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# Management strategies for teacher performance evaluation in Colombian schools

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✎ **ABSTRACT.** L'obiettivo di questo studio è stato quello di analizzare la relazione tra le strategie manageriali attuate dai direttori scolastici e le valutazioni delle prestazioni didattiche nelle scuole del comune di Soledad, Atlántico, Colombia. Lo strumento di indagine consisteva in un questionario di tipo Likert composto da 66 item, con la scala di misurazione: (5) sempre, (4) quasi sempre, (3) qualche volta, (2) quasi mai e (1) mai. La popolazione era composta da 14 direttori scolastici e 32 insegnanti. È stata riscontrata una correlazione statisticamente significativa tra le strategie di gestione e le valutazioni delle prestazioni degli insegnanti, con una correlazione tra le variabili pari a .82 al livello di significatività di .05. Si conclude che, nella misura in cui le strategie di gestione sono adeguatamente utilizzate, si potrà ottenere un'adeguata implementazione dei criteri e dei processi di valutazione delle prestazioni degli insegnanti.

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✎ **SUMMARY.** The objective of this study was to analyze the relationship between the managerial strategies implemented by school directors and the teaching performance evaluations at schools in the municipality of Soledad, Atlántico, Colombia. The study is quantitative, correlational descriptive, with an ex post facto, cross-sectional, non-experimental design. The survey instrument consisted of a Likert-type questionnaire, whose contents were validated by a panel of five subject-matter experts and a Cronbach's alpha reliability test ( $r_{tt} = .978$ ). The instrument is made up of 66 items, with the following measurement scale: (5) always, (4) almost always, (3) sometimes, (2) almost never and (1) never. The population consisted of 14 directors and 32 teachers. As a result, shortcomings were found in management strategies and teacher performance evaluations. A statistically significant correlation was found between management strategies and teacher performance evaluations, with a correlation between the variables of .82 at the .05 level of significance. In this sense, it is concluded that, to the extent that management strategies are adequately used, an adequate implementation of the criteria and processes for evaluating teaching performance will be achieved.

**Keywords:** Management strategies, Teacher performance, Management personnel

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## INTRODUCTION

In Latin America, school directors face several difficulties when it comes to conducting the evaluation of teaching performance at public and private schools, due to the absence of a useful and verifiable model to assess the practice of teachers in the classroom in an effective and constructive way to ensure quality education. At the same time, the quality of education, and therefore the evaluation of the different educational processes, instances and actors, is a growing and persistent concern in diverse educational systems, both nationally and internationally.

In modern organizations, transformation is a necessity since globalism and competitiveness in an ever more complex world produce constant changes. It is therefore essential to implement management strategies that incorporate innovative elements that promote a new culture among the staff, in which diverse ways of acting and behaviors will characterize and determine the quality of the organization and its development.

In this context, the application and use of management strategies that empower directors to decide and act with responsibility and commitment for the achievement of objectives and goals is beneficial for the strengthening of organizations.

In this regard, school administrators must ensure the quality of the institution, which implies that the director must project a series of values, skills, and attributes of resiliency that allow him/her to interact with the academic community. Furthermore, from his role, he must guide, evaluate and direct the teaching and administrative staff to achieve the institutional goals. He must also ensure that training is provided to the teaching staff, to promote the development of competent leaders who can face the challenges of education today (Zea-Vallejo, 2020).

## THEORETICAL FOUNDATIONS

### Types of management strategies

Strategies are the actions that must be conducted to maintain and support the achievement of the objectives of an organization and its work units, and thus make the expected results of strategic projects a reality (García Núñez, 2018). In this sense, the school director, by adopting a

strategy as a procedure to cope with the changes that arise in the educational system, will be able to make viable the alternatives that are considered necessary to assimilate and project managerial, academic, and cultural changes in the school environment (Bravo & Salazar, 2017).

Chiavenato (2013, 2014) states that management strategies involve long-term goals, the adoption of courses of action and the allocation of resources necessary to achieve the objectives. Management strategies, according to Rueda Beltrán, Schmelkes & Díaz-Barriga (2014) and Mosquera Maldonado (2020) are based on objective criteria and analysis according to the information available, which requires permanent knowledge of social and cultural changes in the company's external environment. This promotes the commitment, discipline, and willingness of the work teams. González-Díaz & Serrano Polo (2017) propose certain managerial strategies in schools, such as implementing cross-sectional educational projects and training for innovation, to propitiate the development of plans and programs that incorporate individual and collective initiatives, to produce positive changes in the future.

Chiavenato (2014) mentions that to manage the interdependencies between the elements of the work environment, each organization must use different strategies depending on each situation, which may involve coercion and contingencies, requiring the sum of the members of the organization. Mosquera Maldonado (2020) considers that any authentic managerial action must be based on an exhaustive review of the process and of the institution; otherwise, it will only amount to a simple set of instructions.

In the educational context, strategies are based on external opportunities and threats, as well as internal strengths and weaknesses, to effectively arrange the management functions. Liaison strategies are established based on the network of relationships between work teams, which are essential to determine any actions that must be taken in the organization (Parra-Martínez, 2017). In this process, directors must know the institution beyond the limits of their function to understand the interrelationships between the different units and to promote the cooperation of all the actors involved in the educational process (Chiavenato, 2013; Jara, Sánchez & Cox, 2019).

Based on the above, the main function of the school director is to integrate the school with the community and to build strong moral ties among all members of the educational community. To foster this network of relationships, it is necessary to form a community team made up of

management, teachers, students, administrators, workers, civil associations, community leaders and other community stakeholders. A preparatory meeting should include key informants and the institution's personnel, to address the realities of education and the community (Enriquez & Calderon, 2017).

The establishment of work teams in schools requires effective management skills, and especially a display of strong leadership by the director during this process, given that these teams often will not operate on their initiative, although occasionally the teams may be self-directed if one of their members is a persuasive and effective leader (Jara et al., 2019).

Another strategy that is highly effective is delegation. This strategy refers to the ability to entrust to others the performance of tasks for a group purpose, which involves assigning responsibility and authority to subordinates to achieve greater fluidity in work processes (Chiavenato, 2013; Lugo & Villasmil Ferrer, 2019).

Consensus-building is yet another type of management strategy. It involves a commitment to values and far-reaching projects both by the institution and the community members, to reach agreements at the operational level. However, it should not be assumed that the consensus is derived directly from the common values; it is rather a process of clarification and dialogue that enables the actors to settle their differences (Moreno Trejo, 2019).

Therefore, the basic function of the school director's management strategy is to improve the results of the teaching process, i.e., to achieve the ever-increasing improvement of the quality of the final product of the mentioned process, in an organic, systematic, organized, and continuous way, throughout the educational process (Chiavenato, 2014; Robbins & Coulter, 2014; Sotelo & Arrieta, 2017). Thus, knowledge management has been defined as an art in which information and intellectual assets are transformed into lasting value for an organization and its customers.

Authors such as Alles (2015) not only define and study the subject of competencies, but also classify them as follows: basic/generic competencies (capabilities required to achieve personal desires, live harmonizing with society and know how to act at work or at a professional level) and specific competencies (skills specific to a given profession or occupation, having a high level of specialization achieved through technical programs, training for work and university studies).

The competencies of teachers, the efficiency of their performance and the development of educational and

curricular programs are key to the improvement of educational quality. It should be noted that the teachers' performance is favored by collaboration with each other, since it helps them to detect and make decisions about the strengths and weaknesses of their practice intending to make continuous improvements (Obreque, Hernández-Mosqueira, Troncoso-Peña, Agredo & Salvatierra, 2019).

The evaluation of teaching performance is the formulation of judgments on standards, structures, processes, and products to make any corrections that are necessary and convenient for the most efficient achievement of institutional objectives. Thus, it can be understood as a necessary process within an institution (Galaz Ruiz, Jiménez-Vásquez & Díaz-Barriga, 2019). Organizations need to know how employees are performing their jobs, to identify who effectively adds value and who does not. For this purpose, performance evaluations are conducted, which enable to assign ratings to employees to differentiate between effective and ineffective employees.

Colombian law regulates the annual teacher performance evaluations, establishing rules on 14 aspects of performance to be assessed: construction and development of the Institutional Educational Project (PEI), compliance with educational standards and policies, knowledge and valuation of students, pedagogical foundation, work planning, pedagogical strategies, strategies for participation, evaluation and improvement, innovation, institutional commitment, interpersonal relations, conflict mediation, teamwork, and leadership (MEN, 2016).

Under this premise, the Colombian Ministry of National Education (MEN, 2016) set out the objectives of performance evaluations, such as encouraging commitments to professional development, performance and continuous training. In this manner, the didactic sequences learned by the teacher and those that he/she implements go hand in hand with the series of sequenced activities focused on learning. (Ávila-Camacho, Juárez-Hernández, Arreola-González & Palmares- Villarreal, 2019; González-Díaz & Serrano Polo, 2017; Guzmán, 2016; Rockwell, 2018).

## METHOD

This is a quantitative study conducted with an *ex post facto* design of cross-sectional measurement aimed at analyzing the relationship between variables such as the

managerial strategies employed by the management staff of schools and the processes to evaluate teaching performance by teachers, employed by the management staff in the schools of the municipality of Soledad (Barranquilla-Colombia) (Hernández-Sampieri & Torres, 2018; Montero & León, 2007).

## Population and sample

Population: fourteen (14) directors and thirty-two (32) teachers assigned to the four (4) middle schools of the municipality of Soledad, Atlántico, Colombia.

## Technique and instruments

This study used a structured survey as technique and a Likert-type scale as instrument. For content validity, the criteria of 5 subject-matter experts were taken into considered, after the review and recommendation of the expert peers, the variables were operationalized as can be depicted on Table 1.

After reviewing and validating the original data collection instrument, the pertinent modifications were made based on the observations, thus generating a definitive version of the instrument to be applied to the population under study. Following are the most used alternatives and values: (5) always, (4) almost always, (3) occasionally, (2) almost never, (1) never.

The final instrument has 66 items and five multiple-choice alternatives. A pilot test was applied by selecting 15 study subjects outside the research sample; the questionnaire was administered to them at their workplace.

After the pilot evaluation, reliability was evaluated using Cronbach's alpha, with a value of .97. The above indicates that the scale is dependable for managerial and teaching staff in the Colombian population, as shown in the Table 2.

## Statistical analysis

The statistical data and tables were processed using the statistical package SPSS version 21; the results are presented in percentages and the analysis and interpretation is performed employing comparison of percentages, based on the summary of the responses given by the directors

(DIR) and teachers (DOC) for each instrument item. The data analysis is descriptive. The association of variables was calculated with Rho Spearman, which takes the value of +1 when there is equality of ranks in the two variables, and -1 when there are exactly opposite ranks.

## Procedure

- Theoretical review of the variables: in this phase we proceeded to review the bibliography of the variables of classic and current theoretical references, to be able to create the items corresponding to the subscales.
- Design of the items, subscales, types of management strategies, strategic competencies, and criteria of the teacher performance evaluation.
- Analysis of the items through a quantitative analysis, to then tabulate the responses obtained from the instrument.
- Analysis of internal and external consistency, calculating the values of central tendency and dispersion.
- Application of the instrument to the selected population: in this phase, public and private educational institutions will be chosen, where a visit will be made to explain what the project consists of, as well as to socialize with the teaching staff and school administrators about informed consent as depicted on Table 3.
- Analysis of results: in relation to the statistical treatment, the statistical application software SPSS version 21 and the application program Microsoft Excel 2010 were used to perform descriptive statistics, using the analysis of the distribution of absolute and percentage frequency of the data and the association of variables with Spearman's Rho. After generating the results, we proceeded to conduct a socialization workshop type sensitization in the facilities of the I.E.D for 1 hour and 30 minutes on the data found in the sample study, this workshop will be directed to teachers and teachers' managers of the District Educational Institutions.

## RESULTS

Table 4 shows that for the variable Management strategies in the dimension Types, the directors (DIR) report that they use liaison strategies almost always (55.56%), always (22.22%) and sometimes (22.22%). On the other hand, the teachers

**Table 1** – General objective\*

Specific objectives	Variable	Dimension	Indicators
To characterize the managerial strategies used by the directive personnel of the Educational Institutions of the Municipality of Soledad, Atlántico, Colombia.	<i>Management strategies</i>	Types of management strategies	Linking strategies Delegation strategies Management strategies
To identify the strategic competencies of the principal of the Educational Institutions of the Municipality of Soledad, Atlántico, Colombia.		Strategic competencies	<i>Cardinal competencies</i> Commitment Ethics Organizational awareness Initiative Perseverance <i>Specific managerial competencies</i> Team development Leadership for change Strategic thinking Quality of work Planning skills Effective communication
To describe the criteria of the evaluation of the teaching performance applied by the management staff of the educational institutions of the Municipality of Soledad, Atlántico, Colombia.		Teacher performance evaluation criteria	Feasibility Precision Utility Ethics
To identify the processes to evaluate the teaching performance of the teachers, used by the directive personnel in the Educational Institutions of the Municipality of Soledad, Atlántico, Colombia.	<i>Teacher performance evaluation</i>	Processes for performance evaluation	Job definition Performance Measurement Feedback
Relating management strategies and teacher performance evaluation in educational institutions in the municipality of Soledad, Atlántico, Colombia.	They arise from the applications of Spearman's correlation coefficient		

*Note.* \* To establish the relationship between the managerial strategies implemented by the management personnel and the evaluation of the teaching performance in the Educational Institutions located in the Municipality of Soledad.

Source: Buelvas-Salas, Mercado-Porras, Navarro-Yepes, Morales-Cuadro & Linero-Racines, 2021.

**Table 2** – Cronbach's alpha interpretation scale

Interval relative frequency (%)	Range	Category Level of presence /Dominance/Management
.81-1.00	I	Very high
.61-.80	II	High
.41-.60	III	Under
.21-.40	IV	Very low
.01-.20	V	Extremely low

Note. Source: Buelvas-Salas, Mercado-Porras, Navarro-Yepes, Morales-Cuadro & Linero-Racines, 2021.

**Table 3** – Distribution of the target population

Secondary Education Institutions	Directors	Teachers
Institución Técnico Industrial el Milagroso (Soledad, Atlántico, Colombia)	6	12
Colegio Metropolitano de Soledad, 2000	4	10
Colegio Madre Marcelina	4	10
<b>Total</b>	<b>14</b>	<b>32</b>

Note. Source: Buelvas-Salas, Mercado-Porras, Navarro-Yepes, Morales-Cuadro & Linero-Racines, 2021.

**Table 4** – Dimension: Types of Management strategies

Indicators	Always		Almost always		Sometimes		Almost never		Never	
	DIR	DOC	DIR	DOC	DIR	DOC	DIR	DOC	DIR	DOC
	%	%	%	%	%	%	%	%	%	%
Liaison strategies	22.22	4.23	55.56	28.04	22.22	44.97	0	20.38	0	2.38
Delegation strategies	0	1.85	33.33	26.98	44.45	47.62	22.22	23.02	0	0.53
Management strategies	5.56	2.38	11.11	22.75	72.22	47.88	11.11	24.87	0	2.12
Average %	9.26	2.82	33.33	25.92	46.3	46.82	11.11	22.76	0	1.68

Legenda. DIR = directors; DOC = teachers.

Note. Source: Buelvas-Salas, Mercado-Porras, Navarro-Yepes, Morales-Cuadro & Linero-Racines, 2021.

(DOC) believe that the director uses this strategy sometimes (44.97%), almost always (28.04%), almost never (20.38%) and always (4.23%).

Regarding the indicator Delegation strategies, the directors claim that they use this management strategy sometimes (44.45%), and almost always (33.33%), but none of the directors say that they always apply delegation strategies. The teachers tend to agree with the directors, stating that the directors use delegation strategies sometimes (47.62%), almost always (26.98%) and almost never (23.02%).

Regarding the Management-building strategies indicator, most directors (72.22%) indicated that they sometimes use this type of strategy, and 11.11% stated that they almost always use it; the same percentage claimed that they almost never used it and only 5.56% opted for the option always. In the case of teachers, 47.88% stated that the directors put consensus-building strategies into practice sometimes, 24.87% almost never, 22.75% almost always, 2.38% always and 2.12% never.

It can be observed that 46.3% of the directors believe they use the types of managerial strategies sometimes, which is similar to 46.82% of the teachers. In this sense Puentes (2017) suggests that, since they are collaborating with people, the directors' guiding principle should be to instill the desire for improvement by recognizing the teachers' efforts and achievements in terms of the quality of their work, to improve in this way overall teaching quality at the institution.

Table 5 shows the percentages of responses given by directors (DIR) and teachers (DOC) for the indicators of the Key competencies dimension. Regarding the Commitment indicator, it is observed that the majority of directors, with 55.56%, think that they sometimes manage this key competency, an opinion that is shared by most of the teachers, with 47.09%. Moreover, 22.22% of directors report that they always manage this competency, and an additional 22.22% say they almost always do so, thus showing a positive trend for this indicator for the directors. The teachers do not display a unified tendency, given that their answers for this indicator

**Table 5** – Dimension: Key competencies

<i>Indicators</i>	Always		Almost always		Sometimes		Almost never		Never	
	DIR	DOC	DIR	DOC	DIR	DOC	DIR	DOC	DIR	DOC
	%	%	%	%	%	%	%	%	%	%
Commitment	22.22	4.24	22.22	26.19	55.56	47.09	0	21.16	0	1.32
Ethics	22.22	5.29	27.78	31.48	33.33	42.33	16.67	19.05	0	1.85
Innovation	6.66	4.23	0	28.84	77.78	46.3	0	18.25	5.56	2.38
Organizational awareness	11.11	7.94	27.78	33.07	44.44	38.36	5.56	19.05	11.11	1.58
Initiative	44.44	8.99	33.33	33.07	11.11	40.21	5.56	16.14	5.56	1.59
Perseverance	44.44	7.67	0	35.45	55.56	40.48	0	14.55	0	1.85
Average %	26.85	6.39	18.52	31.35	46.3	42.46	4.63	18.03	3.71	1.76

*Legenda.* DIR = directors; DOC = teachers.

*Note.* Source: Buelvas-Salas, Mercado-Porras, Navarro-Yepes, Morales-Cuadro & Linero-Racines, 2021.

are distributed into almost always 26.19%, almost never 21.16%, always 4.24% and never 1.32%.

Regarding Organizational awareness as a key competency, 44.44% of the directors report that it is sometimes managed, 27.78% said almost always, 11.11% said always and 11.11% said never; whereas 38.36% of the teachers report that organizational awareness is sometimes managed, followed by 33.07% who said almost always and 19.05% almost never. For 44.44% of the directors, initiative is always managed as a key competence, followed by 33.33% who say it is almost always managed, indicating a favorable tendency towards this indicator for the directors. For teachers, 40.21% maintain that sometimes initiative as a key competency is put into practice, while 33.07% presume almost always managed.

Most directors, 55.56%, say that perseverance is sometimes put into practice, and 44.44% of directors claim it is always put into practice. The teachers say that sometimes (40.48%) perseverance is a key competency, and 35.45% say that it is almost always one.

Regarding the Team development indicator, 44.44% of the directors think that this specific competency is sometimes used as a management strategy, while 38.89% think that it is always used, 11.11% think that it is almost never used, and only 5.56% think that it is almost always used. For 42.86% of the teachers, team development is sometimes practiced, 32.8% think it is almost always used, 15.08% think it is almost never used, 7.41% think it is always used and 1.85% think it is never used.

In relation to the Leadership for change indicator, 33.34% of the directors believe that this specific competency is almost never handled, and an equal distribution of 22.22% is observed for the answers always, almost always and sometimes; for teachers, 41.8% think that sometimes leadership for change is put into practice as a specific competency followed by 33.86% whose opinion is that it is almost always put into practice.

Regarding Strategic thinking, 44.44% of the directors think that it is almost always managed as a specific competency, 27.78% think that it is almost always managed and 16.67% think that it is always managed. For 33.34% of the directors, the quality of work is sometimes considered as a specific competency, followed by an equal distribution of 22.22% for the answers always, almost always and almost never; whereas 44.18% of the teachers think that sometimes the quality of work is considered, followed by 27.78% who think it is almost always and 19.58% who think it is almost never considered.

Regarding Planning capacity, most of the directors think that sometimes, 55.56%, this specific competence is managed, 27.77% think that it is always managed and 11.11% think that it is almost always managed; in relation to the teachers, 39.95% think that it is sometimes, and 27.51% think that it is almost always managed.

For 38.89% of the directors, effective communication is sometimes a specific competency put into practice as a management strategy, and for 22.22% it is almost always practiced; the same opinion is held by the teachers who, with 41.27%, think that effective communication is sometimes managed, while 25.4% think that it is almost always managed. On average, both directors and teachers, 39.82% and 42.15% respectively, believe that sometimes the indicators for specific managerial competencies are put into practice.

Table 6 shows that 27.78% of the directors believe that Feasibility is almost never a criterion for teacher performance evaluation, followed by 22.22% of directors who believe that it is never, 22.22% sometimes and 22.22% almost always a criterion for performance evaluation; for 41.8% of teachers, feasibility is sometimes considered, while 30.16% of teachers believe that it is almost always and 18.78% believe that it is almost never a criterion.

Regarding Accuracy as a criterion for performance evaluation, 44.44% of directors think that it is almost never, while 27.78% think that it is almost always and 22.22% always; on the other hand, 42.06% of teachers think that sometimes accuracy is a criterion for teacher performance evaluation, followed by 26.19% who think that it is almost always and 21.97% almost never a criterion, indicating a large difference of perceptions between directors and teachers.

Regarding the criterion of Usefulness, 44.44% of the directors agree that this criterion is almost always used to evaluate teacher performance, while 38.89% think that it is almost never and 16.67% always; 38.89% of the teachers think that sometimes the criterion of usefulness is used, 28.56% think that it is almost always and 23.02% think that it is almost never used.

Regarding the indicator of Ethics as a performance evaluation criterion, the majority of the directors, 72.22%, maintain that this criterion is almost always used, 16.67% presume that it is sometimes and 11.11% that it is always used, indicating a favorable tendency towards this evaluation criterion for the directors; regarding the teachers, 47.09% believe that sometimes ethics is considered a criterion for the evaluation of teaching performance, 27.51% maintain that it is



**Table 6** – Dimension: Performance evaluation criteria

Indicators	Always		Almost always		Sometimes		Almost never		Never	
	DIR	DOC	DIR	DOC	DIR	DOC	DIR	DOC	DIR	DOC
	%	%	%	%	%	%	%	%	%	%
Feasibility	5.56	6.35	22.22	30.16	22.22	41.8	27.78	18.78	22.22	2.91
Accuracy	22.22	6.08	27.78	26.19	5.56	42.06	44.44	21.97	0	3.7
Usefulness	16.67	5.56	44.44	28.56	0	38.89	38.89	23.02	0	3.97
Ethics	11.11	3.17	72.22	27.51	16.67	47.09	0	17.2	0	5.03
Average %	13.89	5.29	41.67	28.11	11.11	42.46	27.78	20.24	5.56	3.9

*Legenda.* DIR = directors; DOC = teachers.

*Note.* Source: Buelvas-Salas, Mercado-Porras, Navarro-Yepes, Morales-Cuadro & Linero-Racines, 2021.

almost always and 17.2% that it is almost never a criterion. In terms of overall percentages, on average 41.67% of the directors believe that these indicators are almost always considered as criteria for evaluating teacher performance, while 42.46% of the teachers believe that sometimes these indicators are part of the criteria for evaluating teacher performance.

Regarding the criteria for the evaluation of teaching performance, Hernández-Mosqueda, Tobón-Tobón and Guerrero-Rosas (2016) state that the success of an evaluation largely depends on formulating criteria to guide both the evaluator and the evaluated, for them to know where they should direct their efforts and the reasons why they should perform in a specific way within the organization. In the case of the schools under study, it can be seen that the directors are not monitoring the above evaluation criteria, so they are not contributing to the control of the staff's development in accordance with their duties and competencies required for organizational success.

Table 7 shows the percentage results of the responses for both directors and teachers to measure the indicators of the dimension “processes for evaluating teacher performance” of the teacher performance evaluation variable. It is observed that most directors (55.55%) maintain that the definition of work is almost always a process for evaluating teacher

performance, whereas 16.67% say it is sometimes, 11.11% say it is always, and only 16.67% say it is almost never used. A favorable trend is evident for the directors regarding the indicator Job definition; while for the teachers it is observed that 42.33% believe that it is sometimes, 28.83% almost always, and 20.11% almost never used.

Regarding Performance measurement, the majority of directors, 50%, believe that performance measurement is sometimes a process considered for teacher performance evaluation, while 27.78% believe that it is almost always and 16.66% that it is always used, indicating a favorable trend for directors regarding performance measurement. 44.44% of teachers believe that it is sometimes, 32.28% almost always and 15.61% almost never considered.

Regarding Feedback as a process for evaluating teacher performance, 44.44% of directors believe that this process is almost always, 38.89% sometimes and 16.67% almost never used; 42.87% of teachers believe that it is used sometimes, 29.89% almost always and 18.78% almost never. In terms of overall percentages, both directors and teachers, with 35.19% and 43.21% respectively, think that on average sometimes these processes (work definition, performance measurement and feedback) are considered for the evaluation of teacher performance.

**Table 7** – Dimension: Processes for evaluating teacher performance

Indicators	Always		Almost always		Sometimes		Almost never		Never	
	DIR	DOC	DIR	DOC	DIR	DOC	DIR	DOC	DIR	DOC
	%	%	%	%	%	%	%	%	%	%
Job definition	11.11	4.23	55.55	28.83	16.67	42.33	16.67	20.11	0	4.5
Performance measurement	16.66	3.97	27.78	32.28	50.00	44.44	5.56	15.61	0	3.7
Feedback	0	4.23	44.44	29.89	38.89	42.87	16.67	18.78	0	4.23
Average %	9.26	4.14	42.59	30.33	35.19	43.21	12.97	18.17	0	4.14

*Legenda.* DIR = directors; DOC = teachers.

*Note.* Source: Buelvas-Salas, Mercado-Porras, Navarro-Yepes, Morales-Cuadro & Linero-Racines, 2021.

The results coincide with Núñez Rojas and Díaz Castillo (2017), who state that it is convenient to explain to employees what their obligations and duties will be within the organization, and that these must be accepted by them. Then the director will be able to evaluate by measuring the performance of each individual according to the predefined guidelines, and finally the feedback of the results will be made to employees, referring to both deficiencies and achievements.

To establish the degree of the relationship between the variables, a non-parametric correlation coefficient was used, in this case Spearman's Rho coefficient, which at .829 is an acceptable value, significant at the alpha level of .05 and represents a remarkably high correlation between the variables.

## DISCUSSION AND CONCLUSIONS

It was found that school directors display weaknesses in the use of liaison strategies for the effects of enhancing school-community integration. Regarding management strategies, deficient implementation was found of strategies that facilitate the acquisition of knowledge by teachers, which means that the management strategies and educational activities do not guarantee positive changes in the institution.

The key competencies of the teachers were found to be weak, given that there are failures in how the directors exercise the routes for the fulfillment of the goals, the values promoted by the institution and the contribution of suggestions to improve the efficiency of the organization.

Another weakness found was in the implementation of the key competencies mentioned above. Weaknesses were also found in the establishment of criteria for the evaluation of teaching performance, failures in the implementation of the criteria for the evaluation of teaching performance, and failures in the implementation of the feasibility, accuracy, usefulness, and ethics criteria. Likewise, the way in which the evaluation of teaching performance is conducted has considerable flaws, given that the knowledge of teachers about their duties within the institution is taken for granted.

A high correlation was found between the variables of management strategies and teacher performance evaluations. This implies that to the extent that management strategies are used appropriately, the criteria and processes for evaluating teaching performance will be properly implemented. Therefore, it is recommended to improve management, evaluation and integrating strategies, which allows strengthening institutional effectiveness and interpersonal relationships among teachers.

## Limitations

During the field work, it was possible to evidence the shortcomings presented by the teachers' managers regarding the implementation of accuracy, usefulness and ethics, as well as in the actions to evaluate teachers, in this sense, teachers presented some resistance to the application of the instrument, therefore, when interviewing them it was possible to evidence the communication problems between teachers' managers and teachers, especially about their commitments within the institution, which could affect organizational awareness, initiative, and insistence on teachers in not having clarity for managers on the aforementioned practices.

## Recommendations

Considering the conclusions of the study, a series of pertinent recommendations are derived to comply with the principles of usefulness and recognition of the subjects observed, as well as for the organizations considered as a field

of action in the realization of the study:

- Promote strategies of liaison, delegation, and management based on educational innovations that reorient the operation of each of the actions carried out by the staff selecting each of them, according to the objectives, as well as the goals, set, to ensure that the institution is of progress, excellence, and educational quality with the best teaching team to ensure an adequate performance evaluation.
- To focus the actions on the strengthening of cardinal and specific managerial competencies, which strengthen an adequate evaluation of the teaching performance, directing, clarifying, and guiding the actions of teachers to encourage staff to a better development of the pedagogical practice.
- To elaborate action strategies that allow for the reorientation of the criteria and processes of teacher performance evaluation conducted by the directors of the institutions consulted so that it may contribute to the personal and professional growth and development of educators, to institutional development, and to school and teaching improvement.

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