

Teachers' Perception of Pedagogical Support Strategies in the Context of the Health Emergency in Educational Institutions of Lima

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Abstract

The present research had as a main objective to determine the teachers' perception about the predominant dimension on the strategies of distance pedagogical accompaniment in the context of the health emergency in educational institutions of the Ugel 05 SJL. The research's approach is quantitative and descriptive non-experimental design. The population was comprised of 245 teachers belonging to II.EE of jurisdiction UGEL 05 of the district of San Juan de Lurigancho, both at the primary and secondary levels, from which a sample of 100 teachers was obtained through a non-probabilistic and intentional sampling. The study's results determined that the teachers' perception of pedagogical support strategies in the context of the health emergency in SJL educational institutions is regular and the predominant dimension is Pedagogical Counseling, which is perceived by teachers as Regular with 78%. Similarly, the predominant indicators of the dimensions Pedagogical Counseling, Inter-learning Groups, Collegiate Group Meeting, and Virtual Courses and Tutorials are Reflection of Pedagogical Practice, Dialogue at the opening, Record of reflections and Teacher training workshops, respectively.

Key-words: Perception, Pedagogical Accompaniment, Teachers, Health Emergency.

1. Introduction

The coronavirus pandemic (covid-19) caused a risk in all environments, mainly in the field of education; as a result, face-to-face educational activities were massively interrupted within their facilities in order to contain the spread of the virus and moderate contagions. This reality reached

more than 190 countries, affecting more than 1.2 billion students around the world as they were unable to attend face-to-face classes. Of this figure, more than 160 million belong to Latin America (ECLAC-UNESCO, 2020).

It is also important to consider the short and medium-term negative effects that the measures adopted have on educational institutions, as well as to address the main recommendations to raise awareness of the opportunities for student learning. The information from the 33 countries of Latin America and the Caribbean shows that the measures taken are related to the suspension of face-to-face classes. To date, 32 countries exceeded 165 million students affected by the covid-19 pandemic (ECLAC-UNESCO, 2020).

However, in Peru, the pandemic changed the contexts of implementation of the National Curriculum for Basic Education, not only because of the use of virtual platforms but also because there are learning and competencies that are more relevant in the current context (Minedu, 2020). Therefore, according to Minedu (2020), the research offers a contribution for the adjustment of pedagogical accompaniment strategies. These pedagogical accompaniment strategies guide the school towards the formation of professional learning communities.

2. Theoretical Framework

As an international antecedent, it is necessary to cite Cantillo and Calabria (2018) who, in Colombia, contemplated pedagogical accompaniment as a process of construction among peers; it implies the exchange of experiences and possibility of improving the learning that the teacher has been doing in a shared manner focused on systematic and grounded reflection for motivation of research aimed at innovation.

Also in Colombia, Noreña (2018) concluded that it is necessary to rework the foundations of pedagogical accompaniment of teachers because through this it is possible to identify their strengths and gaps; in addition, it promotes reflection regarding the teacher's activity within the classroom and that their efforts are oriented to the development of skills and learning for their context and personal, academic, social and cultural life. Furthermore, in Nicaragua, Soza and Ortiz (2014) alluded that pedagogical accompaniment presents benefits to the teaching-learning process, improving its methodology, affective human relations, feedback and academic performance of students, which occur between pedagogical accompaniment and teacher performance.

On the other hand, at the national level, Arce (2018), in Lambayeque; concluded that the perception collected by primary school teachers has represented an improvement in the teaching work

and, therefore, in student performance. He assumes that pedagogical accompaniment improves the educator's work. Solís (2020), whose research was conducted in Lima, mentioned that the factors that have a negative impact on improving the quality of management are the type of leadership, the methods used and the traditional supervision model. Regarding the variable pedagogical accompaniment, Palomino (2017) found that 59.9% of the total of his sample perceives the variable as regular, while 30.9% perceive it at a good, very good level.

The purpose of the accompaniment is to generate a transformation in the teaching work from the traditional approach to the critical and constructive one. As mentioned by Perrenoud (2004) cited by Cantillo and Calabria (2018), it seeks to promote the reflective approach and for this to be the reference for everyone who is part of the educational scenario, encouraging its stimulation through seminars for the analysis of practices and exchange groups regarding the problems of the teaching profession. Likewise, Flores (2020) highlighted what Freire proposed in 1979, who conceives critical reflection as the basis and foundation of practice and of the changes that can be produced in it.

In this regard, García (2012) pointed out that the purpose of accompaniment is to address the different demands and problems of the professional and educational environment that are relevant to the educational community. Similarly, Trujillo (2018) pointed out that pedagogical accompaniment strategies is a tool that provides an overview of the strengths and needs of the educator within his or her role in the classroom.

Accompaniment, for the National Council of Education (2011), cited Arce (2018) consists of offering constant advice, which is supported by certain methods contextualized to the reality of the accompanied. Thus, Vásquez (2019) refers that pedagogical accompaniment is perceived by teachers as a determining strategy for in-service teacher training. Even Rojas and Arango (2020) highlight what Novoa and Pirela mentioned in 2020, who perceive it as a space that promotes the production of knowledge through planning and pedagogical activity.

For the purposes of this research, the variable pedagogical accompaniment is defined by DIFODS (2020) as an in-service teacher training action located in the context of the teaching praxis that by its design comprises various strategies, the same that can be developed in person and/or at a distance, to promote individually and collectively the improvement of pedagogical practice and the autonomous development of the teaching profession.

The first dimension is pedagogical consulting, defined by DIFODS (2020) as a training strategy that offers technical pedagogical support to strengthen the competencies of the teaching profession, which facilitates a mediating role for the educator in distance education, designing and managing learning activities and experiences (RVM N°097 2020 MINEDU p. 6). However, there are

moments for the development of the pedagogical assessment; for example, before the pedagogical assessment, the tutor must communicate with the teachers; he/she must coordinate the date, time and means of communication for an interview with the teachers to gather information; must design the schedule for the development of the pedagogical assessment, coordinating with the accompanied teachers; must prepare in advance the methodological design of the pedagogical assessment for the accompanied teacher; must enter the information collection system and the scheduling of the assessments (DIFODS, 2020).

During the pedagogical assessment, the facilitator foresees the conditions, means of communication, design of the session, materials, resources and strategies for the effective management of time. A.- the socioemotional support generates a space for dialogue and active listening. B.- the accompanist encourages the teacher's critical reflection on his or her pedagogical practice. C.- the presentation of the purpose of the counseling, the teacher dialogues with the mentor about the development of his/her pedagogical practice. D.- the mentor records, analyzes and interprets the evidence shared. E.- finally, the teacher and the mentor make commitments, proposing improvement alternatives (DIFODS, 2020).

After the pedagogical consultancy, the accompanying person reflects on the experience in the pedagogical consultancy process, to provide emotional support and empathetic dialogue with the teacher, identifying the aspects that favored or hindered: taking into account the reflection of the pedagogical practice, the proposal of improvement proposals and the teacher's commitments, the teacher's progress is identified based on the evidence collected in the consultancy, incorporating the proposals to meet the teacher's training needs in the pedagogical consultancy plan (DIFODS, 2020).

The second dimension is considered to be interlearning groups, defined by DIFODS as a training strategy oriented to the group of accompanied educators who provide scenarios where experiences are exchanged and reflected together virtually, through which teachers make proposals that favor the questioning of teaching strategies for the improvement of learning (DIFODS, 2020).

The third dimension is the collegial work meeting (RTC), which is conceived as a training strategy focused on the articulation of pedagogical support with institutional management, favoring the leadership role of the principal in the educational institution and generating spaces for dialogue and reflection. The RTC contributes to teacher training by promoting competency 6, which refers to collaborative work and the strengthening of professional learning communities and the different roles of the pedagogical accompaniment within the framework of the RTC (DIFODS, 2020).

Likewise, the principal or assistant principal summons the teachers to guarantee their participation in the collegial work meeting, in this way the PA will participate in the RTC, ensuring

its development and, if necessary, coordinating with the principal the spaces that each one assumes. However, during the RTC, the accompanying person ensures the connectivity conditions to participate in it and be attentive to provide pedagogical or technological technical support if necessary and according to the director's request (DIFODS, 2020).

Finally, the fourth dimension of tutorial and virtual courses, the DIFODS (2020) considers in the guidelines of the pedagogical accompaniment that educators are part of the virtual courses from the DIFODS platform, through which they will have access to interactive resources, where the PA will offer pedagogical support and advice to facilitate the acquisition of new knowledge in their teaching work and successfully complete the courses (RVMN104, 2020).

3. Methodology

The research presents a quantitative approach; according to (Hernández and Mendoza, 2018), the study collects information from the subjects involved through an instrument to apply a statistical analysis. In addition, it was considered of a pure basic or elementary type (Sanchez and Reyes, 2017). Likewise, the research is of descriptive non-experimental design since it seeks to identify the perceptions that teachers have about the pedagogical accompaniment strategies.

The pedagogical accompaniment variable was operationalized in 04 dimensions related to pedagogical accompaniment in the context of health emergency has 10 indicators and 31 Items that help the teacher to the pedagogical technical support. The questionnaire was elaborated based on the proposal of Santa Cruz's thesis; the original Likert-type scale between level and range was used.

The study population comprises all the teachers of the I.I.E.E. of the UGEL 05 jurisdiction of the district of San Juan de Lurigancho at both the primary and secondary levels. The sample group corresponds to the non-probabilistic and intentional type; the sample size was established by convenience and 100 teachers were surveyed.

The survey technique was used. The questionnaire was used as an instrument to measure the variable pedagogical accompaniment, which corresponds to an adaptation made by the author of this work on the questionnaire of Santa Cruz (2018). For this purpose. Regarding this sample, 75% belong to the female sex, while 25% to the male sex and 80% of the total indicated as working condition being appointed, while the remaining 20% hired.

The application of the instruments selected for the study was achieved with the prior authorization of the director belonging to each of the educational institutions that were part of the study, and, in addition, the signature of the informed consent of the participants was requested.

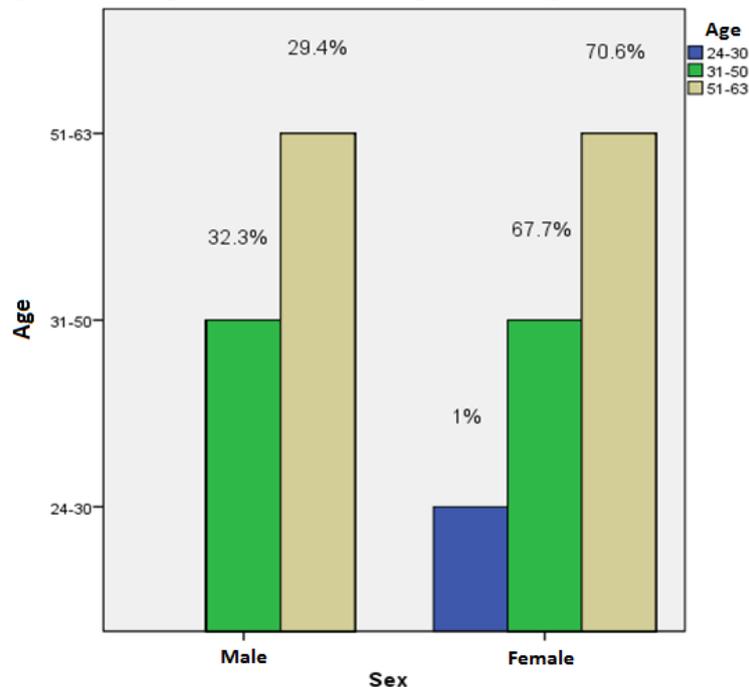
4. Results

Table 1 - Distribution of Frequencies of the Sociodemographic Variables

	Total	%
Sex		
Male	31	31%
Female	69	69%
Age range		
24 to 30 of age	1	1%
31 to 50 of age	65	65%
51 to 63 of age	34	34%
Source: Own elaboration		

Among the sociodemographic variables, the sex and age variables are presented. Regarding the former, it can be observed that 31% of the total sample belongs to the male sex, while 69% belongs to the female sex (Table 6). Likewise, within the age variable, it can be observed that only 1% of the total of those evaluated were in the 24 to 30 age range; likewise, 65% of the total were in the 31 to 50 age range. Finally, 34% were in the 51 to 63 age range. (Table 1).

Figure 1- Description of the Variable Age According to the Variable Sex



Source: Own elaboration

Figure 1. Shows the percentages achieved by the age ranges of the teachers who were part of the study sample according to the sex variable. In the first age range of 24 to 30 years, female teachers were found with a minimum of 1%.

On the other hand, Table 2 shows the frequency distributions according to the variables of length of service and employment status of the teachers who participated in the study. Within the first variable, 42% of the total of the selected sample reported having a length of service of no more than 10 years; 30% reported a length of service of 11 to 20 years; and 28% of the total had a length of service of 21 to 37 years. Likewise, 70% of the totals were appointed, while the remaining 30% were hired.

Table 2 - Frequency distribution of teachers' work context

	total	%
Length of service		
0 to 10 of age	42	42%
De 11 a 20 of age	30	30%
De 21 a 37 of age	28	28%
Condition		
Appointed	70	70%
Contracted	30	30%

Source: Own elaboration

Table 3 shows the predominant dimension of the variable in terms of frequency distributions with respect to the levels: good, regular and bad. As can be seen in the table, the predominant dimension of the variable pedagogical support is Pedagogical Counseling with 78%, which is located in the regular level; likewise, with respect to the variable pedagogical support, only 3% of the total number of teachers evaluated are in the good level; however, 88% are located in the Regular level, while 9% are in the bad level. In the pedagogical counseling dimension, only 2% are in the good level, 78% in the regular level and 9% in the bad level. As for the dimension interlearning groups, 4% are in the good level, 66% in the regular level and the remaining 30% in the bad level. In the collegial work meeting dimension, only 1% of the total is in the good level, 74% in the regular level and 25% in the bad level. Finally, in the dimension of tutorials and workshops, 4% are in the good level, while 63% are in the regular level and 33% of the teachers are in the bad level. Thus, it is determined that the predominant dimension of the pedagogical accompaniment variable is the pedagogical counseling dimension, with 78% at the regular level.

Table 3 - Predominance of the Variable Studied and its Dimensions

Variable		Levels %		
		Good	Regular	Bad
	Pedagogical support	3%	88%	9%
Dimensions				
	Pedagogical Counseling	2%	78%	20%
	Interlearning Groups	4%	66%	30%
	Collegiate Work Meeting	1%	74%	25%
	Tutorials and Courses Workshops	4%	63%	33%

Source: Own elaboration

On the other hand, Table 4 shows the predominant indicator of the pedagogical counseling dimension and of each indicator that makes up this dimension in terms of frequency distributions with respect to the levels: good, regular and bad. Thus, in the pedagogical counseling dimension, it is verified that the predominant level is regular with 78%. Regarding the indicators, it is observed that the predominant level in the indicator socioemotional support and reflection of the pedagogical practice is regular with a percentage of 58 and 59 %, respectively; in the indicator commitment of the teacher and the accompanying person, it is observed that the predominant level is bad with 51%, followed by the regular level with 48%. Thus, of the three indicators mentioned, it is the indicator reflection of the pedagogical practice that presents predominance in the regular level with 58%, in contrast to the other indicators that make up the pedagogical counseling dimension.

Table 4 - Predominant Indicator of the Pedagogical Consulting Dimension

Dimension		Levels %		
		Good	Regular	Bad
	Advice pedagogical	2%	78%	20%
Indicators				
	Support socioemotional	2%	58%	40%
	Reflection of practice pedagogical	1%	59%	40%
	Commitment teacher and passenger	1%	48%	51%

Source: Own elaboration

Table 5 shows the predominant indicator of the interlearning groups dimension and of each indicator that makes up this dimension in terms of frequency distributions with respect to the levels: good, regular and bad. As can be seen, within this dimension, the regular level predominates with 66%. In the indicators openness dialogue and commitments of teachers, the regular level

predominates with 68 and 50 %, while in the indicator presentation and exchange of learning experiences, the bad level predominates with 49 %. Likewise, among these three indicators, it is observed that the openness dialogue indicator is predominantly regular with 68%.

Table 5- Predominant Indicator of the dimension of Interlearning Groups

Dimension	Indicators	Levels %		
		Good	Regular	Bad
	Interlearning Groups	4%	66%	30%
	Opening dialogue	2%	68%	30%
	Presentation and exchange of learning experiences	8%	43%	49%
	Commitments of teachers	4%	50%	46%

Source: Own elaboration

Table 6 shows the predominant indicator of collegiate group meetings and each indicator that makes up this dimension in terms of frequency distributions with respect to the levels: good, regular and bad. In this dimension, it can be observed that the regular level predominates with 74 %. Regarding its indicators, it is shown that in two of them the regular level predominates, being these the virtual collective learning indicator among teachers and the confrontation of ideas, interactions among peers, group reflections and collective learning with 44 and 54 %, respectively; on the other hand, in the indicator recording of reflections, recordings of virtual sessions, the bad level predominates with 40 %. Likewise, among the three indicators described, it is observed that the indicator recording of reflections, recordings of virtual sessions is the one that predominates among the three with 70% in the bad level.

Table 6 - Predominant Indicator of the Collegiate Group Meeting Dimension

Dimension	Indicators	Levels %		
		Good	Regular	Bad
	Collegiate Group Meeting	1%	74%	25%
	Virtual collective learning between teachers	1%	44%	55%
	Confrontation of ideas, peer-to-peer interaction, group reflections and collective learning	2%	54%	44%
	Recording of reflections, recordings of virtual sessions	1%	29%	70%

Source: Own elaboration

Finally, table 7 shows the predominant indicator of the virtual courses and tutorials dimension and of each indicator that makes up this dimension in terms of frequency distributions with respect to the levels: good, regular and bad. Thus, in this dimension, the regular level predominates with 63 %, while in the case of its two indicators, teacher training workshops and teacher training courses, the regular level predominates with 68 % each. As can be observed, both indicators show predominance with 68 % in the regular level; however, in the bad level, the teacher training workshops indicator shows predominance with 31 %.

Table 7- Predominant Indicator of the Dimension Courses and Virtual Tutoring

Dimension		levels %		
		Good	Regular	Bad
	Virtual Courses and Tutorials	4%	63%	33%
Indicators	Teacher training workshops	1%	68%	31%
	Teacher training courses	4%	68%	28%
	teacher training courses			

Source: Own elaboration

5. Discussion

The main objective was to determine the perception that teachers have of the predominant dimension in the strategies of pedagogical accompaniment at a distance in the context of the health emergency; to this end, the questionnaire of perception of pedagogical accompaniment was applied and with which it was established that the perception that teachers belonging to the study sample have of the variable pedagogical accompaniment is regular with 88%. This situation is explained by the levels reached by the remaining dimensions of the four dimensions that make up the proposed study variable. The first, pedagogical counseling, is considered by the teachers at a regular level (78%); the dimension interlearning groups, at a regular level (66%); the dimension collegial work meeting, at a regular level (74%); and, finally, the dimension tutorials and workshops at a regular level (63%).

Regarding the predominance of the dimensions that make up the pedagogical accompaniment variable, the pedagogical counseling dimension is predominant with a concentration of 78% of the total at the regular level, followed by the collegial work meeting dimension with 74% at the regular level, followed by the interlearning groups and tutorials and workshops dimension with 66% and 63% respectively, both located at the regular level.

Regarding the specific objectives that were set, it was found that the perception of teachers in the first dimension of pedagogical advice is regular with 78%, and the predominant indicator of this dimension is reflection of pedagogical practice with 59%, located at the regular level. The socioemotional support indicator and the commitment of the teacher and the accompanying person obtained 58% and 48%, respectively, placing them in the regular level; however, the teacher and accompanying person commitment indicator predominates in the bad level with 51%, unlike the remaining indicators that are both located in this level with 40%.

Regarding the second specific objective, which analyzes the teachers' perception of the predominant indicator of the interlearning groups dimension, it was found that this dimension is perceived by the teachers as regular with 66%, and the predominant indicator is open dialogue with 68%, which is at the regular level, followed by the teachers' commitment indicator with 50%, which is at the same level. It is worth mentioning that the indicator presentation and exchange of learning experiences shows a predominance of perception in the bad level with 49%.

Regarding the third specific objective, which analyzes the perception that teachers have of the predominant indicator of the collegial work meeting dimension, it is observed that this dimension is perceived by teachers as regular (74%), and the predominant indicator within this dimension is the recording of reflections, recordings of virtual sessions with 70%, ranking at the bad level, followed by the indicator virtual collective learning among teachers with 55%, ranking at the same level. Likewise, the indicator confrontation of ideas, interactions among peers, group reflections and collective learning presents a higher percentage in the regular level with 54%.

Finally, with respect to the specific objective of analyzing teachers' perception of the predominant indicator of the dimension virtual courses and tutorials, it is observed that this dimension is perceived by teachers as regular with 63%, and the predominant indicator of this dimension is teacher training workshops with 68% at the regular level and 31% at the high level, followed by the indicator teacher training courses with 68% at the regular level and 28% at the bad level.

6. Conclusions

First: Teachers' perception of pedagogical support strategies in the context of the health emergency in schools in San Juan de Lurigancho is regular, and the predominant dimension is pedagogical support, which is perceived by teachers as regular with 78%.

Second: The teachers' perception of the predominant indicator of the pedagogical counseling dimension as a strategy of pedagogical accompaniment at a distance is regular, and the predominant

indicator of the same is reflection of pedagogical practice, which is perceived by the teachers as regular with 59 %.

Third: The teachers' perception of the predominant indicator of the dimension interlearning groups as a strategy of pedagogical support at a distance in the context of health emergency is regular, and the predominant indicator of the same is dialogue to openness, which is perceived by teachers as regular with 68 %.

Fourth: The perception that teachers have of the predominant indicator of the dimension of collegiate group meetings as a strategy of pedagogical accompaniment at a distance is regular, and the predominant indicator of the same is the recording of reflections, recordings of virtual sessions, which is perceived by teachers as Bad with 70 %.

Fifth: The perception that teachers have of the predominant indicator of the dimension virtual courses and tutorials as a strategy of pedagogical accompaniment at a distance is regular, and the predominant indicator of the same is teacher training workshops, which is perceived by teachers as regular with 68 % as well as the indicator teacher training courses with the same percentage; however, the indicator teacher training workshops predominates in the bad level with 31 %.

7. Recommendations

First: It is suggested to review, encourage and consider studies in which information is provided regarding the perception that teachers express about the pedagogical accompaniment, since this unfavorable perception could negatively influence the development of these strategies and affect the commitment of professionals as evidenced in the results of this study.

Second: It is suggested to verify the access to the capacity of the tools provided in the virtual platforms offered by the Ministry of Education in order to provide solutions to the technical problems that hinder the recording of virtual classes, since it is precisely in this area where teachers report an unfavorable perception.

Third: It is suggested that other similar studies be carried out in larger populations to deepen the perception of teachers regarding Pedagogical Accompaniment in order to increase the quality and effectiveness of its objectives.

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