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Influence of Teaching Updates on the Effectiveness of the Learning Process in Basic General Education

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Abstract---The Influence of teacher updating on the effectiveness of the teaching-learning process in Basic General Education in the City of Chone aims to improve how educators teach in basic education, to increase the effectiveness of the process of Learning. This is achieved through the acquisition of new skills and knowledge by the teacher, allowing him to teach classes more effectively, the lack of opportunities to participate in pedagogical seminars and workshops can result in limited knowledge of the subject content and, consequently, in the difficulty of generating significant learning. The importance of the teacher choosing and using innovative methodologies to address this situation is highlighted. The methodological approach of the study will be mixed, which means that it will combine quantitative and qualitative methodologies. Techniques were used descriptive-correlational such as interviews with teachers and surveys with students, the sample applied was 10 teachers and 50 EGB students, reaching the following conclusions: It is highlighted that teachers are aware of the importance of staying updated in their profession, however, despite this awareness, it is mentioned that some teachers do not give it enough importance. Possible justifications for this lack of prioritization are proposed, such as educational management considered insufficient by the school authorities, scarcity of resources or lack of time availability.

Keywords---basic education, knowledge, learning process, teacher, teaching update.

Introduction

Teaching updating is essential to enhance educational quality in Latin America by improving the skills and knowledge of educators. This influence has resulted in positive impacts, such as improved academic outcomes, increased student engagement, and a reduction in school dropouts. Teacher updating can contribute to closing educational gaps between different socioeconomic strata in Ecuador, allowing teachers to offer more effective teaching. At the medium level, it has been shown by a study by the Ecuadorian Ministry of Education in 2022 that schools with support for teacher updating obtained significantly higher scores on standardized mathematics and reading tests compared to those without such support. At the local level, teacher updating is a necessary investment to improve educational quality in Manabí and Chone. Governments, educational institutions and schools must work together to ensure that all teachers have access to such opportunities (Avalos, 2011; Ben-Peretz, 2011).

The Influence of Teaching Updates on the Effectiveness of the Teaching-Learning Process in Basic General Education in the “Carlos María Castro” Millennium Educational Unit aims to improve how educators teach in basic education, to increase the effectiveness of the learning process. This is achieved through the educator's acquisition of new skills and knowledge, allowing him or her to teach classes more effectively; However, the lack of opportunities to participate in pedagogical seminars and workshops can result in limited knowledge of the content of the subject and, consequently, in the difficulty of generating meaningful learning. Therefore, the importance of the teacher choosing and using innovative methodologies to address this situation is highlighted (Pansiri, 2008; Livari et al., 2020).

In many professional areas, knowledge and practices remain static, for this reason, teaching updating becomes essential since the excellence of the process depends on it (Oviedo, 2023). In some educational institutions, teachers may have the mistaken belief that students focus on studying just to get passing grades, rather than learning the content. In this context, the crucial role of the teacher in guiding and promoting an adequate evaluation process is highlighted. This implies that teachers must help students understand the importance of learning and not just passing exams, thus encouraging a deeper and more meaningful approach to education.

Improving innovations in teaching and educational policies is widely recognized. The need to improve teacher training and the quality of their training. This awareness has led to increased demand for educational programs and courses designed to promote teacher training and updating. Dynamic and innovative teaching reflects student interest and progress. It is highlighted that this committed attitude contributes to improving the quality of life of students and their learning process. This is achieved with enthusiasm on the part of the teacher, which in turn benefits the students. In addition, it is mentioned that the teacher shares proposals based on his experience, involves the entire school community, considers the interests and abilities of community members, has support for special education, has adequate educational materials and receives support from the parents. All of this is to provide a quality education that adapts to the needs of the population (Efklides, 2006; Offir et al., 2008; Baartman & De Bruijn, 2011).

The fundamental role of the teacher as a trainer of individuals, especially children and young people, often spending more time with them than other professionals. It is emphasized that the teacher must have effective communication skills, active listening and respect for different perspectives. Furthermore, the importance of including and valuing individual differences and awakening curiosity about knowledge is highlighted, adapting to the different stages of development of each student. This is why the updating and continuous training of teachers is essential since excellence in pedagogical practice depends on it. We can also mention that this training involves preparing teachers for a digitalized world full of possibilities to provide quality education adapted to the changing needs and contexts of society (Kyriakides et al., 2009).

Quality teaching performance, being associated with learning, requires professional suitability, which allows the generation of appropriate spaces for the effective construction of knowledge, efficient management of interaction time in the classroom, use of resources and materials, permanent training and specialization for response effectively to the educational demand of a changing society (Tacusi, 2023).

It is important to emphasize the role of the teacher in the student's learning process. Then, ask yourself a question about whether Teacher Update is beneficial for the teaching-learning process in basic general education, since teachers must stay updated and participate in training programs to be aware of educational approaches, teaching methodologies and techniques, as well as scientific advances and educational technologies, so according to the study, it was proposed to investigate the management of authorities and teachers in pedagogical didactic updating for the holding of pedagogical seminars and workshops, determine the design, execution and evaluation of the teaching-learning process, and identifying the deficiency of exhaustive analysis of educational needs in the classroom.

The general objective of the study is to analyze the influence of teacher updating on the effectiveness of the teaching-learning process in Basic General Education in the "Carlos María Castro" Educational Unit, identifying areas of opportunity and challenges in the continuous training of teachers. To achieve this objective, the study proposes the following specific objectives: The first was to analyze the current state of teaching updating in the "Carlos María Castro" Educational Unit in the context of Basic General Education. In the second, evaluate the relationship between teaching updating and the effectiveness of the teaching-learning process in Basic General Education. The third, identify areas of opportunity and challenges in teaching updating that may influence the teaching-learning process. The fourth proposes strategies to optimize teaching updating and, therefore, improve the quality of the educational process in Basic General Education.

The methodological approach of the study will be mixed, which means that it will combine quantitative and qualitative methodologies. This will allow us to obtain a complete and detailed vision of the study phenomenon, which is the influence of teacher updating on the effectiveness of the teaching-learning process in Basic General Education in the City of Chone. This analysis highlights the situation of the Carlos María Castro Educational Unit in terms of the need for pedagogical updating. It is noted that this need arises from the lack of skills in key areas, which have been influenced by technology and changes in education.

To raise the problem of this study, we address that education is a fundamental process for the development of people and societies. In this process, teachers play a fundamental role, since they are responsible for transmitting the knowledge and skills necessary for student learning. Teaching updating is a continuous training process that allows teachers to stay up to date with scientific, technological and pedagogical advances. It is a necessary condition for teachers to provide quality education to their students.

In the context of Basic General Education (EGB), teacher updating is a topic of special relevance. This is because the EGB is the educational stage in which the foundations are laid for the educational and professional development of students. However, various factors can make it difficult for teachers to participate in teacher refresher programs. These factors include lack of resources, limited time, and resistance to change. Taking the above into account, the research problem posed is the following: What is the influence of teacher updating on the effectiveness of the teaching-learning process in Basic General Education?

This study highlights the importance of innovation in teaching and proposes an academic update as a solution to improve teacher training and, therefore, the quality of the education provided. This leads us to understand that Teacher updating must be a permanent pattern for Teachers to follow, due to the substantial changes that are being experienced very quickly today in today's education mainly in rural areas, so we must improve their skills and knowledge, to be prepared to teach classes efficiently and effectively. Teaching updating must be varied and flexible, to adapt to their needs and preferences. Materials may include courses, workshops, seminars, and conferences, as well as online and in-person resources. Methods may include direct instruction, experiential learning, collaborative learning, and distance learning" (Organization of Ibero-American States for Education, 2022).

Materials and Methods

Instruments such as interviews with teachers and surveys with students will be used. The sample applied was 10 teachers and 50 EGB students, reaching the following conclusions: It is highlighted that teachers are aware of the importance of staying updated in their profession. However, despite this awareness, it is mentioned that some teachers do not give it enough importance. Possible justifications for this lack of prioritization are proposed, such as educational management considered insufficient by the school authorities, scarcity of resources or lack of time availability.

The materials and methods used to carry out this research had variations, which generally involved data collection through the Descriptive-Correlational design. The mixed method used in this study included a systematic review of the literature to analyze the effect of teacher updating on teacher performance and pedagogical effectiveness, which can also be used to obtain a more complete understanding of the influence of updating. teacher.

Each of these methods allowed us to describe the current characteristics of teaching updating and explore whether there is a correlation between it and the effectiveness of the teaching-learning process. The approach used was mixed, it allowed us to combine both quantitative and qualitative methodologies to obtain a complete and detailed vision of the study phenomenon. The research adopted a quantitative approach, using surveys and statistical analysis to explore the relationship between the aforementioned variables. The materials and methods of teaching updating must be focused on teachers' learning. This means that they must be designed to help teachers develop the competencies and skills they need to teach effectively. The materials must be relevant to teaching practice, and must be attractive and motivating (OECD, 2022).

Various academic sources and relevant literature were used, including books, scientific journal articles, academic reports and online resources. A comprehensive literature review was conducted to support the theoretical framework, arguments, and conclusions of the study. The materials for this research were: databases from several digital repositories such as: Scielo, Pubmed, Latindex, Elsevier, Redalyc, and Google Scholar, among others. In addition, characterization matrices [Gómez Sánchez & Hernández Pérez \(2017\)](#), were used to learn about previous studies on teaching updating and the teaching-learning process.

For the population considered in the Santa Rita Parish, there are a total of 19 schools in the rural area with 3,540 student enrollment and several teachers 260 and the sample was obtained to be used in the survey, a total of 227 students and 35 teachers. To calculate the sample, the finite population formula was used, since we needed to know the desired level of confidence and the acceptable margin of error. In this case, suppose we want a confidence level of 95% and a margin of error of 5%, through Equation 1.

$$n = \frac{z^2 * p * q}{e^2} \quad (1)$$

Where:

$z \rightarrow 1,96$ for a 95% confidence level.

$p \rightarrow q \rightarrow 0,5$

$e \rightarrow 0,05$, since the acceptable margin of error is 5%.

The average number of students in a rural educational unit in Ecuador is 217, and the average number of teachers is 11. Therefore, it can be estimated that the proportion of students in the population is 0.6 and the proportion of teachers is 0.16. Using these values, the following sample size to carry out the survey is obtained, which would be 227 students and 35 teachers.

Analysis and Discussion of Results

Recent research carried out by [García et al. \(2020\)](#), analyzes the influence of teaching updating on the effectiveness of the learning process, taking into account the main research on the topic, as well as the contributions of relevant authors in the field of Education. These authors maintain the research findings that indicate that the improvement of pedagogical skills and knowledge of new educational methodologies are positively benefited by teacher updating, which in turn favorably influences the effectiveness of the learning process.

Training is defined as the learning process that a person undergoes to obtain and develop the conception of abstract ideas through the application of mental processes and theory to make decisions ([Vite, 2017](#)), training is found directed at higher levels” (p.166). In the teaching-learning process, it has constituted a significant change in the structure of education, acquiring high importance, and achieving relevance at all levels, throughout the world. This reality has meant a rapid adaptation, both in teachers and students, to the requirements of the new emerging models. The situation of change, without a doubt, has been precipitated as a consequence of the health crisis that became global, affecting the educational systems of the countries ([Gavilán, 2022](#)).

Teaching updating is valued as a decisive factor in improving educational quality ([Pérez & Gómez, 2021](#)). To this end, the main educational policies regarding teaching updating are reviewed, as well as the contributions of relevant authors in the field of education. The results of the research show that teacher updating is a fundamental element so that teachers can respond to the challenges of current education, contributing to improving the quality of education that students receive. This research emphasizes to current educational policies the importance of teacher updating to address the challenges of contemporary education and supports the idea that teachers can face current challenges, which in turn has an impact on improving the quality of the process. teaching-learning.

In many professional areas, knowledge and practices remain static, that is, they do not change or increase through the accumulation of experiences. However, in other areas, such as teaching, knowledge and actions are transformed with practice and educational experiences. For this reason, teaching updating becomes essential, since the excellence of the process depends on it ([Oviedo, 2023](#)). It is highlighted that innovation in education is not only important but also represents a challenge in today's society, marked by knowledge and technology. This implies the need to address this issue as a priority and effectively guarantee quality education that responds to the demands and needs of the current environment.

Education is a discipline that has evolved over the years, which has led to great transformations and reforms in its programs, to keep the teachings updated. We can see all of this reflected in the importance of teacher training in professional development ([Oviedo, 2023](#)). It is important that teachers and educational professionals are aware of the importance of the learning environment and that they take steps to create environments that support the learning of all students ([Children, 2022](#)). Teaching performance is considered a key element of educational quality, therefore each institution must adopt appropriate mechanisms for training, support and evaluation of teaching work, as well as the learning achievements of students ([Tacusi, 2023](#)).

Teaching updating also involves preparing teachers for a digitalized world open to multiple possibilities. It is maintained that, by achieving this, teachers are trained with the capacity to adapt and implement the best strategies for students who surround themselves with technology. In general, a clear argument in favor of the importance of technology in current education is essential to support the fulfilment of the most basic functions of teaching, such as communication with students and parents, evaluation of learning and reducing time spent on administrative tasks. An updated and qualified teacher is a teacher prepared to face challenges, solve problems, provide solutions and, above all, he is a teacher who leaves his mark ([Digital, 2022](#)).

Teaching updating is part of the training and improvement of teachers; they must always be learning and growing, both in their knowledge of the content they teach and in their pedagogical skills, to be better equipped to provide a high-quality education, offering a teaching that is relevant to the interests and needs of their students, teachers must have a positive attitude towards learning and continuous improvement, a good question: How do I keep learning? In conclusion, teaching updating is a shared responsibility. Teachers, educational institutions and authorities must work together to create an environment that supports continuous learning; this must be considered a process that never ends.

The responsibility for continuous training falls equally on teachers and educational institutions, teachers must know the content they teach, but they must also have skills to develop the critical thinking of their students, to manage the classroom in an effective, and to work collaboratively with other professionals.

The classroom is the first place where teachers can help students develop this skill. They must be open to new trends and must be willing to experiment with new teaching methodologies. They must always be prepared to adapt to changes and to offer a high-quality education that prepares students for the future.

In a world of constant evolution, the quality of education is an essential factor for the progress of a country. To achieve a significant improvement in educational quality at the national level, it is essential to recognize the central role that teachers play in this process (Ecuador, 2023), educators who develop their pedagogical management skills must be able to establish clear objectives for focus your teaching and evaluate student progress.

To find out the criteria and knowledge about Teaching updating and its effectiveness in the teaching-learning process. According to the survey study of the 50 students, and in responses to the questions, there is no conformity with the teaching-learning process in the students, which suggests that the Teachers are not reaching them as they perhaps require. , since it is clear that they consider that a Teacher must be pedagogically updated, which 100% consider so.

To carry out the survey, the Accountability report of Zonal Coordination 4, District 13D07 Chone-Flavio Alfaro Education, was taken into consideration. In the year 2023, the Santa Rita parish of Cantón Chone belonging to district 13D07 Chone-Flavio Alfaro, has a total of 44 basic education schools. Of these, 25 are urban and 19 are rural. Regarding student enrollment, the report indicates that in the Santa Rita parish, there are a total of 8,290 students enrolled in basic education. Of these, 4,750 are women and 3,540 are men (MinEduc, 2023).

Finally, the report also indicates that in Santa Rita Parish, there are a total of 260 teachers who work in basic education schools in rural areas. The distribution of students and teachers by educational level is as follows: In the rural area, we have a total of 19 schools, with a student enrollment of 3,540 and several teachers of 260. Below is Table 1 with a summary of the information provided by the report of the Ministry of Education (MinEduc, 2023).

Table 1
Distribution of students and teachers by educational level

School type	Number of schools	Student enrollment	Number of teachers
Urbana	25	4.750	260
Rural	19	3.540	260
Total	44	8.290	520

Source: Zonal Coordination 4, District 13D07 Chone Education - Flavio Alfaro, 2023

The research was carried out in a specific educational unit, requesting the necessary permissions to carry out the research from the rector of the educational unit and the district. However, the response was not immediate, which led me to work with a reduced sample, which consisted of only two parallels, with 50 students and 10 teachers in total. This sample is relatively small, which limited the generalization of the results to other populations or contexts. The survey results show that, in general, students are satisfied with the teaching of their teachers. The percentage of students who answered “yes” to all four questions is high, especially for the first question, shown in the graph in Figure 1.

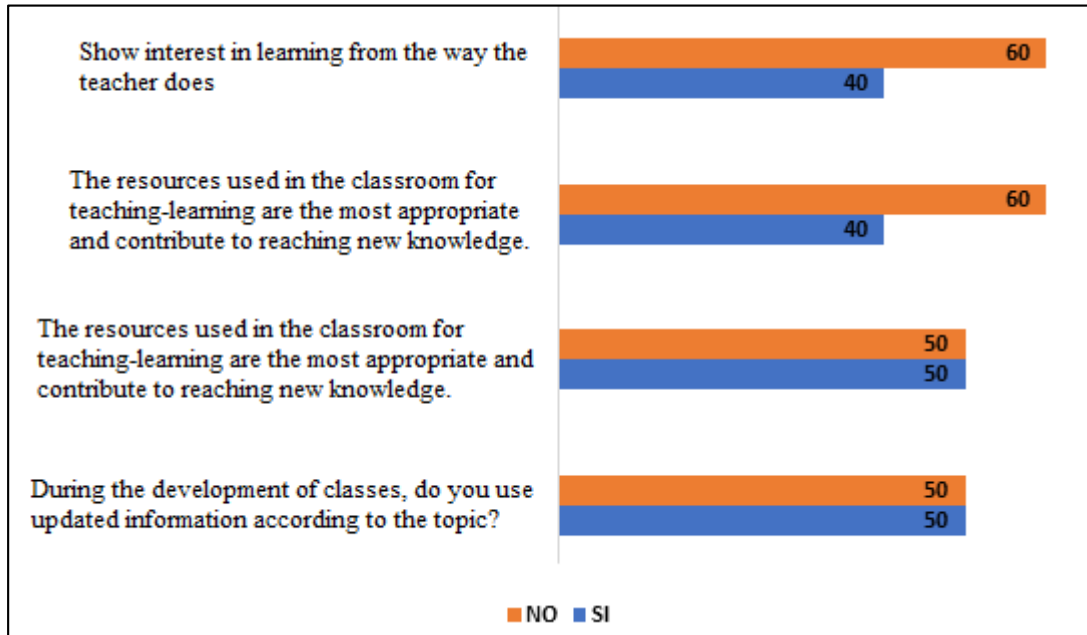


Figure 1. The survey applied to students

Analyzing the results of the question: Do you show interest in learning the way the teacher does? The percentage of students who answered "yes" to this question is 60%. This means that most students are satisfied with the way their teachers teach. This may be because teachers use teaching methods that are attractive and stimulating to students. Regarding the question: Are the resources used in the classroom for teaching-learning the most appropriate and contribute to reaching the new level? The percentage of students who answered "yes" to this question is 40%. This means that half of the students are satisfied with the resources used in the classroom. This may be because resources are not always suitable for all students or are not used effectively.

To: Are the strategies for the teaching-learning process updated according to new educational trends, and should ICTs be used? The percentage of students who answered "yes" to this question is 50%. This means that half of the students are satisfied with the teaching strategies used by their teachers. This may be because teachers do not always use strategies that are effective for all students or because they do not keep up to date with new educational trends.

On the other hand, during the development of classes, do you use updated information according to the topic? We see that the percentage of students who answered "yes" to this question is 50%. This means that half of the students are satisfied with the information used in classes. This may be because teachers do not always use up-to-date information or they do not ensure that all students understand the information being presented.

Overall, the survey results show that students are satisfied with their teachers' teaching. However, some areas could be improved, such as using appropriate resources, updating teaching strategies, and using up-to-date information. If teachers could improve in these areas, they could further improve student satisfaction with their teaching, the results are shown in the graph in Figure 2.

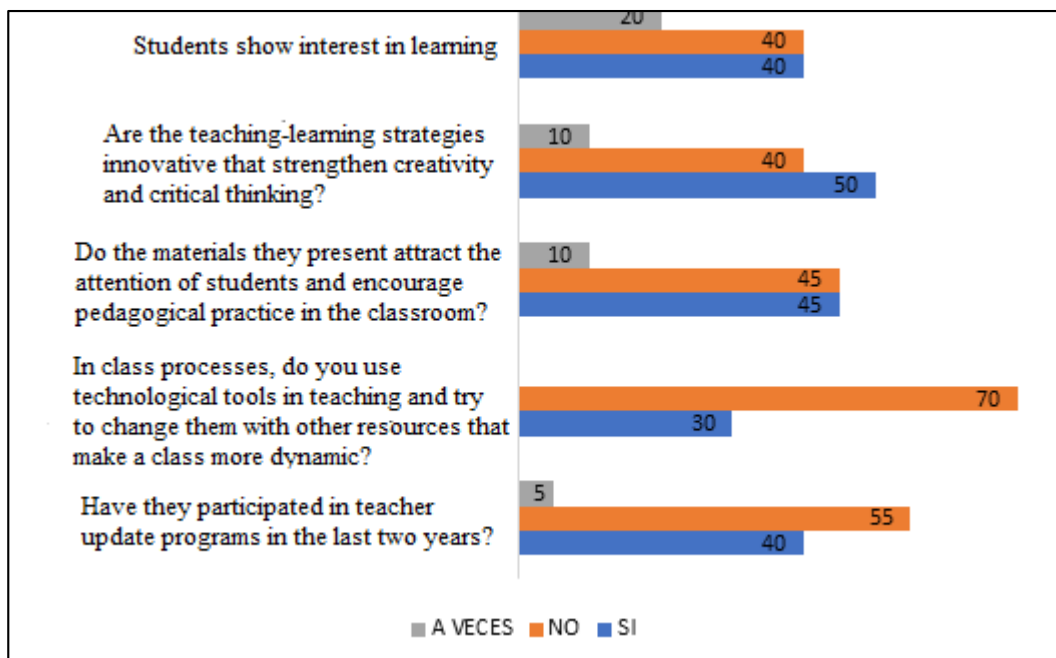


Figure 2. Interview applied to teachers

The results of the interview show that the teachers of the educational institution are committed to their work and the learning of their students; However, there are also some aspects in which they could improve.

Students' interest in learning: The survey shows that 40% of teachers believe that their students show an interest in learning. However, 20% believe that students do not show interest in learning. This suggests that teachers could work to increase students' interest in learning.

Innovation of teaching-learning strategies: 40% of teachers believe that their teaching-learning strategies are innovative. However, 10% believe that the strategies are not innovative. This suggests that teachers could work to incorporate more innovations into their teaching-learning strategies.

Ability of materials to attract students' attention: 45% of teachers believe that the materials they present attract the attention of students. However, 10% believe that the materials do not attract students' attention. This suggests that teachers could work to improve the materials' ability to hold students' attention.

Use of technological tools in teaching: 70% of teachers believe that they use technological tools in teaching. However, only 30% believe that they combine technological tools with other resources to energize classes. This suggests that teachers could work to further integrate technological tools into their teaching practices.

Participation in teaching update programs: 55% of teachers believe that they have participated in teacher update programs in the last two years. This is a positive fact, as it suggests that teachers are interested in staying up to date on the latest educational trends.

By implementing these recommendations, governments and educational institutions can help ensure that all teachers have the opportunity to update themselves and provide quality education to their students (García & López, 2022). Integrating the findings provided a holistic view of the Influence of Teaching Updates on the Effectiveness of the Teaching-Learning Process in Basic General Education. This allowed us to offer conclusions based on both quantitative and qualitative data, through the mixed methodology that provided a more complete and deeper understanding of the relationship between teaching updating and the teaching-learning process, helping us to make more solid and effective recommendations at the end of your research (Nguyen et al., 2020; Cotton et al., 2020).

Once the results of the surveys and interviews with students and teachers of the “Carlos María Castro” Educational Unit have been analyzed. A contrast can be seen in their responses, which shows that the perceptions between students and teachers regarding how to teach and how they learn are different. However, points of agreement are established regarding the importance of updating and training teachers. Teachers, where students consider 100% that Teachers must be pedagogically updated, and 45% have received training, for this reason, teaching updating becomes essential since the excellence of the process depends on it (Oviedo, 2023). Furthermore, this demonstrates the poor management of the educational authorities of both the institution, the districts, the area

and the Ministry of Education itself, which do not develop training for their teachers to improve the teaching-learning process.

Regarding determining the design, execution and evaluation of the teaching-learning process, it is worth mentioning that according to the students, the class processes, the Teachers do not work with updated information in 50%, the strategies in 50% do not correspond, and the resources are technological. or others are not aware of current events and for this reason, 60% of students are out of tune with learning, this gives us to understanding that there is no effectiveness in the teaching-learning processes, Teaching performance is considered a key element of educational quality, therefore each institution must adopt appropriate mechanisms for training, support and evaluation of teaching work, as well as the learning achievements of students (Tacusi, 2023).

It can be seen that the design, execution and evaluation of the teaching-learning process does not respond to new educational trends, since teaching has a clear objective which must be applied to achieve meaningful learning, The teacher must use strategies and techniques that help students achieve better results according to their expectations. We have to take into account that each of them will be born from the education that we can receive in our lives, in each area in which we manage to develop. It is then necessary to redesign the curriculum and adhere to new educational trends, with updated methods, techniques and procedures following the new educational paradigms, keeping in mind the new information and communication technologies (Bravo et al., 2021).

The educational needs in the classroom become very objective when the teacher does not use innovative or technological resources, according to the students 60% of the resources used in the classroom for teaching-learning are not the most appropriate and contribute to reaching new knowledge, and according to the Teachers, 70% do not apply them in class nor do they combine them with others so that the students become interested or motivated to learn, so it is worth reflecting that the Teacher Identify your educational, pedagogical, and communication deficiencies with your students, and interpret your educational needs and bring them to the level of current competencies, otherwise we will be training a student with no future, with situations from the past that do not fit into today's world.

It was important to obtain informed consent from all participants, especially underage students, and ensure the confidentiality of the data collected. Additionally, follow the ethical and legal regulations related to research. This research was able to explore how the introduction and use of mobile devices, such as tablets and smartphones, affect students' academic performance. It must also be remembered that to carry out this research, we had to design a solid methodological plan that included data collection, selection of the student sample, and appropriate statistical analysis to determine any significant relationships. It was also important to consider ethical implications and student privacy in collecting data related to their use of technology.

Conclusions

It is highlighted that teachers are aware of the importance of staying updated in their profession and understand the benefits that this can bring both at a personal level and the level of the educational system as a whole. However, despite this awareness, it is mentioned that some teachers do not give it enough importance, raising possible justifications for this lack of prioritization, such as educational management considered insufficient by the school authorities, the scarcity of resources or the lack of time availability.

The idea is highlighted that improving educational quality is not solely the responsibility of teachers but involves the participation of all actors involved in the educational process from the teacher to the families. Several parameters and strategies are mentioned that can contribute to the improvement of educational quality, such as the adequate application of pedagogical techniques, the use of evaluation instruments, the integration of new technologies and the promotion of positive social relations in the classroom

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