same mission and vision pursued by the institution.

No one doubts that educational systems in the world are undergoing major transformations ranging from the technical to the theoretical. Given this accelerated pace of knowledge generation and methodologies, it is necessary to create models that are based on the interpretation of the context, making it sustainable in all respects to individuals and society in general, and this is the first step to be in harmony with the other universities of the world (Romero, García and Moreno, 2007).

It is for this reason and many other things that the evaluation of education is of vital importance today for any university and in particular for UNAN-MANAGUA, because they contribute to make teachers the main protagonists of education. The qualitative aspects of education have always been reborn and completed their role in improving teacher skills; At the same time, teachers have direct influence on the results of the teaching-learning process, but mainly it is the evaluation as sustenance of the quality of the education, which summarizes the reason why we must begin to implement proposals of performance evaluation Teacher at the university (Enríquez, Inda and Romero, 2009).

3.8. Teacher's challenges.

One of the greatest problems that exists today with the proposal of an evaluation model is that it is assumed that the simple professionalization of the teacher in the area of didactics will produce an improvement in teaching, or that by the simple fact of applying an evaluation system, the problem will be remedied immediately. However, we have seen that more elements are required for this change to happen.

A hasty approach, accompanied by a state of disinformation or biased information, can trigger misconceptions, beliefs and misconceptions, and may provoke a wave of protests and active resistance to any proposal affecting the interests of the teaching profession (Valdés, 2000).

In this sense, there is no intention in this paper to advocate spending time using evaluation to confirm and ratify poor results or little progress in educational practice; In fact, the purpose is to defend that a poorly designed, implemented or communicated evaluation can be a factor in the quality of the work being done. For this reason, if the student is expected to have a better academic performance and a full development of his abilities, then the





teacher is obliged to improve his performance day by day, along with the attitude and commitment on the part of the learner, action that will only be possible with feedback after evaluation.

4. Conclusions.

The technique used in the review of the state of the question on teaching evaluation allowed to find important aspects in the literature, firstly because it is a widely debated subject but very limited in relation to the implementation of true models of evaluation to the teacher and with satisfactory results.

It has also been found that the possibility that the evaluation of teaching performance contributes to the improvement of the quality of teaching is related to the ability to integrate the information coming from that evaluation into the training process, as long as it is included in the institutional planning and articulated in the different regulations of our institution. The challenges in this country are undeniable, since there is no evidence that the subject has been satisfactorily addressed in most local universities.

At this point, it is necessary to emphasize the importance of improving academic quality if we bring about a change in the actions traditionally carried out by teachers. They are one of the main components that must be improved for the university to improve (Fuenmayor, 2001). This objective cannot be achieved simply by saying it, but through a series of actions involved in a project within our university, as it is expected to be done once the visit of national and international peer evaluators proposed by the NCEA, according to the Law of General of Education of our country.

There are many alternatives and proposals for improvement in which some authors point out that, by articulating the existence of adequate working conditions, quality training, management and evaluation that strengthens the capacities of teachers in their activity, it is possible to quickly improve academic performance.

It would not be advisable to let the university immobilize itself outside these demands, as Mesa Orta (2000, p. 1) points out:

...The University would do poorly to ignore the claims of society and the government in the sense that it needs to be accountable. We must respond to these requests in the affirmative, because we are confident that we are doing well and that we are the first ones interested in improving.

Valdivé, Pérez and Rosendo (2008) point out some of the aspects that have been evaluated so far in the academic activity of teachers in other educational contexts:

1. Knowledge and mastery of the contents that it imparts.
2. Strategies of organization and preparation of the class.
3. Teaching methodology
4. Didactic resources
5. Interaction with the students in the classroom hours and tutorials.
6. Forms used to evaluate learning
7. Delivery and feedback of assigned tasks.
8. Publications and links with academic teams.
9. Participation in scientific events.
10. Procedures for self-evaluation and improvement of teaching itself.





The above points do not necessarily correspond in their entirety with our context, but they provide an overview of the key elements that are involved in the evaluation of teaching performance in those universities that enjoy academic prestige. For this reason, our model must approximate its particularities to these standards.

UNESCO, in its report for 2014, outlines a strategy with the main topics to be considered in order to improve teacher performance, where it is emphasized: solid initial training, continuous training, improvement of teacher career laws and promotion of evaluation in educational institutions.

Some of the recommendations of this initiative are the search for better candidates for teaching, raising the level of demand to enter pedagogical studies, strengthening the quality of programs and curriculum content as well as the training strategy and the quality of trainers, and, above all, to ensure appropriate mechanisms to regulate the quality of training programs and those who graduate from them through constant evaluation (impact evaluation).

The most important results in the proposal of evaluation models in this strategy are that they have been based on a self-evaluation instrument, an evaluation of the supervising teacher and the valuation of the students, however, variants also have been introduced: from the evaluation in pairs to the prolonged observations of the teaching performance in the classrooms (Espinoza y González, 2010). Therefore, it can be said that a model that includes the three actors (teacher, student and chancellor) to triangulate information, is the most suitable for our university at the moment.

A determinant element that allows to construct an appropriate evaluation system for the teaching performance is the identification and integration of the products of research and theory with the internal knowledge and purposes of the evaluation, that is to say, an evaluation model contextualized to the work that is developed in the faculties, because these have a greater facility for the control and monitoring by its size and capacity of the personnel in comparison with the enclosures in the capital.

In addition, the strategy of UNESCO (2014) recommends structuring the teaching career around improving professional performance, where a clear and articulated remuneration and incentive policy should be developed and implemented to stimulate professional work (not necessarily economic incentives); And once these have been created, valid and agreed-upon systems of evaluation of professional teaching performance must be developed by all the actors involved.

As a final conclusion, it is important to point out the benefits of the technique of content analysis as a first approximation to the problem under study, because it allows its dimensioning and puts into perspective the future lines of action of it.

Finally, as it is said by Knox (1977), the potential of human beings to grow by themselves is limited by their cognitive structures, past experiences, and their repertoire of abilities, and that once individuals have exhausted their mental and emotional resources, they are unlikely to feel motivated to grow up without the intervention of some external stimulus. The point of view in this paper is that here is where teaching evaluation comes into play. Thus, as López (2015) points out, the more interaction between teaching, research and dissemination occurs in universities, the better the level of acquisition, generation and dissemination of knowledge and information between the institution and its environment.



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