

Model of pedagogical accompaniment from a socio-critical reflective perspective for teaching performance in pre-professional practice, Abancay 2024

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Abstract: This research suggests a model of pedagogical accompaniment based on a reflective socio-critical perspective to optimize teaching performance in pre-professional practice. Through a quantitative approach and a non-experimental cross-sectional design, the opinions of 92 teachers from Abancay were analyzed using structured questionnaires. The results showed that pedagogical accompaniment positively influences teachers' professional development, promoting critical and reflective competencies. However, no significant correlations were found between the frequency and quality of accompaniment and teaching performance, indicating that the effectiveness of the model depends more on its comprehensive and contextualized implementation than on these individual factors. The study highlights Paulo Freire's method, which emphasizes critical reflection and empowerment as fundamental bases of education. It also stresses the need for continuous pedagogical support that addresses socio-emotional and pedagogical aspects to face the challenges of teaching practice. It concludes that a flexible model tailored to the specific demands of teachers is essential to enhance the impact of pedagogical accompaniment, ensuring independent and sustainable professional development.

Keywords: *Critical reflection, Education, Pedagogical accompaniment, Pre-professional practice, Teaching performance,*

1. Introduction

The current educational context demands strategies that transcend mere knowledge transfer, promoting critical reflection and social change as fundamental axes of teacher training. A model of pedagogical accompaniment from a reflective socio-critical perspective emerges as a crucial tool for this purpose, as it integrates research practices, interdisciplinarity, and collaboration. According to Miranda (2023), this approach not only allows teachers to adjust their practices to meet students' needs but also fosters inclusive and dynamic learning environments aligned with the principles of SDG 4, which advocates for quality, equitable, and accessible education.

In this framework, various international and local studies highlight the impact of innovative pedagogical models on strengthening teaching performance. For instance, research in Chile (Leiva-Guerrero & Vásquez, 2019) demonstrated how the shift from supervisory approaches to collaborative models of accompaniment improves interaction and effectiveness in the classroom. Similarly, in Ecuador, Bone (2021) emphasized the importance of digital skills in professional growth, while Iriarte Solano et al. (2023) underscored the effectiveness of support systems with innovative methodologies to enhance specific teaching competencies.

At the national level, Gallegos (2021) identified shortcomings in pedagogical support in Arequipa, while Aucá Marín et al. (2020) in Cusco revealed limited institutional backing for teachers, which adversely affects educational performance. These studies indicate the need to implement more structured and sustainable models that ensure continuous and effective accompaniment. Additionally, studies in Lambayeque (Piscoya, 2023; Ayasta, 2023) revealed that although there is a favorable

perception of certain aspects of pedagogical accompaniment, deficiencies in planning and operationality persist, limiting its effectiveness.

The critical theory of Paulo Freire (Espinoza, 2021) and the communicative action of Habermas (Villamizar, 2020) provide theoretical foundations for a model of pedagogical accompaniment that fosters critical reflection, dialogue, and social transformation. Freire emphasizes the importance of an education that liberates and empowers through reflection on reality, while Habermas highlights communication as a means to build consensus and question dominant paradigms. These perspectives enrich the vision of a pedagogical model that promotes the integral development of future educators.

From a methodological standpoint, the action-research proposed by Kurt Lewin (Villamizar, 2024) becomes relevant for continuous improvement in educational practice. This approach allows teachers to analyze and reflect on their work, facilitating the implementation of meaningful changes based on the needs of the school context. In line with this, Vanegas and Fuentealba (2019) stress the importance of a collaborative environment to address educational challenges and improve learning quality.

In practical terms, pedagogical accompaniment must transcend technical evaluation, incorporating a comprehensive approach that considers both pedagogical competencies and socio-emotional skills (Aravena Kenigs et al., 2022). This is especially relevant in pre-professional practice, where future teachers face significant challenges that require constant support and reflective guidance to strengthen their performance and confidence.

The general objective of this study is to develop a socio-critical and reflective model of pedagogical accompaniment that positively impacts pre-professional practice. Among the specific objectives, it aims to evaluate the frequency of pedagogical accompaniment, measure the influence of the quality of support on teaching performance, and analyze teachers' satisfaction with this process. The hypotheses propose that a structured model of accompaniment significantly improves teaching performance, promotes critical self-evaluation, and contributes to the development of key competencies.

In summary, this work addresses the question of how a model of pedagogical accompaniment from a socio-critical perspective can strengthen teaching effectiveness in pre-professional practice. This approach seeks not only to optimize classroom performance but also to contribute to the professional and personal growth of educators, consolidating training aligned with the challenges and demands of the 21st century.

2. Materiales and Métodos

This research is applied in nature, as it aims to address specific problems within a particular context, employing the scientific method to develop practical solutions. According to Castro Maldonado et al. (2022), applied research focuses on identifying needs, problems, or opportunities in a given environment, using scientific knowledge to propose effective responses.

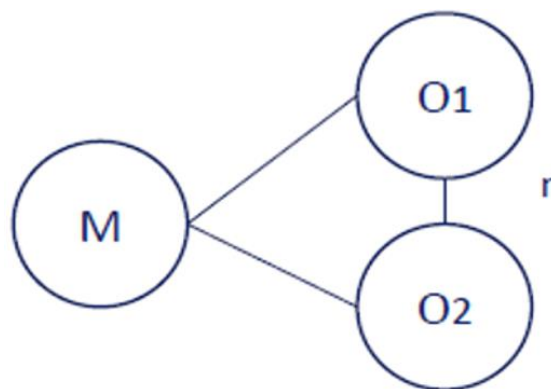


Figure 1.
Research design.

Where:

M: Undergraduate teachers

X: Pedagogical Accompaniment
Y: Teaching Performance

The level of the research is correlational-causal, which implies analyzing the relationship between variables and determining possible causal effects among them. A quantitative approach was adopted with a non-experimental and cross-sectional design. As noted by Malpartida Meza et al. (2022), the non-experimental design is characterized by not manipulating the study variables, limiting itself to measuring them in their natural state. This approach allows for the observation and analysis of associations without intervening in their behavior.

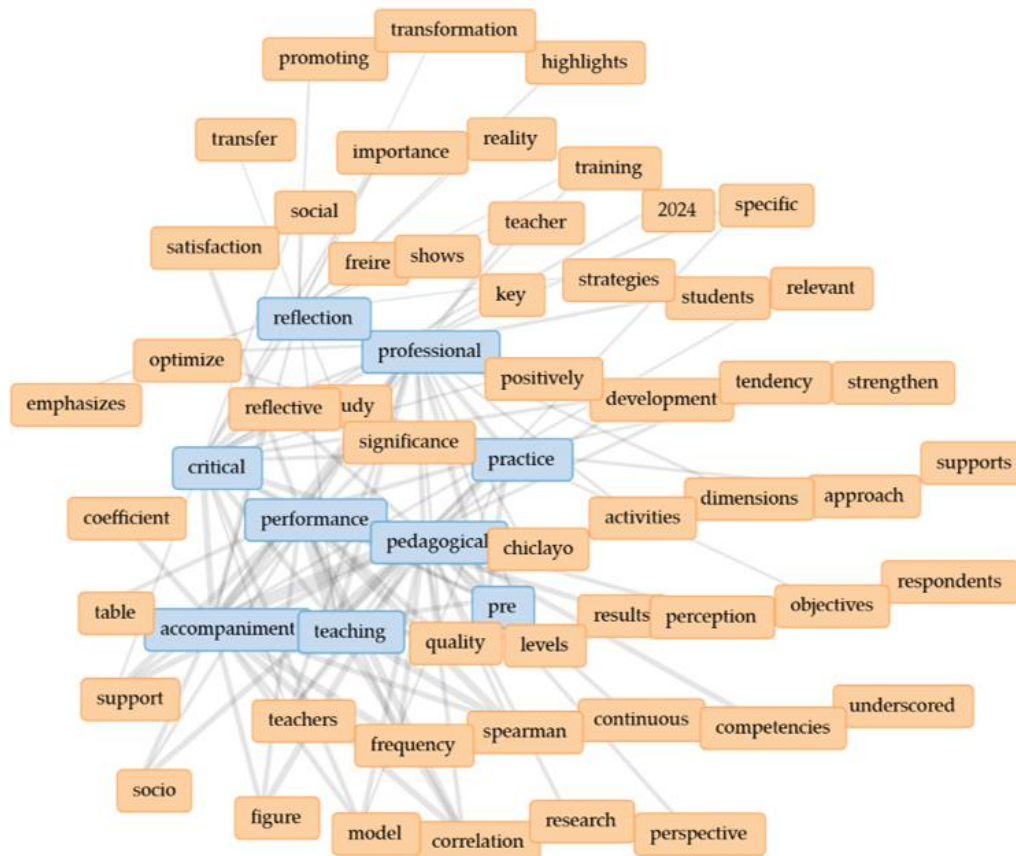


Figure 2.
Semantic networks extracted from Voyant tools.

Furthermore, the design is cross-sectional, as data collection occurs at a single point in time, allowing for the evaluation and analysis of the existing relationships between the variables at that specific moment. In this sense, the non-experimental cross-sectional design is suitable for establishing links between the studied variables and understanding their behavior in a defined context.

2.1. Variables and Operationalization

The independent variable of this research is pedagogical accompaniment, a process that involves providing continuous support and active presence to teachers in their pedagogical activities. According to the Royal Spanish Academy dictionary, "acompañar" means to be or go with another person, while "acompañamiento" refers to the act of doing so. In the educational context, this process aims to strengthen teachers' reflective practice and help them solve teaching-related problems, especially in contexts where experience is limited (Mejía Cadavid & Salazar Figueroa, 2023).

Operationally, pedagogical accompaniment is measured through three dimensions: frequency of accompaniment, quality of support, and teacher satisfaction. These dimensions are assessed using a questionnaire composed of 15 items with Likert-type scales, designed to capture levels of interaction and the impact of this process on teachers. The indicators include the number of sessions conducted (frequency), the methods and strategies employed during the sessions (quality), and the perception of professional growth and academic outcomes achieved by students (satisfaction). This approach allows for an objective measurement of how accompaniment influences teaching practices and fosters their autonomous professional development (Agreda Reyes & Pérez Azahuanche, 2020).

The dependent variable is teaching performance, a key aspect in education that is directly related to the quality of student learning. Conceptually, this performance includes professional competencies, continuous training, and the pedagogical strategies implemented by teachers to positively impact their students' development (Mera et al., 2023). Operationally, teaching performance is measured through three dimensions: knowledge conditions, relationship with students, and continuous professional development. The indicators used for these dimensions include results from teacher evaluations, students' academic performance, and participation in professional development activities. For its measurement, a questionnaire with 15 items using Likert-type scales was employed.

2.2. Population, Sample, and Sampling

The population of this study consists of 120 teachers from a university in Abancay, who meet the inclusion criteria of being active faculty members at the institution. Teachers who were not working during the study period or were on contract reserve were excluded from the population (Mucha Hospinal et al., 2021).

The sample comprised 92 teachers selected through non-probabilistic convenience sampling, a method that allows for the selection of a representative portion of the population considering the study's characteristics and available conditions (Chero Pacheco, 2024). To calculate the sample size, a statistical formula was used, considering a confidence level of 95% ($Z = 1.96$), a success proportion of 50% ($P = 0.5$), and a permissible error of 5% ($E = 0.05$).

2.3. Data Collection Techniques and Instruments

The main technique used for data collection was the questionnaire, a widely recognized tool for gathering organized and quantifiable information. According to Medina Romero et al. (2023), questionnaires are fundamental in educational research as they allow for precise evaluation of the variables under study. The instrument designed for this research includes a total of 30 items: 15 to measure the independent variable (pedagogical accompaniment) and 15 for the dependent variable (teaching performance).

The questionnaire was validated by specialists and uses a Likert-type scale with five response options: (5) Always, (4) Almost always, (3) Sometimes, (2) Almost never, and (1) Never. This design facilitates the collection of quantitative data and ensures consistency in measuring the dimensions and indicators of each variable.

Table 1.
Information on the data collection instrument.

| Technical sheet of the instrument | |
|--|---|
| Name: | Questionnaire on the model of pedagogical accompaniment from a socio-critical reflective perspective for teaching performance in pre-professional practice, Abancay 2024. |
| Authors: | -Angelo Arredondo Jose Luis -Egoavil Vera Juan Raul |
| Year: | 2024 |
| Type of instrument: | Questionnaire |
| Objective: | To determine the relationship between variables |
| Population: | Higher education teachers |
| Number of items: | 30 total divided into V1: 15 items, V2: 15 items. |
| Application: | Direct |
| Administration time: | 20 minutos |
| Scale: | Likert: (5) Always, (4) Almost always, (3) Sometimes, (2) Almost never, (1) Never |
| Level and range: | Variable 1 and 2: Poor (8-19), Fair (20-30), Good (31-40) |

Note: Adapted from "Pedagogical Accompaniment and Teaching Performance," by Castañeda (2019).
<https://repositorio.ucv.edu.pe/handle/20.500.12692/31717>.

2.4. Reliability of the Instrument

The reliability of the questionnaire was evaluated using Cronbach's Alpha coefficient, yielding satisfactory values. For the variable "pedagogical accompaniment," a coefficient of 0.804 was recorded, indicating good internal consistency. Similarly, the variable "teaching performance" obtained a coefficient of 0.793, suggesting adequate coherence among the evaluated items. These results ensure the validity of the instrument for measuring the variables under study. Table 2 shows that Cronbach's Alpha for a 16-item questionnaire is 0.804, indicating good reliability. This value suggests an acceptable internal consistency of the instrument, indicating that the items coherently measure the same construct.

Table 2.
Reliability of both variables.

| Cronbach's alpha | Number of items |
|-------------------------|------------------------|
| 0.804 | 16 |

Table 3 shows the reliability of the variable "educational innovation" measured through Cronbach's Alpha, which was found to be 0.784 with a total of 8 evaluated items, indicating an acceptable level of internal consistency among the items.

Table 3.
Reliability of the educational innovation variable.

| Cronbach's alpha | Number of items |
|-------------------------|------------------------|
| 0.784 | 8 |

Table 4 presents the reliability of the variable "climate awareness," where the obtained Cronbach's Alpha is 0.793 with 8 items, suggesting an adequate level of internal consistency among the evaluated items.

Table 4.
Reliability of the climate awareness variable.

| Cronbach's alpha | Number of items |
|------------------|-----------------|
| 0.793 | 8 |

2.5. Ethical Aspects

The privacy and anonymity of the participants were respected, ensuring that their responses would be used exclusively for academic purposes. Additionally, measures were taken to protect the copyright and intellectual property rights of the collected data, in compliance with applicable ethical and legal standards.

3. Results

3.1. Descriptive Analysis

Figure 3 presents the levels of pedagogical accompaniment reported by the participants. The data show that 28% of respondents indicated that they "sometimes" receive pedagogical accompaniment, while 26% reported "never" receiving it, and 23% said they receive it "always." The levels of "almost never" and "almost always" were less common, with 13% and 10%, respectively. This suggests that there is considerable variability in the frequency of pedagogical accompaniment, with a tendency toward the perception of intermittent pedagogical support.

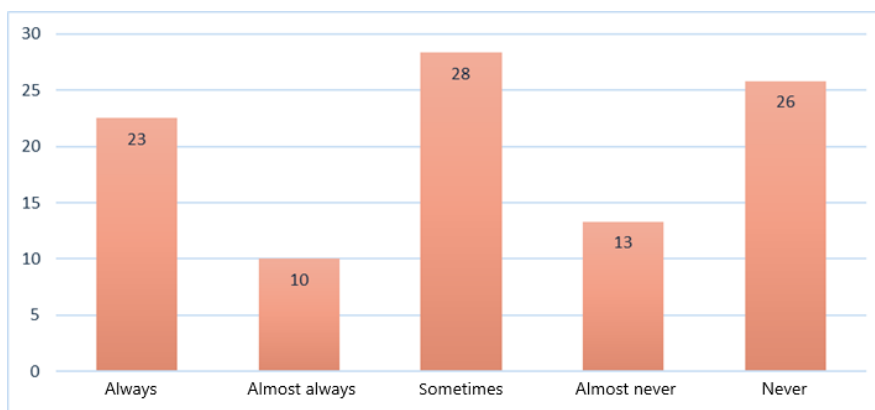


Figure 3.
Levels of pedagogical accompaniment.

In Figure 4, the levels of frequency of pedagogical accompaniment are observed. 26% of respondents indicated that they receive support "sometimes," followed by 25% who reported "never" receiving it. The levels of "almost never" and "always" represent 23% and 18%, respectively, while only 9% stated that they receive accompaniment "almost always." These results suggest that the frequency of pedagogical accompaniment is limited and, in many cases, inconsistent, which could affect the continuity and impact of the pedagogical support received.

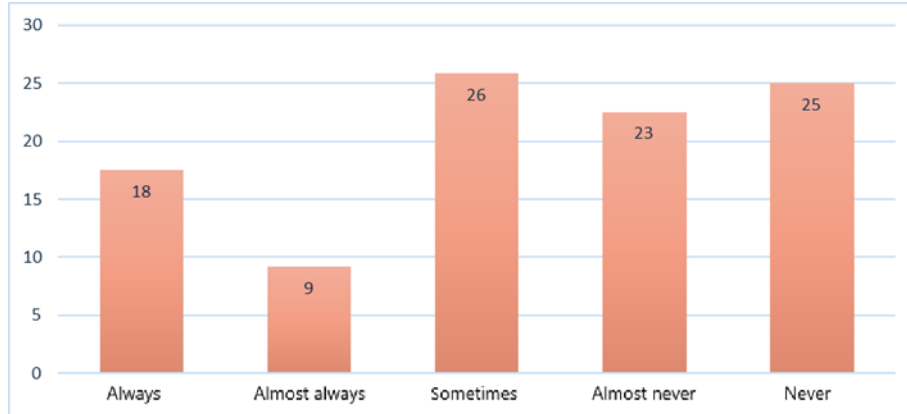


Figure 4.
Levels of frequency of pedagogical accompaniment.

In Figure 5, the levels of quality of the support received are indicated. The data reflect that 27% of respondents believe they "never" receive quality support, while 24% indicated they receive it only "sometimes." 21% mentioned that they "always" receive quality support, and the levels of "almost never" and "almost always" represent 20% and 8%, respectively. This suggests a general perception of inconsistency in the quality of pedagogical support, with a tendency toward dissatisfaction or low perceived quality in the provided accompaniment.

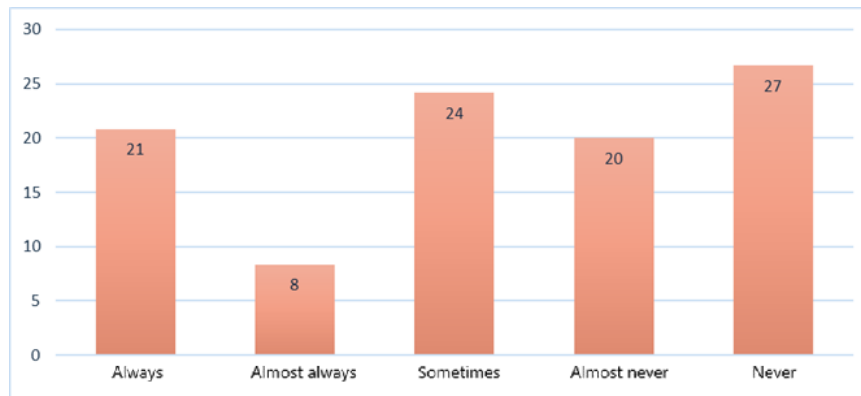


Figure 5.
Levels of quality of support.

In Figure 6, the levels of teacher satisfaction are shown. The analysis reveals that 38% of participants feel satisfied only "sometimes" with their teaching work, while 34% indicate they "never" feel satisfied. Those who claim to feel "always" satisfied represent 30%, while the levels of "almost never" and "almost always" are less common, at 25% and 3%, respectively. This data suggests that teacher satisfaction is variable, with a tendency toward low or moderate levels of satisfaction, which could have implications for teachers' commitment and performance.

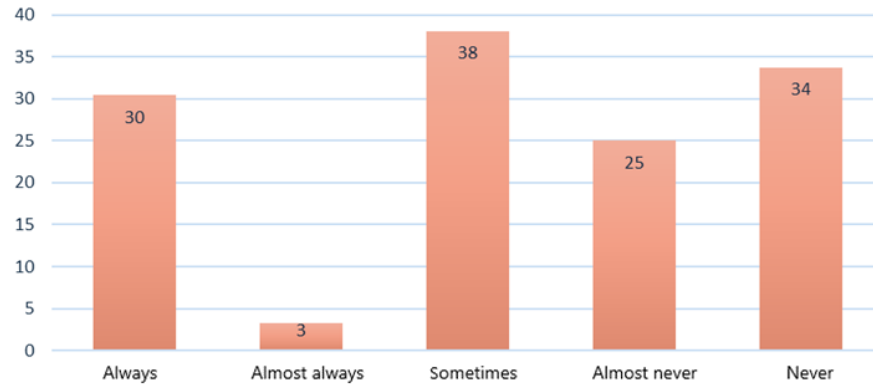


Figure 6.
Levels of teacher satisfaction.

In Figure 7, the levels of perceived teaching performance by the respondents are indicated. 28% of participants consider that teaching performance is manifested "sometimes," while 25% assert that they "never" observe adequate performance. Those who report that performance is maintained "always" represent 19%, followed by 18% who mention "almost never" and 10% who say "almost always." These results suggest that teaching performance is perceived as irregular, with a tendency toward moderate or low frequency of effective performance.

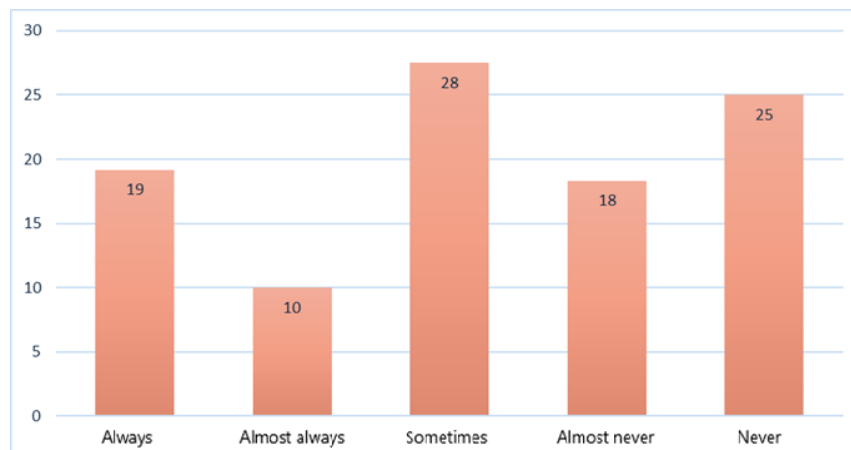


Figure 7.
Levels of teaching performance.

In Figure 8, the levels of observed pedagogical competencies are described. 28% of respondents perceive pedagogical competencies only "sometimes," followed by 25% who believe they are "never" present. Those who observe pedagogical competencies "always" represent 19%, while the levels of "almost never" and "almost always" are less frequent, at 23% and 4%, respectively. These results suggest that pedagogical competencies are perceived inconsistently, with a tendency toward moderate or low levels, which could impact the quality of the educational process.

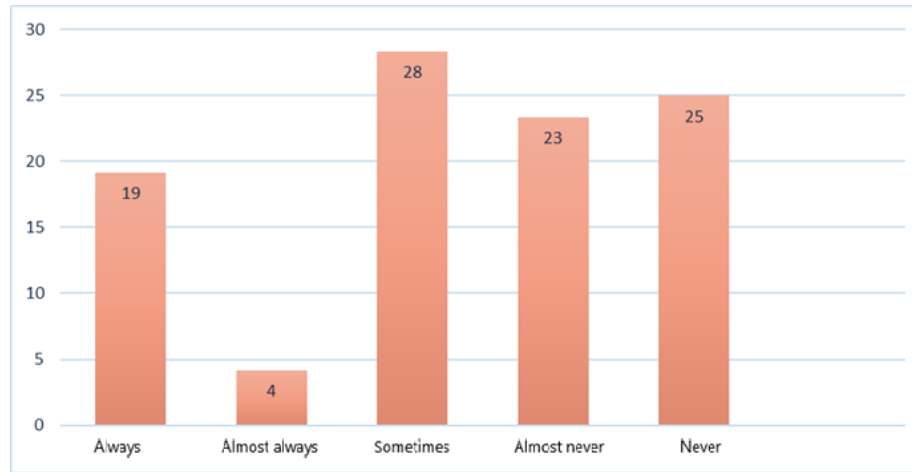


Figure 8.
Pedagogical competencies.

In Figure 9, the levels of relationship between teachers and students are shown. 27% of respondents indicate that this relationship occurs "sometimes," while 24% perceive it happens "almost never." 21% believe there is "never" an effective relationship with students, in contrast to 18% who indicate that this relationship is "always" positive and 11% who mention "almost always." This data reflects that teacher-student interaction is perceived as intermittent or weak, which could affect the learning dynamics and educational environment.

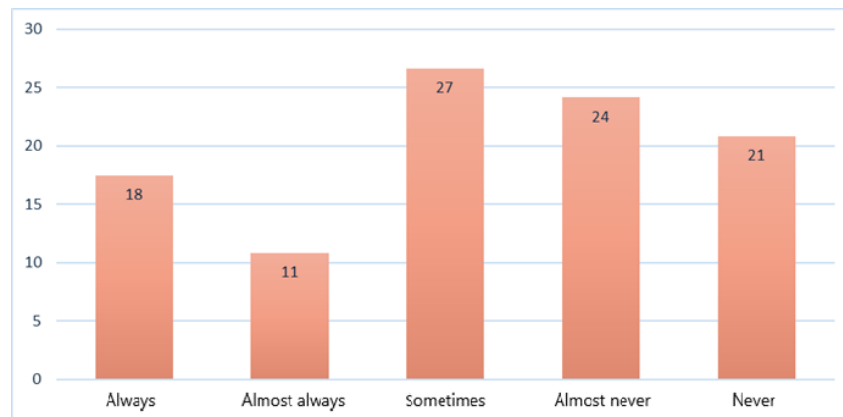


Figure 9.
Levels of relationship with students.

In Figure 10, the levels of perceived continuous professional development by teachers are detailed. 28% of respondents indicate that they participate in professional development activities only "sometimes," followed by 23% who state they "never" engage in such activities. 19% report that they "always" participate in continuous professional development, while the levels of "almost never" and "almost always" represent 22% and 8%, respectively. This suggests a lack of consistency in continuous professional development among teachers, which could limit their updating and growth in the pedagogical field.

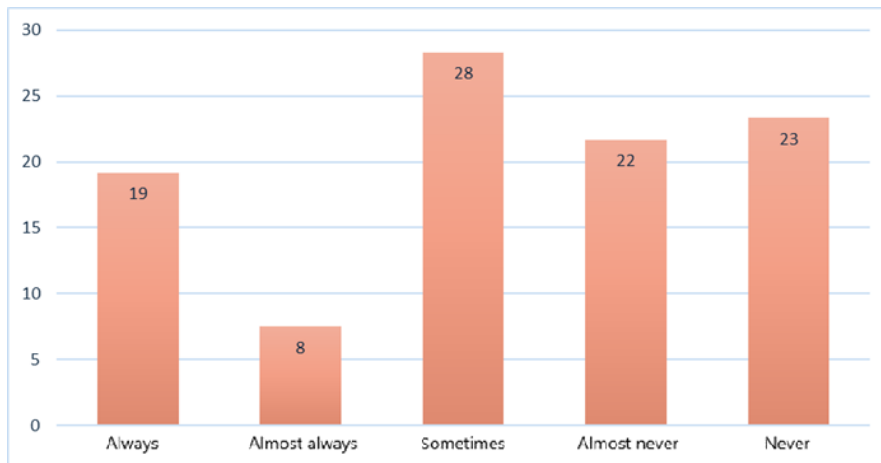


Figure 10.
Levels of continuous professional development.

3.1. Inferential Analysis

$p < 0.05$ = Null hypothesis is rejected.
 $p > 0.05$ = Null hypothesis is not rejected.

3.2. Normality Test

Table 5 presents the results of the Shapiro-Wilk normality test for the variables "Teaching Performance" (TP) and "Pedagogical Accompaniment" (PA). The statistic value for "Teaching Performance" is 0.971 with a significance of 0.011, and for "Pedagogical Accompaniment," the statistic is 0.973 with a significance of 0.018. Since both significance values are less than 0.05, the null hypothesis that the variables follow a normal distribution is rejected. This indicates that both variables do not follow a normal distribution in the analyzed sample.

Table 5.
Normality test.

| | Shapiro-Wilk | | |
|------|--------------|-----|-------|
| | Statistic | gl | Sig. |
| D.D | 0.971 | 120 | 0.011 |
| A. P | 0.973 | 120 | 0.018 |

3.3. Spearman Correlation Between Variables

Table 6 presents the results of the Spearman evaluation between the variables "Teaching Performance" (TP) and "Pedagogical Accompaniment" (PA). The Spearman correlation coefficient is 0.952, indicating a very strong and positive relationship between both variables. Additionally, the bilateral significance value ($p = 0.000$) is less than 0.01, implying that the comparison is statistically significant at the 0.01 level. This indicates that as pedagogical accompaniment increases, teaching performance also improves, highlighting the importance of adequate support to enhance educators' performance.

Table 6.
Spearman correlation between teaching performance and pedagogical accompaniment.

| | | | TD | PA |
|----------------|--------------------------------|---------------------------|-----------|-----------|
| Spearman's Rho | Teaching performance (TP) | Correlation coefficient | 1,000 | 0.952 |
| | | Significance (Two-tailed) | | 0.000 |
| | | N | 120 | 120 |
| | Pedagogical accompaniment (PA) | Correlation coefficient | 0.952 | 1.000 |
| | | Significance (Two-tailed) | 0.000 | |
| | | N | 120 | 120 |

Note: The correlation is significant at the 0.01 level (two-tailed).

3.4. Spearman Correlation between Teaching Performance and Frequency of Accompaniment

Table 7 shows the results of the Spearman evaluation between the variables "Teaching Performance" (TP) and "Frequency of Accompaniment" (FA). The Spearman correlation coefficient is -0.462, indicating a moderate negative correlation between the two variables. However, the bilateral significance value ($p = 0.616$) is greater than 0.05, suggesting that the relationship is not statistically significant. Therefore, the null hypothesis (H_0) cannot be rejected, implying that there is no significant relationship between teaching performance and the frequency of pedagogical accompaniment in the studied sample.

Table 7.
Spearman correlation between teaching performance and frequency of accompaniment.

| | | | TD | FA |
|----------------|---------------------------------|---------------------------|-----------|-----------|
| Spearman's Rho | Teaching performance (TP) | Correlation coefficient | 1.000 | -0.462 |
| | | Significance (Two-tailed) | | 0.616 |
| | | N | 120 | 120 |
| | Frequency of accompaniment (FA) | Correlation coefficient | -0.462 | 1.000 |
| | | Significance (Two-tailed) | 0.616 | |
| | | N | 120 | 120 |

3.5. Spearman Correlation between Teaching Performance and Quality of Support

Table 8 presents the results of the Spearman evaluation between the variables "Teaching Performance" and "Quality of Support." The Spearman correlation coefficient is 0.070, indicating a very weak positive correlation between the two variables. However, the bilateral significance value ($p = 0.446$) is greater than 0.05, suggesting that the correlation is not statistically significant. This means that there is no significant relationship between teaching performance and the quality of support received, according to the analyzed data.

Table 8.
Spearman correlation between teaching performance and quality of support.

| | | | TD | QS |
|----------------|---------------------------|---------------------------|-----------|-----------|
| Spearman's Rho | Teaching performance (TP) | Correlation coefficient | 1.000 | 0.070 |
| | | Significance (Two-tailed) | | 0.446 |
| | | N | 120 | 120 |
| | Quality of support (QS) | Correlation coefficient | 0.070 | 1.000 |
| | | Significance (Two-tailed) | 0.446 | |
| | | N | 120 | 120 |

3.6. Spearman Correlation between Teaching Performance and Teacher Satisfaction

Table 9 presents the results of the Spearman evaluation between the variables "Teaching Performance" and "Teacher Satisfaction." The Spearman correlation coefficient is 0.275, indicating a weak positive correlation between the two variables. However, the bilateral significance value ($p =$

0.556) is greater than 0.05, suggesting that the correlation is not statistically significant. Therefore, it cannot be concluded that there is a significant relationship between teaching performance and teacher satisfaction in the analyzed sample.

Table 9.

Spearman correlation between teaching performance and teacher satisfaction.

| | | | TD | TS |
|-------------------|--------------------------------|---------------------------|-----------|-----------|
| Spearman's Rho | Teaching perfor- mance (TP) | Correlation coefficient | 1.000 | 0.070 |
| | | Significance (Two-tailed) | | 0.446 |
| | | N | 120 | 120 |
| | Teacher satisfaction (TS) | Correlation coefficient | 0.070 | 1.000 |
| | | Significance (Two-tailed) | 0.446 | |
| | | N | 120 | 120 |

4. Discussion

The main objective of this research is to analyze the connection between the support provided by teachers and teaching effectiveness in the pre-professional practice of teachers in Abancay in 2024. The data analysis revealed a significant relationship between the two variables, with a Spearman coefficient of 0.952 and a significance level of $p < 0.01$, indicating that an increase in teacher support is directly related to an increase in academic performance. However, no significant correlation was found when analyzing the frequency and quality of accompaniment. This suggests that the effect on performance depends on the overall accompaniment as a support process, rather than on the specific intensity or quality of the accompaniment.

The results obtained can be explained within the theoretical framework of Paulo Freire's critical pedagogy, which emphasizes the importance of reflective support to promote the development of critical thinking and independence among teachers. This approach supports the idea that teaching support can be a significant element in the progress of reflective skills because it encourages teachers to continuously question and improve their educational practice. However, the results also indicate that the effects of coaching are heterogeneous, particularly in terms of perceived frequency and quality of support, suggesting that other factors may impact how coaching leads to effective improvements in the classroom.

Research shows that instructional support does not directly contribute to teachers' performance, a finding that contradicts previous studies suggesting that more frequent support can bolster teachers' professional development. This may be explained by contextual factors such as applied methods or course structure, which in some cases may not be sufficiently deep or tailored to meet the individual needs of each teacher. In analyzing the quality of support provided, the results also did not show a significant relationship with productivity. This may be because, although support is perceived as useful, its practical implementation requires an approach that adapts to the realities of each educational context, and this study may not have fully achieved that.

Overall, it can be concluded that while teacher support is positively related to teaching activities, its impact does not primarily depend on specific aspects such as frequency or personal quality of support, but rather on the implementation of integrated and contextualized approaches. This supports the idea that reflective and continuous supervision is crucial for developing teachers' critical and independent skills. However, it also suggests that it is necessary to evaluate supervision methods and practices to ensure they are relevant and effective in different educational contexts.

5. Conclusions

The research conducted in Abancay in 2024 on the impact of pedagogical accompaniment on teaching performance in pre-professional practice yielded important findings that address the specific objectives set forth. A significant relationship was found between pedagogical accompaniment and teaching performance overall, with a Spearman correlation coefficient of 0.952, indicating that accompaniment positively contributes to the professional growth of teachers. However, the specific

dimensions of frequency and quality of accompaniment did not show a significant correlation with performance, suggesting that the perception of the effectiveness of accompaniment may depend on other factors or a comprehensive and reflective approach rather than focusing solely on these specific aspects.

The study also shows that pedagogical accompaniment, by promoting critical reflection and greater autonomy in teaching practices, can be a valuable tool for improving educational quality in the pre-professional context. However, the lack of significant impact from the frequency and quality of support on performance suggests that it is necessary to consider the structure and context in which accompaniment is implemented.

In conclusion, pedagogical accompaniment within a socio-critical reflective approach represents a key resource for developing teaching competencies, but its effectiveness depends on its adaptation to the context and specific needs of teachers. To maximize its benefits, it is essential that accompaniment is applied in a flexible and contextualized manner, allowing for a comprehensive approach that promotes both autonomy and continuous improvement in teaching practice.

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