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STUDENTS' PERCEPTION OF THE PERFORMANCE OF FUTURE TEACHERS

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ABSTRACT

The objective of this research was to identify the level of satisfaction of middle school students about the performance of teachers in training and its relationship with the attributive variables of gender, school area, age and group. A quantitative, non-experimental, cross-sectional study with a descriptive scope was carried out, an instrument was applied to 326 secondary school students to assess the performance of teachers in training. An instrument with 5 dimensions was applied with 5 response options on a Likert scale. The 5 dimensions were: teaching, learning skills, academic organization, technology and practice of values. The instrument was applied in two educational institutions. The results indicated that 70% of the students are satisfied with the overall performance of the future teacher. In addition, a significant difference was found in terms of the teaching methods of both schools (school zone) by future teachers. No significant difference was found by gender, age range, or by grade of study by students, that is, there is no difference in students' opinion about the academic performance of future teachers.

KEYWORDS: Professional Practice, Learning Skills, Teaching Performance, Ethical Commitment, Academic Organization.

1. INTRODUCTION

1.1. *Background*

Developing a teaching practice in university education is essential to generate different experiences in favor of the future professional teacher. The term teacher refers to the person who is professionally in charge of the transmission of knowledge, as well as the person who stimulates, guides and facilitates the process of knowledge construction, which includes knowledge, skills, values, attitudes, emotions, techniques, among others; that is, the term refers to the person who guides and orients to develop different skills based on a study program (SEP, 2019).

As Yáñez et al. (2014) mention, the role of the teacher is poorly valued, he comments that it can be thought that it is only a matter of making dictations, applying quizzes and taking activities from books; when in reality it is more complex than it seems, since, according to them, being a teacher implies knowing in detail each of the students, their strengths and the areas that need to be reinforced. Even the teaching ability to teach is complex, so much so that Lupión and Caracuel (2021) when investigating it in future teachers lower percentages in the achievement of teaching, assessment and innovation competencies in teaching practice.

For this reason, Yañez et al. (2014) also emphasize the importance of adapting teaching strategies to each type of student in order to contribute to their comprehensive education. It also adds that, when teachers are in the initial training phase, facing the reality of the practice of their profession allows them to consolidate their professional competencies, develop problem-solving skills and reaffirm their social and ethical commitment, which results in the classroom performance by being punctual, respectful, attentive and presentably dressed. In this regard, Villalpando et al. (2020) mention:

When we talk about "internships" we do not refer exclusively to the development of operational, technical or "doing" skills, but to the ability to intervention and teaching in complex real contexts in situations that include different dimensions and necessary reflection, decision-making and, many times, even the contextualized treatment of ethical challenges or dilemmas in social and institutional environments. In other words, in practice, genuine situations and problems are dealt with (p. 29).

Professional practice is an activity that is carried out continuously in real contexts, where different situations and experiences can be lived with society, as well as academically or professionally, in this sense, by having clarity about the concept of practice, it is easier to understand that of professional practice, which the SEP (2019), defined as: "Guided and supervised exercise where the knowledge acquired during the student's training process is put into play" (p.11). Although it represents a first step for future professionals to develop skills in their work area, as well as a certain degree of productivity and training, which in turn implies applying the knowledge acquired during studies and applying it to generate experience and responsibility (Hurd, 2022).

Similarly, Madroñero et al. (2016) assure that professional practices are developed through university training, which allows the student/future teacher to visualize and face the professional reality and develop skills for problem solving, reaffirm a social and ethical commitment, as well as develop a professional and intellectual level, since it will be an educator and trainer relevant to students.

The technological training of future teachers remains a significant challenge, preparation programs are beginning to pay more attention to the development of technological skills as a fundamental part of the curriculum, although teachers still express the need for greater training in digital classroom management and self-regulated learning with technological tools (Zeichner et al., 2024). They have made efforts to use artificial intelligence to support teachers, optimizing their time and ability to personalize student learning.

Trainee teachers have shown progress in the effective use of technological tools for teaching, especially in the integration of digital platforms and online educational resources. Training has focused on equipping future teachers with competencies in the use of interactive technologies to enhance the learning experience, foster collaboration, and manage formative assessments efficiently (Barr et al., 2019).

On the other hand, in terms of values such as responsibility and safety in their performance, the demonstration of professionalism in clothing, work ethic and responsibility have been outstanding components during teaching practices. This has not only been about complying with schedules and rules, but also about maintaining an attitude of respect towards the school community and an ethical commitment to the educational process (Hurd, 2022), in addition to indicating the importance of the teacher being a model for students-being an example (Martínez de la Hidalga and Villardón-Gallego, 2015).

2. METHOD

This research is quantitative, non-experimental, cross-sectional with descriptive scope; the sample was intentional with the aim of identifying the level of satisfaction of middle school students with respect to the performance of teachers in training of the Bachelor's Degree in Education Sciences.

The participants in this study were students from two private sector secondary schools. One institution located in the downtown area and the other on the east side of the city. We worked with three years of middle school (7 th, 8 th and 9 th grade). The sample was non-probabilistic for convenience and 326 students participated, of which 55% (179) were men and 45% (147) women. The age range ranged from 12 to 15 years. The largest percentage of students, 41%, were 14 years old and 40% of students were in the 9 th grade of middle school.

To evaluate the performance of future teachers, the instrument used in the Normal School No. 3 of Toluca, México, was adapted, to which modifications were made for a better understanding of students. An evaluation rubric and middle education tutor was also consulted (ENCIC, 2015), which was useful for decision-making in the adaptation of the instrument in question. The instrument includes a section with identification data: gender, age, grade and area of the school and contains five dimensions: teaching, learning skills provided, academic organization, technology and, finally, practice of values. It has a total of 27 items with Likert scale response option; ranging from: strongly disagree (TED), disagree (ED), neither agree nor disagree (NA-ND), agree (DA) and strongly agree (TDA) (Del Hierro et al., 2024).

3. RESULTS AND DISCUSSION

The results of the survey were first analyzed for each of the five dimensions, and for the entire instrument. The distribution of percentages of the answer options given by the students in dimension 1 of Teaching is presented in the figure

1. The percentage of students adding DA and TDA over the teacher's teaching is 76% and there are 19% who say they are undecided. Almost 1 in 4 students are dissatisfied with the teacher's teaching style. It is important to focus attention on this outcome, so that the teacher improves his or her teaching, either by changing teaching strategies or training to improve their skills.

In the research by Lupión and Caracuel (2021), low percentages were found in the teaching competence of future teachers.

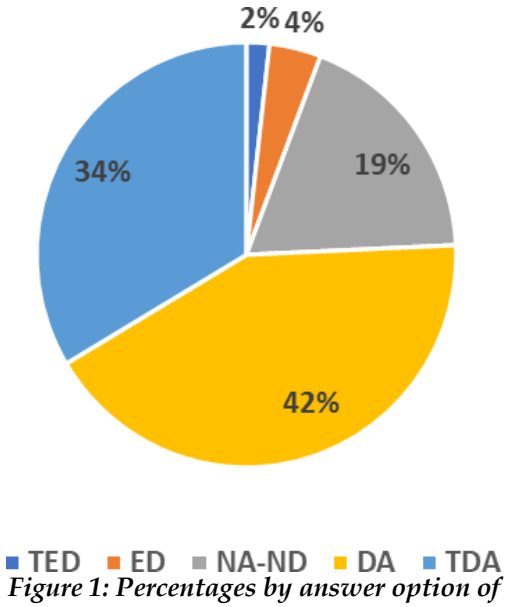

Figure 1: Percentages by answer option of dimension 1 of Teaching.

With respect to dimension 2 of Learning skills, the distribution of percentages is presented in Figure 2. Considering the DA and AD response options, there is a percentage of 67% and 33% for the other options. One in three students manifests a lack of learning skills on the part of the teacher, such as individual activities and collaborative work.

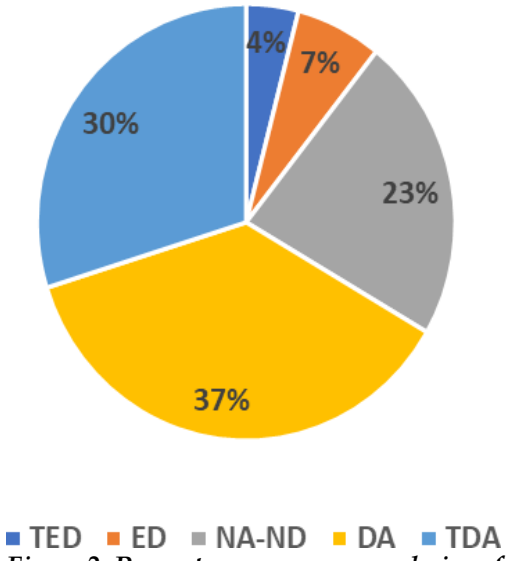

Figure 2: Percentages per answer choice of dimension 2 of Learning skills.

For dimension 3 of Academic organization, the distribution of percentages is shown in Figure 2. The DA and TDA response options add up to 60%, with 29% of the NA-ND option and 11% of the ED and TED options. The results in this dimension show a clear concern, since 2 out of 5 students mention lack of planning and execution of the academic activities implemented by the professor.

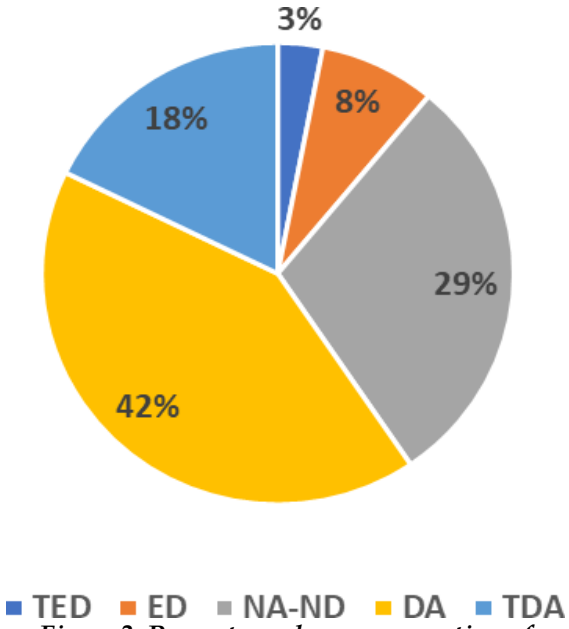

Figure 3: Percentages by answer option of dimension 3 of Academic organization.

The distribution of percentages for the responses in dimension 4 of Technology is shown in Figure 4. The percentage for DA and AD response options adds up to 66%, and 34% for the others.

One in four students reports a lack of use of technology in the classroom and in activities outside the classroom.

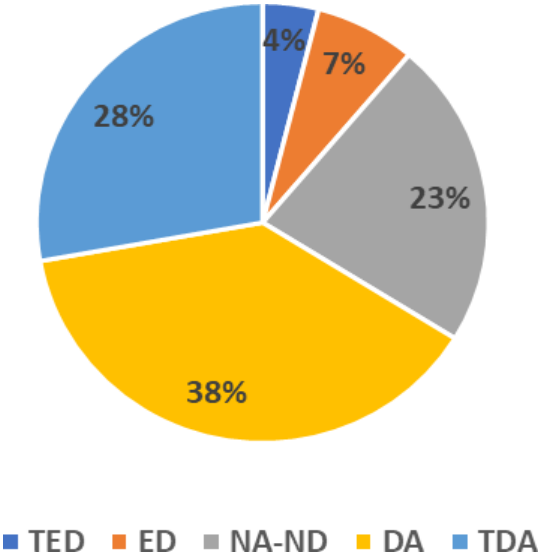

Figure 4: Percentages by answer choice of dimension 4 of Technology.

For dimension 5 of Practice of values, the percentage distribution is shown in Figure 5. The DA and TAD response options add up to 71% and 29% for the rest. Almost 1 in 4 student's comments on a lack
of punctuality and compliance in the activities programmed in the course.

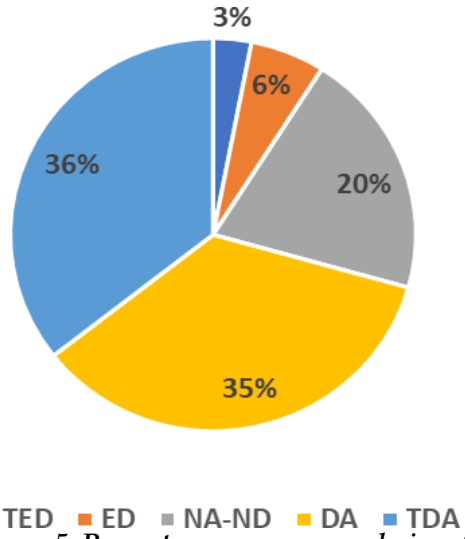

Figura 5: Percentages per answer choice of dimension 5 of Practice of values.

For the entire instrument, the distribution of percentages is shown in Figure 6. The response options of DA and TDA account for 70% of the responses. In the overall performance of the teacher, almost 1 in 4 students manifest disagreement. Falcón (2016) found different results, in a study of middle school students, which present a high level of perception in the performance of teachers with 98% acceptance, since students consider teachers experts in their discipline and manifest understanding of problems of reality through the generation of new ideas through teaching activity. Elizalde (2024) found opposite results, in a study on middle school students' perceptions of teaching practices, since only 8.8% of students express agreement with the teaching work.

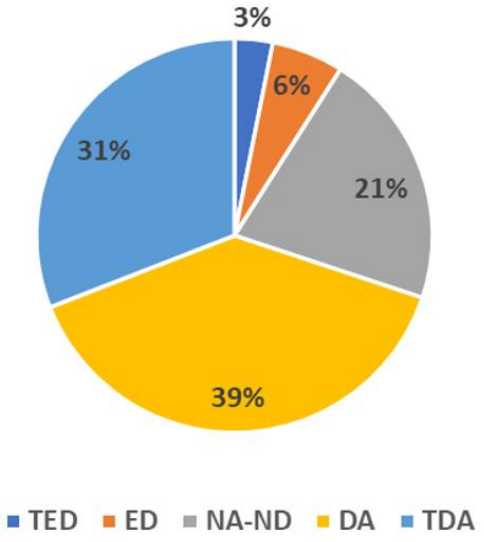

Figure 6: Percentages by answer for the entire instrument.

Hypothesis tests were applied to determine significant differences between the two schools (located in the downtown and east of the city), the gender of the student (men and women), the age of the students, the grade and the classroom of students, for each of the five dimensions. To do this, non-parametric tests were used, since the Kolmogorov-Smirnov test was used to test normal in each of the dimensions (see table 1). As can be seen, all dimensions were significant, with a significance level of 0.01, so it cannot be assumed that the data were normal in any of the five dimensions.

Table 1: Kolmogorov-Smirnov test to test normality in five dimensions.

Teaching		Learning Skills provided	Academic organization	Technology	Values practice
N	326	326	326	326	326
Mean	4.0176	3.8173	3.6319	3.7877	3.9521
Std. Deviation	.59394	.66938	.83542	.68826	.74100
Kolmogorov-Smirnov Z	1.725	1.721	2.634	1.936	1.799
Asymp. Sig. (2-tailed)	.005	.005	.000	.001	.003

To test whether there was a difference between the two schools for each of the five dimensions, Mann Whitney's U test was used. The results indicated no significance, with a significance level of 0.05 in dimension 2 of Learning Skills (significance value of .216), in dimension 3 of Academic Organization (significance value of .118), in dimension 4 of Technology (significance value of .482) and in dimension 5 of Value Practice (significance value of .155), so in none of these dimensions were differences found between the two schools. In dimension 1 of Teaching, significance was found (significance value of .001), so there is a significant difference in terms of the teaching methods of both schools.

A hypothesis test (Mann Whitney's U) was also performed to test gender difference for each of the five dimensions, with a significance level of .05. In none of the five dimensions was any difference found, so it is concluded that men and women have the same opinion as teachers regarding teaching methods, learning skills, academic organization, use of technology and the practice of values. Hamad and Schwab (2023) found different results, their studies indicate that teachers can evaluate or interact differently depending on the gender of students, which impacts their scores and confidence in their abilities, reinforcing differences in perception between genders.

The Kruskal-Wallis test was used to determine the difference between the age of the students for each of the five dimensions, with a significance level of .05, finding no significance in the five dimensions. Therefore, the opinion of the students about the teacher with respect to teaching, skills, academic organization, use of technology and practice of values, does not depend on the age of the students. Nor was any difference found with respect to the grade they are studying, in each of the five dimensions.

The Kruskal-Wallis test was also performed to determine the difference between the three grades (7 th, 8 th and 9 th grade), for each of the five dimensions, with a significance level of 0.05. The results indicated that there is no evidence to say that there is a difference between the three grades, the perception that students have with respect to teaching performance is the same, regardless of the grade they study.

4. DISCUSSION

The findings of this research regarding the teaching process that future teachers exercised showed that 76% of the participants were satisfied with the mastery and preparation of the topic, resources, strategies and language accessible to them. This contrasts with what was found by Lupión and Caracuel (2021) who found lower values in teaching, assessment, and practice innovation competencies.

Regarding the learning skills that practicing teachers should promote in the classroom, it was found that 67% of students are satisfied, but almost one in three students manifests a lack of learning skills on the part of the teacher, such as the promotion of individual activities and collaborative work. A complete teaching practice is expected made up of different actions of the guide, where a good level of teaching-learning is handled (Guzmán, 2019).

In addition, in the results of academic organization, there is a concern on the part of the students, since 2 out of 5 students mentioned a lack of planning and execution of the academic activities by the teacher in training, in contrast to this, Lupión and Caracuel (2021) found that the planning competence was the one in which all teachers in training achieved the highest score, in communion with the latter, Domínguez and Quintanal (2020) found their projects, the lesson plan, the annual dosage of the program, its weekly planning, the design and preparation of materials and resources for evaluation strong.

Regarding the technological area by the future teacher, it turned out that one in four students expressed that there is a lack of use of technology in the classroom and for the activities requested at

home, this in agreement with González (2008) who found that in the competencies acquired in initial training, future teachers are not very competent in technological training and in the same way Zeichner et al. (2024) express that teachers still manifest the need for greater training in the management of digital classrooms and self-regulated learning with technological tools.

In relation to the practice of values in the performance of future teachers, the percentage was high (71%), however, almost 1 in 4 students comments on a lack of punctuality and compliance in the activities programmed in the course, which is a serious aspect in their In line with this, Yáñez et al. (2014) emphasize the importance of reaffirming their social and ethical commitment, which is also expressed in the classroom by being punctual, respectful, attentive, and in the classroom. Likewise, Madroñero et al. (2016) indicate that the knowledge acquired during the teacher's studies is intended to be applied to generate experience and responsibility with social and ethical commitment. Similarly (Hurd, 2022 and Martínez de la Hidalga & Villardón-Gallego, 2015) mentioned that future teachers have stood out during their teaching practice in their professionalism in clothing, work ethic and responsibility, maintain an attitude of respect towards the school community and an ethical commitment to the educational process by being an example for students.

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