TPM Vol. 32, No. S2, 2025
ISSN: 1972-6325
https://www.tpmap.org/

IMPACT OF PEDAGOGICAL ACCOMPANIMENT ON TEACHER PERFORMANCE IN PUBLIC EDUCATION: EVIDENCE FROM A RURAL DISTRICT IN PERU

LUCIANO MARTÍN RODRÍGUEZ FLORES
UNIVERSIDAD CATÓLICA DE TRUJILLO - UCT
MAGISTER EN EDUCACIÓN
EMAIL: sobrevivientedelosandes@gmail.com, ORCID: HTTPS://ORCID.ORG/0000-0001-8262-1318

NORMA DEYSI MOZO CRUZ
UNIVERSIDAD LOS ÁNGELES DE CHIMBOTE - ULADECH
BACHILLER EN EDUCACIÓN INICIAL
EMAIL: deymozc4@gmail.com, ORCID: HTTPS://ORCID.ORG/ 0009-0001-7133-277X

ZOILA GLADIS MATOS SUÁREZ
UNIVERSIDAD CATÓLICA DE TRUJILLO - UCT
MAGISTER EN EDUCACIÓN
EMAIL: zoilagladismatos@gmail.coM, ORCID: HTTPS://ORCID.ORG/ 0000-0002-7265-0681

Abstract
The present study aimed to determine the relationship between pedagogical accompaniment and teacher performance in educational institutions under the jurisdiction of a Local Education Management Unit (UGEL) in Tocache, Peru. A quantitative approach was applied, using a non-experimental, cross-sectional, and correlational design. The population consisted of 77 teachers from the three educational levels, who responded to two validated and reliable questionnaires. The results show that both pedagogical accompaniment and teacher performance are predominantly at regular levels. However, a direct and statistically significant correlation was found between all dimensions of accompaniment and performance, with Spearman coefficients (rs) greater than 0.88. It is concluded that strengthening pedagogical accompaniment through a reflective, collaborative, and context-sensitive approach is a key factor in improving professional teaching performance and educational quality in rural settings.

Keywords*:* Pedagogical accompaniment, teacher performance, collegial planning, formative assessment, rural education

INTRODUCTION

Article 26 of the Declaration of Essential Rights defines education as a priority right for human beings, a means of social mobility, a driver of equal opportunities, and a tool for eradicating poverty, provided it is delivered with equity, inclusion, and quality (Ayuda en Acción (AeA), 2019). In response, governments invest considerably in their educational systems; however, without adequate teacher performance, educational goals remain unattainable. There is a mismatch between professional training and effective teaching practice, which requires ongoing support for continuous improvement in performance.

At the global level, more than 263 million children and adolescents are out of school (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2024). Countries such as Ethiopia, Nepal, and Haiti face chronic shortages of qualified teachers, with ratios exceeding 60 students per teacher in remote areas (UNESCO Institute for Statistics, 2023). In addition, UNESCO (2023) indicates that teacher coverage in rural areas is up to 40% lower than in urban zones. In this sense, UNESCO (2024) states that this situation limits pedagogical support, weakens educational quality, and reproduces structural gaps. The lack of incentives for teachers to work in rural settings, combined with scarce school infrastructure and curricular disconnection, severely affects learning processes in marginalized communities (UNESCO, 2023).

A notable benchmark in terms of educational quality is the Finnish system, whose performance in international assessments highlights the strategic importance of pedagogical support for teachers. Although Finland addresses all components of the educational system comprehensively, it places particular emphasis on teacher evaluation and professional monitoring as key pillars to achieving sustainable educational success (Bobadilla, 2019). In

contrast, the case of the Dominican Republic reveals structural weaknesses in this area. A qualitative study, based on unstructured interviews and document analysis, identified limited participation in support processes, poor planning, and the absence of institutionalized spaces for pedagogical reflection, all of which hinder the strengthening of professional competencies among teachers (Esquerre & Pérez, 2021).

In the Ecuadorian context, a recent study reported more encouraging results regarding teacher performance. According to the report, 21% of respondents showed very favorable perceptions of the personal dimension of performance, 9% in the pedagogical dimension, and 34% in the social dimension. Likewise, favorable levels reached 58%, 62%, and 60% respectively, while unfavorable levels ranged between 5% and 28%, suggesting a trend toward the consolidation of effective pedagogical practices (Luzuriaga, 2021).

In the Peruvian context, more than 1.6 million students attend rural schools (Ministerio de Educación del Perú, 2020a). Moreover, the Ministerio de Educación del Perú (2020b) states that 48% of these institutions have fewer than three teachers for all educational levels. Only 22% of teachers working in rural areas have access to continuous training and specialized pedagogical support (Instituto Nacional de Estadística e Informática, 2021). Similarly, the Ministerio de Educación del Perú (2020a) reports that seven out of ten rural schools show learning levels below the national standard. This reality reflects a combination of job insecurity, geographical isolation, and insufficient public policy, which negatively impacts the educational development of the country's rural communities (Ministerio de Educación del Perú, 2020b).

In the Peruvian case, pedagogical support has been officially promoted since 2008, although there are records of its application since 1995. This practice is normatively backed by Law No. 29062 and Supreme Decree No. 004-2013-ED, and is implemented through a critical-reflective approach aimed at the continuous improvement of teaching practice.

Ministerial Resolution No. 138-2018-MINEDU establishes five fundamental criteria for evaluating pedagogical practice: promoting active student participation, encouraging critical and creative reasoning, conducting formative assessment, strengthening classroom respect, and applying strategies for positive behavior regulation. In line with this, empirical studies such as the one conducted in the district of Morales report that 43% of teachers are at a medium level of pedagogical support, which can be interpreted as a reflection of the general performance level observed in that context (Alegría, 2021).

In the study area, deficiencies in support are related to the low professional profile of pedagogical advisors and limited managerial support for teachers. These factors suggest limitations in both pedagogical support and the teaching function. In view of this issue, the general research question was formulated: Is there a relationship between pedagogical support and teacher performance in the educational institutions of a UGEL in Tocache, Peru? Consequently, the general objective was to determine the relationship between pedagogical support and teacher performance in the educational institutions of a UGEL in Tocache, Peru. The specific objectives were: to determine the relationship between collegial planning, support climate, learning management, teaching process evaluation, and the modes of intervention in pedagogical support with teacher performance. This research has significant social implications since improving teacher performance leads to better student learning, thus benefiting the entire educational community (Antuna, 2015). There is also a regulatory justification, supported by the current legal framework in Peru, which establishes pedagogical support as an essential component of educational quality (Fernández, 2020). In this regard, standards such as RVM No. 290-2019-MINEDU and RVM No. 097-2020-MINEDU regulate and guide this practice in a concrete way.

The previous studies that served as references for this research include, at the international level, various contributions highlighting pedagogical support as a key strategy for strengthening teacher performance, particularly in educational contexts that demand adaptability, innovation, and quality. First, Digión and Álvarez (2021) propose an integration of virtual and face-to-face environments as a response to the disruption caused by the pandemic, showing that this strategy facilitated the organization of content and materials, although the outcomes were limited due to insufficient technological training and poor connectivity in some regions. In the same vein of methodological modernization, Buragohain et al. (2024) demonstrate that immersive learning significantly enhances teaching effectiveness by increasing didactic capacities, content mastery, and teacher self-confidence when facing real classroom situations through controlled simulations. Furthermore, Hertz et al. (2022) argue that massive online courses designed under collaborative pedagogical models, where peer feedback and practical transfer are central components, generate tangible impact on teaching practices and raise the professional commitment of participants. Additionally, the study by Mastrokoukou et al. (2022) reveals that support focused on student autonomy and critical thinking, through active methodologies, promotes effective transformation in teacher performance in higher education.

On the other hand, Ahmad and Hamid (2021) argue that managerial action based on pedagogical leadership—understood as close guidance of teaching processes—directly influences teacher performance by fostering a collaborative school culture focused on continuous professional learning. Within this framework, Okumu et al. (2021) show that systematic mentoring promotes the development of teaching self-efficacy, particularly in the areas of planning, classroom management, and instructional strategies, with positive results in rural settings of

sub-Saharan Africa. Ssemugenyi (2023) compares the impact of two pedagogical methods—lecture-based teaching and problem-based learning—concluding that the latter, when accompanied by structured advisory support, enhances cognitive and reflective skills in both teachers and students, consolidating more active and relevant teaching practices. These studies agree in emphasizing that pedagogical support should not be limited to technical supervision but should be conceived as a practice of professional co-learning, articulated with continuous training processes and focused on the contextual improvement of teaching practice.

THEORETICAL FRAMEWORK

Influenced by the social and cultural context in which it occurs (Cong-Lem, 2022). In this sense, Sarmiento-Campos et al. (2022) explain that Sociocultural Theory, developed by Lev Vygotsky in 1978, holds that cognitive development takes place through social interaction and the use of cultural tools, with language being the primary mediator of knowledge (Alkhudiry, 2022).

From this perspective, Cong-Lem (2022) points out that learning is not limited to individual processes but emerges from cooperation between individuals in culturally meaningful contexts. Teacher mediation, peer collaboration, and the use of symbolic resources become fundamental pillars of the formative process, enabling students to actively construct their knowledge in an environment that fosters dialogue, interaction, and collective participation (Sarmiento-Campos et al., 2022).

In response to social transformations, de Wildt and Aupers (2023) argue that pedagogical frameworks are needed to empower communities as agents of their own development. The Participatory Community Development Theory, proposed by Robert Chambers in 1997, posits that decisions regarding change must emerge from the social base through horizontal, inclusive, and reflective processes (Thompson and Cannon, 2023). According to Inkane et al. (2023), this theory highlights the relevance of local knowledge, community protagonism, and intercultural dialogue as foundational elements for intervention in vulnerable contexts.

Through participatory methodologies, de Wildt and Aupers (2023) explain that active listening, collective identification of needs, and co-creation of shared solutions are promoted, thereby strengthening the social fabric and the autonomy of local actors. The educator's role is redefined as a facilitator of civic empowerment and a promoter of mutual learning (Thompson and Cannon, 2023). Inkane et al. (2023) affirm that development is no longer conceived as an external imposition but as a situated construction that integrates ancestral knowledge, collective aspirations, and transformative educational processes.

Based on Semião et al. (2022), the territorial complexity of social and educational realities has driven approaches that closely link the curriculum to the students' immediate context. The Contextualized Education Theory or Pedagogy of the Territory, promoted by Hargreaves and Fullan in 2012, argues that formative processes should be articulated with the characteristics, values, resources, and challenges of the local environment (Osmond-Johnson et al., 2024). From this perspective, Moorhouse and Wong (2022) argue that the goal is to re-signify the school as a living space of interaction with the community, where cultural identity, social history, and territorial dynamics are recognized.

The approach proposes situated, critical, and sustainability-oriented learning, integrating interdisciplinary pedagogical practices, community-based projects, and context-specific innovation processes (Semião et al., 2022). The teacher assumes the role of mediator between academic knowledge and the student's concrete reality, promoting a transformative, relevant, and equitable education that strengthens the sense of belonging and active citizenship (Osmond-Johnson et al., 2024).

Pedagogical support is conceived as a key strategy to strengthen teaching practice through continuous, dialogical, and contextualized formative processes. From a comprehensive perspective, this process seeks to generate critical reflection, didactic improvement, and professional consolidation of in-service teachers. Its implementation goes beyond technical supervision, moving toward a collaborative logic that promotes professional development from situated practice.

The Ministry of Education of Peru (MINEDU, 2018) defines pedagogical support as a set of systematic actions aimed at observing, analyzing, and providing feedback on teaching practice, with the goal of improving learning quality. This process involves fundamental dimensions such as collegial planning, pedagogical climate, management of the teaching-learning process, formative assessment, and intervention strategies, all of which must respond to the specific needs of the school context.

From a formative perspective, it is recognized that effective support must create opportunities for continuous professional learning, peer co-evaluation, and the incorporation of active methodologies. Unlike traditional hierarchical approaches, contemporary support is based on principles of horizontality, trust, and institutional co-responsibility. The theoretical foundation of this practice is grounded in Vygotsky's sociocultural theory, which proposes that learning is configured in social and cultural interaction contexts mediated by symbolic tools. In this regard, pedagogical support becomes a form of mediation that enhances the teacher's zone of proximal

development, facilitating the appropriation of practical and theoretical knowledge to improve pedagogical praxis (Vygotsky, 2014).

Likewise, the thinking of Freire (as cited in Verdeja, 2015) reinforces the need for emancipatory education, where support is conceived as an act of critical dialogue rather than the imposition of external models. This vision promotes the transformation of the teaching role from an ethical, reflective, and socially engaged perspective aligned with the realities of students and their communities. At the operational level, MINEDU (2015) establishes that support should be implemented in phases: awareness, diagnosis, development, and institutionalization. These stages allow for the articulation of the pedagogical advisor's intervention with institutional improvement plans, respecting the pace and specific characteristics of each school. Additionally, two modalities are identified: internal support, led by principals or other teachers within the institution, and external support, delivered by pedagogical specialists who provide technical and methodological assistance from UGELs or higher-level entities.

Teacher performance, in turn, is understood as the concrete expression of pedagogical, organizational, communicative, and ethical capacities that directly affect learning quality. The Framework for Good Teaching Performance (MINEDU, 2012) structures this concept into four domains: preparation for learning, effective teaching, educational community management, and professional development. Each domain is operationalized into observable competencies and performance indicators, evaluated through standardized tools and pedagogical visits. From a motivational standpoint, theories such as equity and expectancy help explain how perceptions of fairness and recognition influence teacher commitment and performance (Núñez, 2019).

Thus, support that values professional effort, fosters autonomy, and promotes constructive feedback tends to generate sustained positive impacts on pedagogical practice. In summary, pedagogical support constitutes an essential component of teacher development policies, with transformative potential if implemented according to criteria of relevance, participation, and professionalism. In rural or vulnerable contexts, its impact may be even more significant, provided it is adapted to the actual conditions of schools and fosters the collective construction of pedagogical knowledge.

METHODOLOGY

This study was conducted under a quantitative approach, which is based on the assumption that educational reality can be objectively observed and measured through verifiable indicators. A non-experimental, cross-sectional, and correlational design was adopted, allowing the analysis of the degree of relationship between the variables of pedagogical support and teacher performance, without manipulating conditions or direct intervention by the researcher.

The research had a descriptive-correlational scope, as it described the levels of each variable in the studied population and subsequently determined the strength and direction of the relationship between them using Spearman's Rho coefficient, given the absence of normality in the data.

The population consisted of 77 teachers working in early childhood, primary, and secondary educational institutions belonging to a UGEL in the province of Tocache, Peru. This population included 27 men (35.1%) and 50 women (64.9%), distributed across early childhood (13.0%), primary (41.6%), and secondary (45.4%) levels. Due to the manageable size of the population, a census sample was used, including all available teachers without resorting to random selection processes.

For data collection, two structured questionnaires validated by expert judgment in rural education were used. The first instrument measured the level of pedagogical support and consisted of 37 items distributed across five dimensions: collegial planning, support climate, management of the teaching-learning process, pedagogical assessment, and intervention strategies. The second instrument evaluated teacher performance using 25 items grouped into four dimensions: preparation for learning, teaching for learning, participation in community management, and development of professional teaching practice. The internal consistency of both questionnaires was estimated using Cronbach's alpha coefficient, reaching values of 0.830 and 0.851 respectively, indicating high reliability.

Statistical analysis was carried out in two phases. In the first, measures of central tendency and dispersion were used, with Microsoft Excel 2019 applied to describe the levels of the variables under study. In the second phase, inferential analysis was conducted using SPSS V26 software, applying the non-parametric Spearman's Rho test to determine the degree of correlation between the variables and their dimensions, since the data did not follow a normal distribution according to the Kolmogorov-Smirnov test.

Finally, ethical principles in research were ensured, including informed consent from participants, confidentiality of collected information, and scientific integrity in data handling.

RESULTS

Table 1 Levels of the Dimensions of the Pedagogical Support Variable among Teachers in Tocache, Peru

Dimensions	Scale	Level	Frequencies	%	Mean
	0 - 8	Deficient	23	29.9%	
Collegial Planning	9 - 16	Regular	38	49.4%	12.1
	17 - 24	Good	16	20.8%	
	0 - 7	Deficient	27	35.1%	
Support Climate	8 - 14	Regular	43	55.8%	9.4
	15 - 21	Good	7	9.1%	
Management of the	0 - 7	Deficient	20	26.0%	
Teaching–Learning	8 - 14	Regular	40	51.9%	10.8
Process	15 - 21	Good	17	22.1%	
Evaluation of the	0 - 7	Deficient	35	45.5%	
Teaching–Learning	8 - 14	Regular	38	49.4%	8.4
Process	15 - 21	Good	4	5.2%	
	0 - 8	Deficient	25	32.5%	
Intervention Strategies	9 - 16	Regular	37	48.1%	11.6
	17 - 24	Good	15	19.5%	

The results obtained reflect a generalized predominance of the regular level across all dimensions of pedagogical support, indicating an institutional practice that, although present, has not yet reached optimal levels of effectiveness.

Collegial planning: The majority of teachers (49.4%) fall within the regular level, while 29.9% remain at the deficient level and only 20.8% reach the good level. With a mean of 12.1 points on a scale from 0 to 24, this result suggests that collective planning spaces do exist, but are not developed with the frequency or depth necessary to significantly impact teaching practice. A lack of institutionalization of collaborative work and a weak culture of pedagogical co-programming can be inferred.

Support climate: A total of 55.8% of teachers perceive the support climate as regular, while 35.1% consider it deficient. Only 9.1% value this dimension as good, with a mean of 9.4 points. These results show that, although there is a willingness to provide support, the relational and organizational conditions are not the most favorable. Vertical or corrective approaches may predominate, rather than horizontal, empathetic support based on professional trust.

Management of the teaching–learning process (T-L): The distribution indicates that 51.9% are at the regular level, 26.0% at the deficient level, and only 22.1% reach a good level. The mean of 10.8 points indicates that feedback and instructional guidance processes are present but likely focus more on regulatory compliance than on substantive pedagogical improvement. There are evident opportunities for improvement in the implementation of active methodologies, reflective observation, and pedagogical dialogue.

Evaluation of the T-L process: This is the dimension with the highest percentage of teachers at the deficient level (45.5%), and the lowest mean score of 8.4 points. Although 49.4% are at the regular level, only 5.2% reach a good level. This pattern reflects a critical limitation in the ability of pedagogical advisors to guide formative and personalized evaluation processes. Assessment seems more focused on meeting formal criteria than on pedagogical analysis of student progress and instructional adjustment.

Intervention strategies: This dimension shows that 48.1% of teachers perceive interventions as regular, while 32.5% consider them deficient. Only 19.5% identify a good level. With a mean score of 11.6 points, the data suggest that support strategies—such as classroom visits, micro-workshops, and collegial advisory sessions—are applied in a limited or standardized way, without sufficient adaptation to the specific needs of each teacher or school context.

Therefore, the mean across all dimensions falls within the regular level range, indicating a partial implementation of pedagogical support in the study area. This support appears to lack systematization, personalization, and critical depth—key factors for its effectiveness. Gaps are particularly evident in the dimensions of evaluation and support climate, which should be prioritized in institutional strengthening programs and in the training of pedagogical advisors.

TABLE 2 CATEGORICAL RESULTS IN PEDAGOGICAL SUPPORT

Scale	Levels	Frequencies	%	Mean	SD	CV (%)
0 - 37	Deficient	20	26.0%	52.4	20.6	39.3
38 -74	Regular	43	55.8%			

75 - 111	Good	14	18.2%
	Total	77	100.0

The categorical results of pedagogical support indicate that the majority of teachers (55.8%) are positioned at the regular level, while 26.0% fall within the deficient level and only 18.2% reach the good level. The overall mean recorded was 52.4 points on a scale from 0 to 111, confirming that, in aggregate terms, the support received by teachers is perceived as moderately functional but not fully effective. The standard deviation (SD) of 20.6 points reveals a high dispersion in scores, suggesting that support experiences vary significantly among teachers. This variability may be associated with factors such as differences in the profile of pedagogical advisors, inconsistencies in the implementation of institutional protocols, or lack of standardization in intervention modalities. The coefficient of variation (CV) of 39.3% reinforces this interpretation, as it indicates a high degree of heterogeneity in perceptions of pedagogical support. In educational studies, a CV above 30% often reflects inequality in the implementation of institutional policies—in this case, pedagogical support as a professional development strategy. In summary, although more than half of the teachers perceive support at a regular level, the accumulated proportion of those who consider it deficient or merely adequate (81.8%) poses a significant challenge. This situation calls for a critical review of the approaches, methodologies, and monitoring mechanisms of support, especially in rural contexts or those with limited resources, such as the educational institutions under the UGEL analyzed.

TABLE 3 RESULTS BY DIMENSIONS OF TEACHER PERFORMANCE

Dimensions	Scale	Levels	Frequency	%	Mean
Preparation for student learning	0 - 5	Bajo	20	26.0%	8.5
	6 - 10	Medio	35	45.5%	
	11 - 15	Alto	22	28.6%	
Teaching for student learning	0 - 10	Bajo	23	29.9%	14.4
	11 - 20	Medio	40	51.9%	
	21 - 30	Alto	14	18.2%	
Participation in community-based school management	0 - 5	Bajo	32	41.6%	6.7
	6 - 10	Medio	36	46.8%	
	11 - 15	Alto	9	11.7%	
Development of professional identity and teaching professionalism	0 - 5	Bajo	25	32.5%	7.4
	6 - 10	Medio	38	49.4%	
	11 - 15	Alto	14	18.2%	

The results show that teacher performance in the educational institutions of the analyzed UGEL presents a predominance of medium levels, accompanied by a considerable proportion of teachers at low levels, which highlights substantive areas for improvement in strengthening professional practice.

Preparation for student learning: 45.5% of teachers are at the medium level, 28.6% reach a high level, and 26.0% are situated at the low level. The mean score of 8.5 points (on a scale from 0 to 15) indicates that, while an acceptable level of preparation exists, further pedagogical planning is required with an inclusive focus, use of initial diagnostic assessments, and alignment among objectives, activities, and evaluation. The proportion of teachers at the low level is significant and suggests limitations in the didactic preparation prior to the teaching process.

Teaching for student learning: This dimension reflects a similar trend: 51.9% of teachers are at the medium level, followed by 29.9% at the low level and only 18.2% at the high level. The mean score of 14.4 points (on a scale from 0 to 30) reveals that methodological practices tend to be traditional or insufficiently diversified. There appears to be a limited implementation of active strategies, innovative resources, and pedagogical mediation techniques that promote meaningful learning.

Participation in community-based school management: This component presents the most concerning results: 41.6% of teachers are at the low level, 46.8% at the medium level, and only 11.7% at the high level. The mean score of 6.7 points (on a scale from 0 to 15) reflects weak connections between teaching work and the educational community, the Institutional Educational Project (PEI), and collaborative participation. This finding highlights the need to strengthen participatory school management, communication with external stakeholders, and commitment to the sociocultural environment.

Development of professional identity and teaching professionalism: In this dimension, 49.4% of teachers are at the medium level, 32.5% at the low level, and only 18.2% at the high level. The mean score of 7.4 points suggests that processes of self-reflection, continuous training, and commitment to professional improvement are not yet systematic or deeply embedded. This weakness may be explained by the limited availability of institutional spaces for pedagogical research, peer exchange, or active participation in curricular decision-making.

The four dimensions of teacher performance reveal a common pattern: predominance of the medium level, significant presence of the low level, and a limited proportion of teachers at the high level. This reveals a scenario in which professional commitment and pedagogical practices need to be reinforced through sustained support policies, situated professional development, and effective pedagogical leadership. In particular, the dimensions of community engagement and teaching professionalism emerge as critical areas that should be prioritized in institutional strengthening programs.

FIGURE 1 SCORE DISPERSION OF THE VARIABLES: PEDAGOGICAL SUPPORT AND TEACHER PERFORMANCE IN TOCACHE, PERU

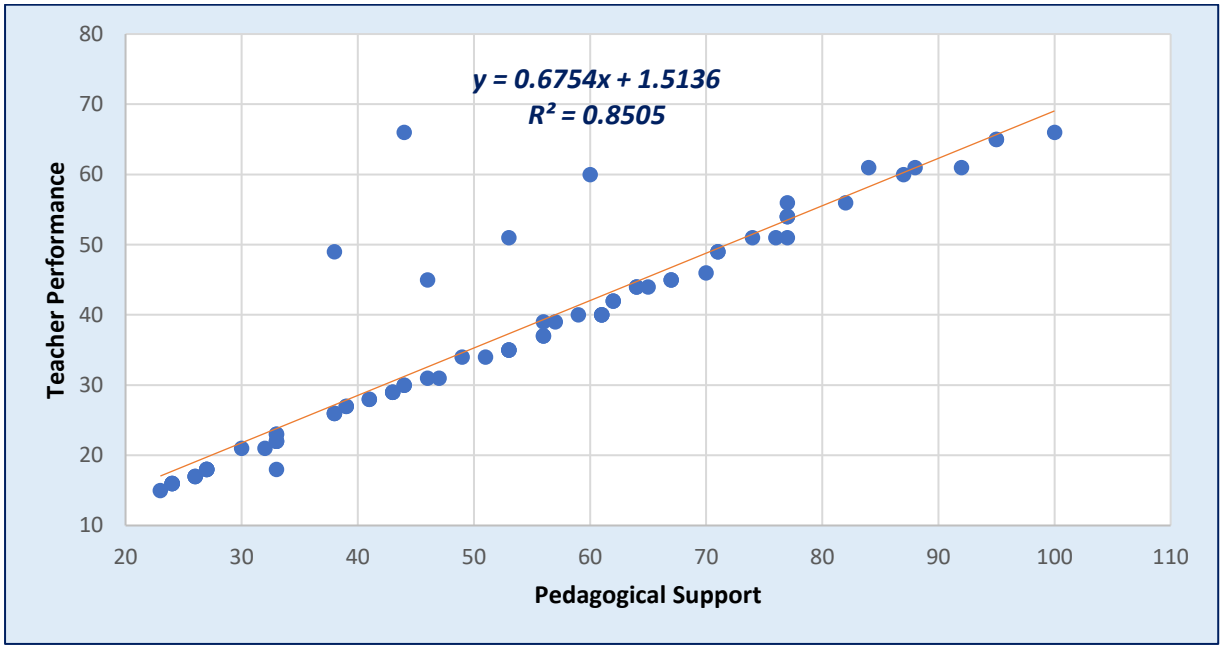

Figure 1 shows the distribution of scores for pedagogical support and teacher performance in the first quadrant of the Cartesian plane, indicating a positive relationship between both variables. It is observed that as the level of pedagogical guidance increases, teacher performance also improves. The linear regression equation y = 0.6754x + 1.1536 and the coefficient of determination $R^2 = 0.8505$ indicate that 85.05% of the variability in teacher performance can be explained by pedagogical support, confirming a direct and very strong association between the two variables.

TABLE 4 NORMALITY TEST TO DETERMINE THE TEST STATISTIC

Dimensions and Variables	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
D1V1	,126	77	,004	,936	77	,001
D2V1	,120	77	,008	,954	77	,007
D3V1	,144	77	,000	,940	77	,001
D4v1	,116	77	,012	,936	77	,001
D5V1	,126	77	,004	,945	77	,002
Pedagogical Support	,100	77	,053	,952	77	,006
D1V2	,114	77	,015	,939	77	,001
D2V2	,110	77	,023	,947	77	,003
D3v2	,142	77	,001	,932	77	,000
D4V2	,114	77	,015	,943	77	,002
Teacher Performance	,094	77	,088	,946	77	,003

Note: Significance corrected using Lilliefors test.

The results of the normality test (Kolmogorov–Smirnov and Shapiro–Wilk) show significance values below 0.05 in most dimensions, indicating that the data do not follow a normal distribution. Therefore, the use of the non-parametric Spearman's Rho statistic was justified for the correlation analysis.

TABLE 5 HYPOTHESIS TESTING

Contrasts	ps	α	p	Decision
$H0_1$: There is no significant relationship between collegial planning and teacher performance in the educational institutions. ps = 0 Ha_1: There is a significant relationship between collegial planning and teacher performance in the educational institutions. ps > 0	0.901	0.05	<0.000	Since: ps = 0.901> 0 y 0.000< α =0.05 Therefore, H_{a1} is accepted.
H_{02}: There is no significant relationship between the support climate and teacher performance in the educational institutions. ps = 0 Ha_2: There is a significant relationship between the support climate and teacher performance in the educational institutions. ps > 0+	0.933	0.05	0	Since: ps = 0.933> 0 y 0.000< α =0.05 Therefore, H_{a2} is accepted.
H_{03}: There is no significant relationship between the management of the teaching–learning process and teacher performance in the educational institutions. ps = 0 Ha_3: There is a significant relationship between the management of the teaching–learning process and teacher performance in the educational institutions. ps =>0	0.881	0.05	0	Puesto que: ps = 0.881> 0 y 0.000 < α =0.05 Therefore, H_{a3} is accepted.
H_{E4}: There is no significant relationship between the evaluation of the teaching process and teacher performance in the educational institutions. ps = 0 H_{E4}: There is a significant relationship between the evaluation of the teaching process and teacher performance in the educational institutions. ps > 0	0.94	0.05	0	Since: ps = 0.940> 0 y 0.000 < α =0.05 Therefore, H_{a4} is accepted.
H_{E5}: There is no significant relationship between pedagogical support intervention strategies and teacher performance in the educational institutions. ps = 0 Ha5: There is a significant relationship between pedagogical support intervention strategies and teacher performance in the educational institutions. ps>0	0.902	0.05	0	Since: ps = 0.902> 0 y 0.000 < α =0.05 Therefore, H_{a5} is accepted.
H_{0G}: There is no direct association between pedagogical support and teaching activity in the educational institutions. ps = 0 H_{aG}: There is a direct association between pedagogical support and teaching activity in the educational institutions.	0.936	0.05	0	Since: ps = 0.936> 0 y 0.000 < α =0.05

ps > 0 Therefore, H_{aG} is accepted.

The results show highly significant and positive correlations between all dimensions of pedagogical support and teacher performance, with Spearman's Rho coefficients (rs) exceeding 0.88. In all cases, the p-value was less than 0.05, which led to the rejection of the null hypotheses and the acceptance of the alternative hypotheses. Notably, the dimension concerning the evaluation of the teaching process presented a correlation of rs = 0.940, and the overall model result showed rs = 0.936, confirming a direct, very strong, and statistically significant association between pedagogical support and teacher performance in the educational institutions of the UGEL under study.

DISCUSSION

The results obtained in the educational institutions studied show that both pedagogical support and teacher performance are predominantly concentrated at a medium or regular level, reflecting an incipient and still limited practice of formative guidance. This situation presents significant challenges in terms of teacher professionalization, institutional coherence, and continuous improvement policies.

PEDAGOGICAL SUPPORT: BETWEEN FORMALIZATION AND PEDAGOGICAL TRANSFORMATION

All dimensions of pedagogical support show a predominance of the regular level, and in some cases, a considerable proportion of teachers at the deficient level. This pattern reveals an intervention model still focused on technical compliance rather than on the reflective transformation of teaching practice. This trend is similar to what was reported by Esquerre and Pérez (2021) for the Peruvian context and by Villafañe and Alvarado (2019) in rural areas of Colombia, where pedagogical support remains subordinated to an administrative logic. In particular, collegial planning, with a correlation of rs = 0.901 with teacher performance, confirms its importance for improving classroom work. However, the low percentage of teachers at the high level (20.8%) shows that planning remains an individualized activity. This contradicts the principles of collaborative learning and highlights the need to strengthen institutional strategies that promote shared pedagogical projects. Regarding the support climate, which showed the highest correlation with performance (rs = 0.933), there is clear evidence of the strong influence of human relationships on the effectiveness of guidance. Nevertheless, with only 9.1% of teachers at the high level and an average score of 9.4 points, it can be inferred that a hierarchical interaction model still prevails, with limited horizontality. Studies conducted in Ecuador (Luzuriaga, 2021) also emphasize the need for collaborative environments for pedagogical support to have a real formative effect.

CRITICAL PEDAGOGICAL DIMENSIONS: TEACHING AND EVALUATION

The management of the teaching–learning process, with rs = 0.881, follows the same trend: high correlation but low practical achievement (only 22.1% at the high level). This suggests that, although its importance is recognized, active, differentiated, and inclusive methodologies are not yet consistently implemented. In this regard, Buragohain et al. (2024) demonstrate that the use of simulation environments enhances pedagogical confidence and didactic mastery, offering a potential path for professional development.

The dimension related to the evaluation of the teaching process, despite having the highest correlation (rs = 0.940), reveals major limitations: 45.5% of teachers are at the deficient level and only 5.2% at the high level. This gap between its impact and its actual implementation calls for the adoption of authentic, collaborative, and contextualized evaluation approaches. In this regard, findings by Hertz et al. (2022) and Mendoza and Chávez (2020) in Mexico reinforce the need to use assessment as a formative tool rather than as a control mechanism.

INTERVENTION STRATEGIES AND PROFESSIONAL MENTORING

Intervention strategies show a strong correlation (rs = 0.902), but with low practical impact: only 19.5% of teachers are at the high level. This result reveals the limited diversity and intensity of the strategies used, often centered on isolated visits or general workshops. Okumu et al. (2021) argue that systematic mentoring, especially in rural areas, increases teaching effectiveness. In the Peruvian context, adopting structured mentoring models tailored to local needs could substantially strengthen this component.

TEACHER PERFORMANCE: STAGNATION AT THE MEDIUM LEVEL

The teacher performance variable recorded a mean of 36.9 points, with over 50% of teachers at the medium level. This result confirms a generalized trend toward standardized practices with little innovation. Dimensions such as community management and professional identity development revealed marked weaknesses, with high proportions of teachers at the low level. These areas are key to consolidating a participatory teaching culture connected with the community and oriented toward continuous improvement, as already seen in experiences from Bolivia and Colombia (Gómez and Rivera, 2021).

GLOBAL RELATIONSHIP: STATISTICAL EVIDENCE OF STRUCTURAL LINKAGE

The coefficient of determination $R^2 = 0.8505$ indicates that 85.05% of the variability in teacher performance can be explained by the quality of pedagogical support received. This finding supports the effectiveness of pedagogical support as an improvement mechanism, provided it is conceived as a formative process rather than as a control tool. This perspective aligns with the views of Freire and the sociocultural approach of Vygotsky, which value

mediation and dialogue as drivers of learning and professional development. Although the correlation coefficients demonstrate a statistically significant and strong relationship between pedagogical support and teacher performance, the observed practical impact remains moderate. This suggests that the current support model in Tocache, Peru must move from a normative and supervisory logic to a model of continuous pedagogical co-formation, focused on professional reflection, distributed leadership, and situated innovation.

In summary, based on the analysis, the results of this study have important implications for educational policies aimed at rural areas in Peru and Latin America. The empirical evidence demonstrates that pedagogical support, when designed with a reflective, contextualized, and collaborative approach, can become a key driver for enhancing teacher performance and, therefore, the quality of learning in rural contexts. However, the persistence of support practices centered on hierarchical supervision reveals the need for public policies to strengthen continuous training programs, promote distributed pedagogical leadership, and ensure resources to implement innovative mentoring strategies tailored to the sociocultural realities of each territory. Likewise, regulatory frameworks are needed to acknowledge the specificities of rural communities, encourage the active participation of local stakeholders, and guarantee equitable conditions for professional teacher development throughout the country.

CONCLUSIONS

The results of this study affirmatively answer the research question, demonstrating that there is a direct, positive, and statistically significant relationship between pedagogical support and teacher performance in the educational institutions of a UGEL in Tocache, Peru. The robust correlations observed across all analyzed dimensions indicate that when support is implemented systematically, contextually, and with a focus on continuous improvement, it positively influences critical aspects of teaching practice such as collaborative planning, formative assessment, and the effective management of the teaching–learning process.

However, the overall average of the results, situated at the regular level, suggests that the practical impact of pedagogical support remains limited. This situation reflects a significant gap between the principles of reflective support and the models currently prevailing in the local context, which are characterized by a technical, hierarchical approach focused more on formal compliance than on pedagogical co-formation. In contrast to international experiences that have demonstrated the effectiveness of models based on structured mentoring, didactic simulation, distributed leadership, and active methodologies, the case of Tocache reveals partial implementation with low transformative potential.

This research provides critical empirical evidence that may serve as a foundation for redesigning institutional pedagogical support strategies, particularly in rural contexts. It is essential to shift toward more formative, collaborative, adaptive approaches centered on reflective practice—approaches that not only respond to external standards but are also capable of addressing the particularities and challenges of the educational environments in which they operate.

Among the study's limitations is its restricted territorial focus on a single rural district, which limits the generalizability of the findings. Likewise, the use of self-report instruments may have introduced perception biases, as responses rely on the participants' subjectivity and do not always accurately reflect observed teaching practice or the actual effects of the support received.

In light of these findings, it is recommended to implement pilot programs for pedagogical support that integrate active methodologies, peer observation, pedagogical coaching, and shared leadership as core components. Furthermore, it is suggested that future research conduct comparative studies between rural and urban contexts, incorporate direct classroom observation as a complementary technique, and analyze the influence of cultural, organizational, and technological variables on the effectiveness of pedagogical support across different educational realities in the country and the region.

DECLARATION OF CONFLICT OF INTEREST

The authors declare that there is no conflict of interest that could have influenced the results, interpretation, or publication of this article. The research was conducted independently and without affiliation to institutions or entities that could have generated bias.

DECLARATION ON THE USE OF ARTIFICIAL INTELLIGENCE

The authors declare that no generative artificial intelligence was used to draft, analyze, or interpret the results of this study. All information was produced directly by the authors, who assume full responsibility for the integrity and originality of the content presented.

REFERENCES

1. Ahmad, N., & Hamid, S. (2021). An analysis of instructional leadership practices of primary school head-teachers on teacher effectiveness: A qualitative study of teachers' perceptions. *SSRN*. https://doi.org/10.2139/ssrn.5164275
2. Alkhudiry, R. (2022). The contribution of Vygotsky's sociocultural theory in mediating L2 knowledge co-construction. *Theory & Practice in Language Studies, 12*(10), 2117–2123. https://doi.org/10.17507/tpls.1210.19
3. Antuna, P. (2015). *Guide to procedures for the preparation and presentation of the thesis research project.*
4. Ayuda en Acción (AeA). (2019). *Education in the 21st century: Why is it important?* https://ayudaenaccion.org/blog/educacion/importancia-educacion-siglo-xxi/
5. Bobadilla, A. (2019). *Visit to Finland: Notes on its educational system – Educación Futura*. https://www.educacionfutura.org/visita-a-finlandia-notas-sobre-su-sistema-educativo/
6. Buragohain, D., Deng, C., Sharma, A., & Chaudhary, S. (2024). The impact of immersive learning on teacher effectiveness: A systematic study. *IEEE Access, 12*, 35924–35933. https://doi.org/10.1109/ACCESS.2024.3373541
7. Cong-Lem, N. (2022). Vygotsky's, Leontiev's and Engeström's cultural-historical (activity) theories: Overview, clarifications and implications. *Integrative Psychological and Behavioral Science, 56*, 1091–1112. https://doi.org/10.1007/s12124-022-09703-6
8. de Wildt, L., & Aupers, S. (2023). Participatory conspiracy culture: Believing, doubting and playing with conspiracy theories on Reddit. *Convergence: The International Journal of Research into New Media Technologies, 30*(1). https://doi.org/10.1177/13548565231178914
9. Digión, L., & Álvarez, M. (2021). Teaching-learning experience with virtual classrooms in pedagogical accompaniment due to COVID-19. *Apertura (Guadalajara, Jal.), 16*. https://doi.org/10.32870/AP.V13N1.1957
10. Esquerre, L., & Pérez, M. (2021). Challenges of teacher performance in the 21st century: A Peruvian perspective. *Revista Educación, 22*. https://doi.org/10.15517/REVEDU.V45I1.43846
11. Fernández, V. (2020). Types of justification in scientific research. *EETES, 4*(3), Article 207. https://doi.org/10.33970/eetes.v4.n3.2020.207
12. Hertz, B., Clemson, H. G., Hansen, D. T., Laurillard, D., Murray, M., Fernandes, L., Gilleran, A., Rojas Ruiz, D., & Rutkauskiene, D. (2022). A pedagogical model for effective online teacher professional development—Findings from the Teacher Academy initiative of the European Commission. *European Journal of Education, 57*(1), 142–159. https://doi.org/10.1111/ejed.12486
13. Inkane, S. M., Joshi, A. U., & Dhole, A. R. (2023). Exploring the scope of participatory rural appraisal in family adoption program for MBBS students in India. *National Journal of Community Medicine, 14*(12), Article 3313. https://doi.org/10.55489/njcm.141220233313
14. UNESCO Institute for Statistics. (2023). *Global teacher requirement policies and their implications for SDG 4 monitoring*. https://unesdoc.unesco.org/ark:/48223/pf0000387002
15. INEI. (2021). *State of childhood and adolescence: Technical bulletin ENEI–ENAHO, January–February–March 2021*. https://www.inei.gob.pe/media/MenuRecursivo/boletines/02-informe-tecnico-ninez-y-adolescencia-ene-feb-mar-2021.pdf
16. Luzuriaga, M. (2021). Organizational climate and teacher performance during telework at Unidad Educativa 23h00091, Santo Domingo, Ecuador, 2021. *Universidad César Vallejo*.
17. Mastrokoukou, S., Kaliris, A., Donche, V., Chauliac, M., Karagiannopoulou, E., Christodoulides, P., & Longobardi, C. (2022). Rediscovering teaching in university: A scoping review of teacher effectiveness in higher education. *Frontiers in Education, 7*, Article 861458. https://doi.org/10.3389/feduc.2022.861458
18. Ministry of Education of Peru (MINEDU). (2012). *Framework for good teaching performance* (RM No. 0547-2012-ED; Legal Deposit No. 2014-04604). https://cdn.www.gob.pe/uploads/document/file/3425647
19. Ministry of Education of Peru (MINEDU). (2020a). *Implementation Evaluation Report 2020: Educational policy for populations in rural areas*. https://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/9023
20. Ministry of Education of Peru (MINEDU). (2020b). *Chronicle 2020: Technical report on teacher coverage during the COVID-19 emergency*. https://www.minedu.gob.pe/pdf/cronica-2020.pdf
21. Ministry of Education of Peru. (2015). *Framework for good teaching performance*. http://www.minedu.gob.pe/pdf/ed/marco-de-buen-desempeno-docente.pdf
22. Ministry of Education of Peru. (2018). *Pedagogical Support 2018*. http://www.ugel05.gob.pe/documentos/5_24mayo2018
23. Moorhouse, B. L., & Wong, K. M. (2022). The COVID-19 pandemic as a catalyst for teacher pedagogical and technological innovation and development: Teachers' perspectives. *Asia Pacific Journal of Education, 42*(sup1), 105–120. https://doi.org/10.1080/02188791.2021.1988511

24. Okumu, J. B., Ogwang, T. H., & Wafula, W. S. (2021). Mentoring and teacher effectiveness in government-aided secondary schools in the Acholi Sub Region in Uganda. *Creative Education, 12*(11), 2700–2714. https://doi.org/10.4236/ce.2021.1211200
25. UNESCO. (2024). *Global report on teachers: Addressing teacher shortages and transforming the profession*. https://unesdoc.unesco.org/ark:/48223/pf0000388832
26. UNESCO. (2023). *Global imperative to reverse the teacher shortage: Fact sheet*. https://unesdoc.unesco.org/ark:/48223/pf0000387001
27. Osmond-Johnson, P., Keil, T., Tayebianvar, H., & Ekhteraeetoussi, N. (2024). Priorities and possibilities for teacher professional learning in a (post)COVID-19 era. *Professional Development in Education.* Advance online publication. https://doi.org/10.1080/19415257.2024.2374334
28. Sarmiento-Campos, N.-V., Lázaro-Guillermo, J. C., Silvera-Alarcón, E.-N., Cuellar-Quispe, S., Huamán-Romaní, Y.-L., Apaza Apaza, O., & Sorkheh, A. (2022). A look at Vygotsky's sociocultural theory (SCT): The effectiveness of scaffolding method on EFL learners' speaking achievement. *Education Research International, 2022*, Article 3514892. https://doi.org/10.1155/2022/3514892
29. Semião, D., Tinoca, L., & Pinho, A. S. (2022). Teachers' professional culture: From Andy Hargreaves' theory to school-based reality. *Educação em Revista, 38*, e37369. https://doi.org/10.1590/0102-469837369
30. Shafiee, N. S., & Abdul Ghani, M. (2022). The influence of teacher efficacy on 21st century pedagogy. *International Journal of Learning, Teaching and Educational Research, 21*(1), 165–181. https://doi.org/10.26803/ijlter.21.1.13
31. Ssemugenyi, F. (2023). Teaching and learning methods compared: A pedagogical evaluation of problem-based learning (PBL) and lecture methods in developing learners' cognitive abilities. *Cogent Education, 10*(1), Article 2187943. https://doi.org/10.1080/2331186X.2023.2187943
32. Thompson, S., & Cannon, M. (2023). Power, poverty, and knowledge – Reflecting on 50 years of learning with Robert Chambers. *IDS Bulletin, 54*(1A). https://doi.org/10.19088/1968-2023.112
33. Verdeja, M. (2015). Paulo Freire's contributions to intercultural education: Possibilities of application to the educational system of Asturias. *Dialnet*. https://dialnet.unirioja.es/servlet/tesis?codigo=101853
34. Zailani, M., & Monic, A. (2025). Transformational leadership in education: Enhancing teacher performance through effective management. *Edu Spectrum: Journal of Multidimensional Education, 2*(1), 24–34. https://doi.org/10.70063/eduspectrum.v2i1.92