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TEACHING PERFORMANCE FROM A SYNERGISTIC PERSPECTIVE: CHARACTERIZATION IN PUBLIC INSTITUTIONS IN CHIQUINQUIRÁ AND CALDAS, BOYACÁ

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Abstract: Teacher performance is an aspect that has a decisive impact on educational quality, especially when analyzed from the perspective of the strategic interaction of various competencies. The objective of this article was to describe teacher performance in public educational institutions in the municipalities of Chiquinquirá and Caldas (Boyacá, Colombia). The research was based on a descriptive level, with a field, cross-sectional, and univariate design. A Teacher Performance Scale consisting of 110 items (validity index of 0.95 and Cronbach's alpha reliability of 0.946) was applied to a sample of 81 classroom teachers, selected using proportional stratified probability sampling. The study event was operationalized through six synergies: training, planning, mediation, evaluation, compliance, and leadership. The overall results determined a median of 75.91 points, which placed the teaching staff in the high performance category. Detailed analysis revealed that the Mediation synergy recorded the highest level of execution, consolidating itself as the main pedagogical strength alongside the Evaluation and Leadership synergies. In contrast, the Training synergy was identified as the main weakness (medium level), revealing a structural contradiction: despite the fact that the teaching staff has high levels of formal qualifications (master's and doctoral degrees), there is still an unfavorable perception regarding the updating of practical and everyday pedagogical skills. It is concluded that teaching performance in the region is competent in its technical and ethical dimensions, but requires institutional management that transcends formal academic accreditation toward continuous, relevant training that responds to the dynamic realities of the classroom.

Keywords: Teaching performance, Educational management, Teacher training, Pedagogical leadership, Educational synergies.

Introduction

Currently, teacher performance has established itself as a factor that affects the quality of educational processes. In a global education system that demands measurable quality and real equity, this performance has become a central driver of the effectiveness of school processes. That is why its understanding has evolved from a vision focused solely on the transmission of knowledge to a comprehensive and complex representation. Internationally, the academic consensus holds that teacher performance is a multidimensional construct whose impact on educational quality is decisive, regardless of the economic resources available (Escribano, 2018; Paterina et al., 2014). Global studies agree that teacher effectiveness is the factor with the greatest impact on learning achievement and student satisfaction (Hunt, 2009; UNESCO, 2013). In the current landscape, trends in educational leadership suggest that teachers should act as managers of human realities, integrating disciplinary mastery with in-depth psycho-pedagogical knowledge to adapt to changing social contexts (Carriazo et al., 2020; Mayorga-Fonseca et al., 2020).

This research focuses on the lack of a systemic characterization of teacher performance in municipalities such as Chiquinquirá and Caldas in the department of Boyacá in Colombia. This situation justifies the relevance of the study, since without an accurate description of teacher performance mediated by analysis, institutional improvement strategies will continue to be based on assumptions rather than realities. It is important to unders-

tand how performance is configured in these contexts so that educational management can transcend and become a relevant tool for social transformation.

The main objective of this article is to describe teacher performance in public educational institutions in the municipalities of Chiquinquirá and Caldas, in the department of Boyacá. To achieve this, we propose to determine the overall level of performance and synergies by applying a standardized scale instrument; to identify the cross-cutting strengths and weaknesses in the academic, administrative, and community areas of the teaching staff.

The structure of this article is organized logically to address this complexity. The methodology section details the cross-sectional field design and the validation of the Teacher Performance Scale. Subsequently, the results present the descriptive statistical analysis broken down by the six synergies (training, planning, mediation, evaluation, compliance, and leadership). In the discussion, the findings are contrasted with the literature. Finally, the conclusions summarize the research findings.

Conceptualization of Teacher Performance

Teaching performance is established as a complex phenomenon whose impact on educational quality is decisive, regardless of curricular or economic factors (Escribano, 2018; Paternina et al., 2014). Various studies, notably those by Hunt (2009), García Cordeiro (2021), and UNESCO (2013), agree that the effectiveness of the teaching staff is one of the factors that has the greatest impact on academic achievement and student satisfaction. However, this work cannot be reduced to a mechanical fulfillment of functions deter-

mined by the environment, but must require a humanizing and critical character (Mayorga-Fonseca et al., 2020). It must integrate up-to-date disciplinary mastery with in-depth psycho-pedagogical knowledge and the ability to adapt practice to changing contexts, as well as to perform functions related to planning, implementation, and evaluation oriented toward meaningful student learning (Carriazo et al., 2020).

Based on this rationale, teaching performance can be defined as the set of skills, competencies, attitudes, and practices that a teacher uses to facilitate student learning and contribute to the comprehensive development of their educational community. From this perspective, teachers are managers of human realities whose work directly impacts the equity and quality of educational systems.

In order for this definition to be measurable within the research, an operational definition is established in which teacher performance is identified with the scores obtained by teachers on the Teacher Performance Scale, designed for this study. This instrument allows for the quantification of pedagogical practice through the interaction of various aspects called synergies.

These synergies are defined below.

- Training: A continuous and systematic process through which teachers acquire, update, and refine their knowledge, skills, and attitudes, both personally and in terms of theory and discipline.

- Planning: A process that allows teachers to define objectives, establish strategies, and determine the actions necessary to organize the activities to be carried out in school settings.

- Assessment: A systematic and continuous process of collecting, analyzing, and in-

terpreting information to evaluate the development of competencies and levels of learning.

- **Mediation:** Intervention by the teacher to facilitate and guide the teaching-learning process, acting as a link between knowledge and students.

- **Compliance:** Corresponds to adherence to the responsibilities and commitments established by the institution, educational policies, and the professional obligations of the teaching role.

- **Leadership:** The ability to influence, motivate, and guide members of the educational community toward the achievement of common goals.

Methodology

The research process was based on a contemporary, univariate, cross-sectional field design, which allowed for a systematic and rigorous approach to the phenomenon of teacher performance in its natural setting. According to Hurtado (2012), a field design is one in which data is collected directly from the reality where the events occur, which in this study ensured that the information reflected the dynamics of public educational institutions in the municipalities of Chiquinquirá and Caldas, in the department of Boyacá. Complementarily, the cross-sectional and contemporary nature of the design meant that data collection was carried out in a single, present time frame. In this way, the state of teacher performance was captured and analyzed in its current manifestation. As this was a univariate study, the research focused exclusively on the event of “teacher performance,” delving deeper into its description through the synergies that comprise it: training, planning, mediation, evaluation, compliance, and leadership.

The research was carried out in the city of Chiquinquirá, a reference point for religious tourism in Colombia, and the municipality of Caldas, whose economic activity is primarily agricultural, both municipalities belonging to the Western province of the department of Boyacá. Both municipalities depend on the Boyacá Department of Education for their educational management. The school context of the study included the public educational institutions of the municipalities and some of their campuses.

The total population of the study consisted of classroom teachers at the preschool, primary, secondary, and middle school levels, totaling 303 educators. A sample of 81 teachers was taken, for which a proportional stratified probability sampling was applied, taking the participating educational institutions. Table 1 shows the educational institutions targeted in the research, as well as the population and sample corresponding to each one.

Data collection was carried out through a survey; a Teacher Performance scale consisting of 110 items was designed and applied; the scale established five response alternatives organized under two options, the first: weekly, monthly, quarterly, annually, and never; and the second: always, frequently, sometimes, rarely, and never. For the analysis, each item received a score between 0 and 4 points, generating a maximum score of 440 points. In order to standardize the interpretation of the results and facilitate their analysis, the scores obtained were converted to a transformed scale of 0 to 100 points, as shown in Table 2.

The internal structure of the instrument is organized according to synergies that operationally define teacher performance. These synergies are distributed as follows: Training (11 items), Planning (24 items), Evaluation (22 items), Mediation (11 items), Compliance

Institution	Municipality	Location (rural or urban)	No. of teachers	Sample
I.E. Francisco Jose De Caldas	Caldas	Urban	15	4
Antonio Nariño Agricultural Technical Institute	Caldas	Rural	15	4
Pio Alberto Ferro Peña Technical Institute	Chiquinquirá	Urban	24	6
Jose Joaquin Casas National High School	Chiquinquirá	Urban	40	11
Jose Joaquín Casas National High School - Campuses	Chiquinquirá	Urban	12	3
Julio Flórez Industrial Technical School	Chiquinquirá	Urbana	30	8
Julio Flórez Industrial Technical Institute, Santa Cecilia Campus	Chiquinquirá	Urbana	12	3
Sor Josefa Del Castillo Y Guevara Higher Normal School	Chiquinquirá	Urbana	56	15
Sor Josefa Del Castillo Y Guevara Higher Education Institution, Annex Campus	Chiquinquirá	Urban	28	8
Technical School	Chiquinquirá	Rural	15	4
Los Comuneros	Chiquinquirá	Rural	15	4
I.E. Technical Commercial Sagrado Corazón De Jesús	Chiquinquirá	Urban	36	10
Sacred Heart of Jesus Technical Commercial Institute, Primary School	Chiquinquirá	Urban	20	5
		Total	303	81

Table 1. Population and sample of the institutions targeted

Source: Prepared by the authors based on data from the selected population.

Interval	Category
From 0 to 19.99	Very low
From 20 to 39.99	Low
From 40 to 59.99	Medium
From 60 to 79.99	High
From 80 to 100	Very high

Table 2. Intervals and categories of the event Teaching performance

Source: Prepared internally based on the transformed scores of the teacher performance scale instrument.

(19 items), and Leadership (23 items). Like the overall score, the results of each synergy were transformed to a 100-point scale.

The content validity of the instrument was ensured by developing a table of specifications, which ensured that the items developed covered the academic, administrative, and community areas of teaching. Subsequently, a validation process was carried out by expert judgment. The results of this process yielded a validity index of 0.95. Likewise, the experts rated the criteria of wording, coherence, and precision between levels as acceptable to excellent, confirming that the instrument is suitable for measuring performance in the research context.

Similarly, the instrument was subjected to a validation process by expert judgment, who evaluated the correspondence of the items with the defined indicators and synergies. The results of this process yielded a validity index of 0.95, which exceeds the expected minimum of 0.75, so it can be stated that the instrument meets the validity requirements. With regard to the criteria of wording, coherence, and precision, the experts rated the scale between acceptable and excellent, confirming the soundness of the instrument for synergies and the academic, administrative, and community areas.

To determine the reliability of the Teacher Performance Scale, Cronbach's alpha coefficient was applied. This procedure was carried out through a pilot test applied to 26 teachers, allowing the reliability to be calculated both globally and by synergies. The result obtained for the total instrument was 0.946, which is categorized as excellent reliability, far exceeding the psychometric standard of 0.70 suggested for social science research. This result ensures that the 110 items that make up

the scale accurately measure the event under study.

Results

The analysis of the event under study was based on the application of descriptive statistics, using the median, quartiles, and minimum and maximum values as measures of central tendency and dispersion. To ensure a standardized interpretation of the findings, the raw scores obtained using the Teacher Performance Scale were converted to a transformed scale of 0 to 100 points, segmented into five hierarchical categories, as shown in Table 2.

The overall results show that the performance of teachers in Chiquinquirá and Caldas is satisfactory. A median of 75.91 points was identified, placing the teaching staff in the high performance category. This finding suggests that educators in the municipalities under study demonstrate a good level of competence and effectively carry out the responsibilities inherent to their position. The minimum score recorded was 47.95 points, corresponding to the medium category, which shows that some teachers have areas for improvement and require strengthening strategies to achieve better performance. In contrast, the maximum score achieved was 93.41 points, placing it in the very high category. This gap between the two extremes highlights the existence of outstanding performances that can serve as benchmarks for good practices, as opposed to others that require support processes.

When analyzing teacher performance through the six synergies that comprise it, there is a marked trend toward excellence, with most averages above 70 points. This behavior suggests good work in teaching in Chiquinquirá and Caldas. However, upon further examination of the results, differences emer-

ge that allow us to identify areas of strength and areas of difficulty that require immediate attention.

The synergies of Mediation, Evaluation, Leadership, and Compliance are in the Very High category. The synergy of Planning, although remaining in the High category, shows a lower median and greater dispersion in the results. Finally, the synergy of Training is shown to be the weakest aspect of the research, registering the lowest median in the study and falling into the Medium category. It was also characterized by wide variability in the responses.

Mediation synergy, understood as teacher intervention to facilitate and guide the active construction of knowledge, recorded the highest median in the research. This result places it in the Very High category. This position reflects a teaching staff trained in guiding and facilitating learning, in line with the findings of Torche et al. (2015), who argue that effective mediation not only transmits content but also adapts strategies to the particular needs of students.

In the academic area of this synergy, good practice is observed in the clear communication of objectives and comprehensive support. As indicated by Rodríguez and Díaz (2023), this dialogic interaction fosters autonomy and a sense of learning. However, there is evidence of resistance to methodological innovation, with a segment of teachers showing difficulties in updating teaching tools. According to Mercado Borja et al. (2024), this is due to technological fears or an attachment to traditional practices. In this regard, De Pablo (2024) states that overcoming this barrier requires spaces for critical reflection and institutional resilience.

In the administrative area of planning synergy, teachers demonstrate efficient management of institutional resources, as well as the incorporation of values of sustainability and social responsibility in their use. This is in line with UNESCO(2017) guidelines and the findings of Torres Vásquez (2024). However, there is still a disconnect in the use of administrative protocols to strengthen pedagogy. García Benítez et al. (2013) suggest that this disconnect should be addressed through assertive communication and training that integrates both dimensions. The community area showed better performance than the other areas, with no significant opportunities for improvement identified. Teachers use effective, two-way channels that, according to Arias et al. (2025), increase the sense of parental agency and commitment to educational goals, which are vital factors for student success.

The synergy of assessment, defined as the systematic process of evaluating skills and learning, obtained a median score in the Very High category. This result places the synergy of assessment as one of the strengths of teaching practice in the institutions studied, reflecting an institutional trend toward strengthening learning through feedback and continuous monitoring processes.

In the academic area of this synergy, strengths are identified in monitoring student progress and providing feedback. Teachers stand out for their prior sharing of grades and adaptation of tools to specific needs. As Valero (2022) points out, this feedback-oriented assessment is essential for enhancing student self-regulation. However, the challenge of systematically monitoring the implementation of plans against actual achievements remains. This is in line with Robinson (2007), who states that assessment should verify that strategies achieve the expected results. In the

administrative area, the results show that teachers are rigorous in their documentation and traceability of processes. In the community area, there is a notable strength in following up on communications with parents, a factor that Arias et al. (2025) link to early detection of difficulties and student motivation.

The synergy of compliance, defined as adherence to responsibilities, educational policies, and professional obligations, registered a median that places it on the border between the High and Very High categories, indicating that teachers maintain a performance oriented toward the achievement of institutional commitments. This trend toward responsibility and discipline is a strength in the teaching work in the institutions analyzed.

In the academic area of this synergy, there is evidence of a culture of compliance with standards and pedagogical implementation consistent with the curriculum. Teachers stand out for their punctuality in delivering classroom plans, an aspect that the OECD (2019) identifies as an indicator of personal organizational effectiveness. However, a weakness emerges in self-assessment: many teachers comply with the delivery, but do not verify the consistency of their planning with the regulatory framework. In this regard, Fullan (2020) warns that real change transcends mere compliance and requires a reflective capacity to adapt teaching to the needs of the classroom.

In the administrative area, there are strengths in information and procedure management. However, there is a marked lack of interest in institutional improvement processes and collective self-assessment analysis. According to Leithwood et al. (2020), this lack of involvement transforms continuous improvement into a bureaucratic exercise, losing the valuable experience that teachers have about classroom dynamics.

Finally, in the community area, there are strengths in monitoring the coexistence manual and recording parent attention. Gaeta González et al. (2020) point out that this respect for the rules of coexistence is key to a harmonious environment. In addition, proper communication management strengthens the school-community bond (Mayorga-Fonseca et al., 2020), although the challenge of systematizing the traceability of these encounters remains.

Leadership synergy, defined as the ability to influence and guide the educational community toward common goals, scored a median in the High category. This result is an indicator of teaching performance characterized by guidance and support practices that strengthen school dynamics and collaborative work in Chiquinquirá and Caldas.

The analysis by area allows us to identify the impact of leadership in different scenarios. In the academic area, teachers exercise pedagogical leadership focused on comprehensive training and classroom climate, with an emphasis on promoting self-confidence and active student participation. As Zambrano Rodríguez et al. (2025) and Herrera Pérez et al. (2024) point out, this leadership is key to transforming educational practices and raising the quality of teaching through collaboration. In the administrative area, there is evidence of remarkable organizational capacity and formative leadership that teaches students the value of resources. However, there is still difficulty in exercising peer leadership that optimizes collective administrative processes and continuous improvement. Finally, in the community area of this synergy, performance is outstanding in building harmonious relationships. However, the challenge in this area lies in implementing activities that foster institutional identity and a sense of belonging. As

Leithwood et al. (2020) argue, involving the community in substantive activities makes the PEI a living framework that is legitimized by all.

Planning synergy, defined as the process of structuring objectives and strategies to organize school activities, scored in the High category, suggesting that the teaching staff in Chiquinquirá and Caldas have organized and consistent practices. However, it is important to note that this synergy scored the lowest compared to other synergies, indicating an area with specific needs for improvement.

A detailed analysis by area shows that in the academic area, there are solid competencies for managing learning environments and designing teaching strategies aligned with quality benchmarks. However, teachers face difficulties in translating macro documents (PEI, national guidelines) into everyday classroom practice. This situation, analyzed by Guarro Pallás (2020), warns of the risk of a formal or “bureaucratic” application of planning that lacks real roots in the educational community.

On the other hand, in the administrative area, teachers demonstrate efficient operational management, complying with schedules and managing material resources, reflecting a proactive and flexible attitude. The challenge in this area lies in strategic and collaborative management, as there is a marked limitation in planning the use of resources jointly with peers. Finally, in the community area, the ability to integrate characteristics of the local environment stands out, giving cultural relevance to the curriculum. However, planning tends to be technical and instrumental, neglecting the creation of participatory spaces for families and students. From Bolívar’s (2010) perspective, planning must transcend technical ratio-

nality to become a collective construction of meanings.

Finally, training synergy is identified as the least consolidated synergy within teaching performance in public institutions in Chiquinquirá and Caldas, with a median score in the Medium category, which shows that actions aimed at updating and qualification are not perceived in a fully positive light. Analysis of this synergy shows that the weakness is transversal to the three areas evaluated. With regard to the academic area, there is a marked disconnect between national quality policies and their local appropriation. There is little updating of the guidelines of the Ministry of National Education (MEN) regarding quality and innovative pedagogies. In this regard, Cruz Gama and Nava Amaya (2024) emphasize that updating regulations and pedagogy is vital to respond to current curricular demands. Similarly, Albarracín-Vanoy and Gómez-Méndez (2020) point out that the lack of alignment between national policies and school contexts reflects a training gap that directly affects the quality of teaching.

In the administrative area, there is a notable lack of training in the pedagogical use of resources, platform management, and regulatory knowledge of school processes. In this regard, Retamozo (2025) points out that administrative management is an often-neglected area that limits educational effectiveness and efficiency and jeopardizes compliance with regulatory processes, further restricting innovation mediated by digital technologies.

Finally, in the community area, the results reflect limitations in teacher preparation to establish effective communication processes with families and to address psychosocial issues among students. According to Yaranga and Yaranga (2024), this shortcoming has a negative impact on the creation of school-

-family links, which are fundamental for a comprehensive and collaborative educational environment. In this sense, as Alvarez et al. (2015) argue, professional performance does not depend solely on academic competencies, but also on skills for community interaction.

Discussion and Conclusions

In line with the general objective of the research, which is to describe teacher performance in public educational institutions in the municipalities of Chiquinquirá and Caldas, the teaching staff is shown to be competent in the exercise of their work. The analysis reveals that pedagogical practice in the region is not a fragmented phenomenon, but rather manifests itself through a balance of competencies that are predominantly concentrated at the High and Very High levels.

The findings allow us to establish a hierarchy within the processes developed by teachers at the targeted institutions. Mediation synergy ranks as the best performing dimension, followed by the synergies of Evaluation, Teaching Leadership, and Compliance, reflecting outstanding performance in areas that directly affect the classroom environment and adherence to regulatory and institutional commitments. On the other hand, although Planning synergy remains at a high level, it scores lower than the previous dimensions.

Finally, the Training synergy is identified as the main weakness of teaching performance in the context evaluated. A contradiction arises here: despite the fact that the institutions have a teaching staff with higher levels of academic qualifications (master's and doctoral degrees), the perception of this dimension is unfavorable. It can be concluded that the problem does not lie in disciplinary training or formal accreditation, but in the urgent need

to strengthen specific and up-to-date skills in everyday teaching practice. In turn, this situation identifies an opportunity for intervention by educational management in the targeted institutions, where continuing education must transcend the attainment of academic degrees and translate into practical, innovative, and relevant tools that respond to the dynamic realities of the classroom.

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