Evaluative Culture in Teachers and its Influence on Student's Learning

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Abstract

This research work includes an analysis of the poor culture of evaluation processes in teachers. In the face of this problem, it is necessary for teachers to innovate their evaluation mechanisms, which allow them to improve their professional performance and therefore academic performance of the students, applying effective and suitable tools in their pedagogical practices and implementing a comprehensive evaluation, capable of satisfying the needs of their students, leading them towards a quality education. The culture of process evaluation in teachers its influence on the learning of students in the Trajan Centeno Educational Unit of the city of Chone, in the level of Basic Education. For its development, a data collection instrument was applied to 12 teachers, the exploratory and analytical method was used, which allowed analyzing the knowledge that teachers have regarding the evaluation of their pedagogical processes in the classroom and the impact that themselves in student learning. Concepts such as formative evaluation, learning evaluation, type of evaluation have analyzed, among the conclusions it has emphasized that the evaluation culture is an important factor in the teaching-learning processes so that the teacher carries out a fair, equitable and effective evaluation.

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1 Introduction

The objective of the research work is to verify the problem that exists in the evaluative culture of teachers and their influence on student learning. The Educational Unit "Trajano Centeno" of the city of Chone, the performance of teachers, the development of their evaluation practices and the impact of their actions on student learning have analyzed and verified, the development has done with the collaboration of the teachers who work in the institution.

The development of the evaluation for years has conceived as a process of results, which arises through notes, which has related to approve or deny a subject. According to the research contributions (Hidalgo & Murillo, 2017). These authors consider that the evaluations both students and teachers perceive in a negative way, a requirement that must be met, generating a misconception of that really is evaluation. It is important to highlight that this type of research is key to the training practice, it serves to give authenticity to the work, explore knowledge and feedback the educational processes, detecting weaknesses in our academic practice.

It is notorious to determine that general interests that encompass educational political purposes and management (Gil *et al.,* 2017), have shaped the evaluation. The educational centers focus on curricula, issued by governments, such as paradigms with an educational approach, facilities according to the pragmatic model, which shape the advisors and see from their reality (Escudero, 2016).

The challenges of education accentuate the leading role of the student, which is the artifice of their knowledge, has a responsibility to the conflicts a contradictory generation (Garcia *et al.,* 2015). The evaluation models must have developed according to the reality and educational contexts, from the perspective that favors the interests of the students, according to the chronological degree and the cognitive maturity, in such a way that the teachers idealize autonomous, competitive mechanisms in their apprentices (Mero *et al.,* 2019). Many of these models are also applied to higher education, thereby supporting the student learning process as is the case of those applied to electrical engineering (Pérez *et al.,* 2020).

In the Ecuadorian educational context, there are laws such as the Organic Law of Intercultural Education (LOEI). Which provides and guarantees the proper development of the educational system. The objective of ensuring the welfare of the students of the Ecuadorian territory. Considering as a strength the application of a good evaluative culture, which we must develop teachers, supported in the use of technology and incorporating digital platforms (Revelo & Carrillo, 2018), the Ecuadorian curriculum is open and flexible, it adjusts to the reality of each institution, the teacher molds, and researches and introduces new active techniques to activate knowledge.

At the local level, little has investigated the evaluative culture, in the institution under study, there are no records evidencing found findings. It is justifiable to apply this evaluation system in the pedagogical action, without this tool the didactic processes would fail; it is in the teaching task to change the mentality of the educator, to foster a critical model of quality in the classrooms (Meneses *et al.,* 2020).

2 Materials and Methods

This is a study with a descriptive approach. It seeks to specify properties, characteristics and important features of any phenomenon analyzed (Sampieri *et al.,* 2010). It has held in the Trajan Centeno Educational Unit. The research provided information that has provided by teachers through the application of the survey, with a structured questionnaire. The analytical method has used. It is then a way, a way of proceeding, which can be constituted as a way of being when incorporated as a lifestyle, which expresses its ethical dimension, (Lopera *et al.,* 2010). This method served as a guide and allowed the study of concepts, characteristics, detail of the elements, in order to establish the relationship between the evaluative culture of teachers and learning.

An exhaustive review of the literature of indexed journals, scientific articles, and recognized methods has used that was used in the literature review. A survey has applied, which served as an instrument for data collection, which represents a useful and effective way to collect information from teachers so that the work has academic rigor. To process the data, statistical techniques have used to provide inputs for the analysis of results. The techniques used were reading, the paraphrase that allowed the research to be developed and served as support for the analysis and discussion of results. The materials used for the development of the research include office equipment, digital texts, and printing supplies.

3   Results and Discussions

The evaluative culture strengthens curricular activities in educational establishments, in which research contributions will have reviewed, to consolidate the findings in the present investigation.

What is culture?

Culture, is the set of roots that identify and characterize a people, which from generation to generation serve as a form of manifestation to each culture, cultivating its cultural heritage (Palacio & Aguirre, 2016), are all activities human beings that are forged with their traditions and customs, embodied from their context.

Evaluation culture

For this research study of the evaluation culture, reference has made to large exponents where we cite. The new forms of evaluation consider that the whole process from the beginning to the end has evaluated and the teacher is a mediator of applying an effective strategy (Navarro *et al.,* 2017).

The innovations make the evaluative culture a cluster of strategies that solve outstanding student learning. Therefore, this type of evaluation must be ordered and cohesive to the rhythms of learning and attending to the differences of the student (López *et al.,* 2020), to obtain successes in the formative processes (Pasek & Mejia, 2017). The constant preparation of the teaching staff and in its evaluation phase will allow students to face great adversities and know how to handle any situation that merits in life (Bolseguí & Fuguet, 2006). It is recurrent, to know that these thinkers agree that the evaluative culture must be systematized, planned, coherent, with suitable and innovative resources, that enlivens the usefulness of the students, motivating it, not seeing it as a straitjacket, rather, that involve all actors towards an integral education.

Learning

Evaluation is the core part of every process that regulates education. The teacher must use pedagogical tactics according to their students (Segura, 2018; Macías *et al.,* 2018). All the dimensions that include the human being worked harmoniously in our curricular classrooms, favor an inclusive education of quality and warmth (Martínez *et al.,* 2016).

The family is the first school to educate their children, in the institutions the emotional bond is strengthened and the values are consolidated, for the advancement of the educational processes they must work together and achieve an effective education. True learning has achieved good accompaniment and the application of effective pedagogical instruments, establishing the method and the way forward, considering ethical and moral objectives and identifying their best practices. Table 1 shows a comparison between traditional and active pedagogy.

Table 1
Traditional pedagogy & active pedagogy (Acosta, 2005)

Alternative	Traditional	Pedagogy active pedagogy
role	Masters the center of the teaching process.	The teacher provides the medium that stimulates the response and directs the learning.
Evaluation	Refer to exams.	Aspects of the human mind.
space	Single-stage the closed classroom.	Take advantage of the entire environment and school space.
discipline	Exaggerated, imposed, repressive.	Agreements, authority.

It refers to (Acosta, 2005) that in traditional pedagogy, the teacher as the center of the teaching process who evaluates for an imposed exam, while active pedagogy the teacher provides the means to stimulate the response and directs learning in a way that takes advantage of the spaces to evaluate aspects of the human mind.

Formative Evaluation

The formative evaluation, provides the teacher with elements of judgments, achievements of the objectives of the subject, the necessary corrective measures, to provide lines of actions that fit the learning styles in students (Arribas, 2017), The evaluation estimate starts from the exchange of claims that are projected to the changes and is directed in the clear knowledge that potentializes the skills (Gómez & Valdés, 2019; Alava & Martinez, 2019). To strengthen the formative evaluation, these thinkers intensify the teaching work as the engine that gives life to the technique, to insert the evaluation and the inclusive molding to each didactic to undertake. Therefore, it is important to execute all the activities that empower knowledge and corroborate the authors, showing concordance in their connotations.

Evaluation process

According to (Acebedo *et al.,* 2017), traditional evaluation still exists in educational centers. Despite advances in education, there are establishments that resort to the typical instrumental evaluation, which limits students to develop their critical thinking. The contribution of students is very important in school knowledge (Zuñiga & Cárdenas, 2014), they state that the classes must be dynamic, with fun and expressive workshops, providing confidence and innovating learning mechanisms for students. Table 2 shows a comparison of the traditional evaluation and educational evaluation.

Table 2
Comparison of traditional evaluation and educational evaluation

Item	Evaluation. Traditional	Evaluation. Educational
When?	Moments determined, transverse	Along the course, longitudinal
Where?	Classroom	House, room, library, Internet cafe
How?	Exam	Many alternatives
Who designs?	Professor / institution	Professor and professor/student
Who evaluates?	Professor / institution	Professor / students / classmates
Why?	To promote the student	To affect the design of the course, determine student progress.
What?	Products, knowledge	Processes and products is integral.
How have the results used?	To select the best students	To improve the learning process and teaching strategies.
What is the point?	It scares students and teachers, it has thought of as an option to disqualify people.	Accompany and empower the student learning process.
How do you think?	Less planned, not due to a process, is sporadic.	From the course design.

As can be seen in table 2; the traditional evaluation reflects aspects, which the teacher has based on established structures, directs the student in a certain way through an exam that seeks to obtain results exclusively to promote the student. While the evaluation Educational is based on giving alternatives, the design is comprehensive in a comprehensive way to improve the learning process.

Assessment instrument assessment

The tools proposed by this thinker, for their execution, are ideal for each subject, must respond to their interests and objectives, students need to be the promoters of their own learning, in which the teacher provides the best techniques active in his chair (Calderín & Batista, 2015). According to the research carried out, it was found that the results of the students, have to do with the theme that the teacher has delivered to their principals, and with that sum, the judgments of adequate and complementary information are estimated to promote feedback (Azorín *et al.,* 2017).

The survey was carried out on 12 teachers of the Trajan Centeno Educational Unit in which results can be evidenced directly from the source, which allowed determining criteria for the use of evaluation in the teaching-

learning process, this helps to determine the importance and efficiency that it has in the educational process. In figure 1, the criteria-related percentages have shown for the purpose of the evaluations.
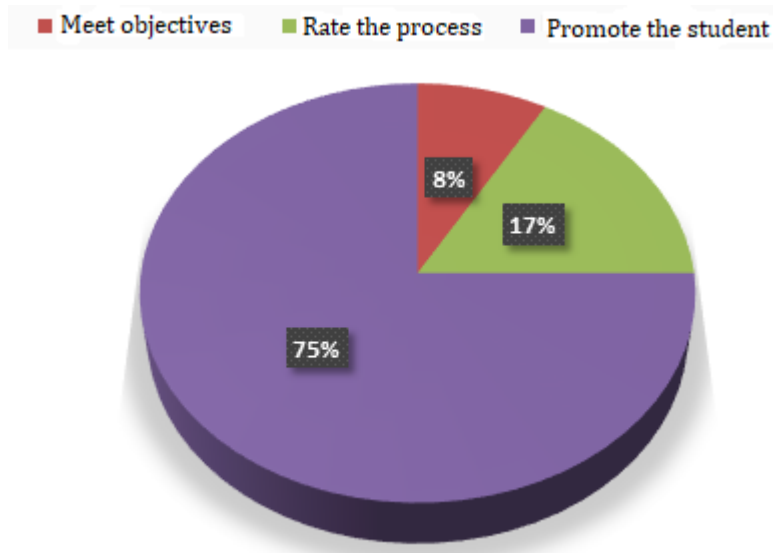

Figure 1. In its opinion, the most important purpose of the evaluation

According to the results obtained in graph 1, it reflects that 75% has the purpose of the evaluation is to promote the student, while 17% is to evaluate the process and 8% has reached the objective. Related to the use of ICTs, and their incorporation in the teaching-learning processes to evaluate their students, it has evidence that 100% of teachers use this tool in their teaching-learning processes.

It has found that in agreement that the application of the assessment instruments always helps to improve students' knowledge, observing the results in figure 2.
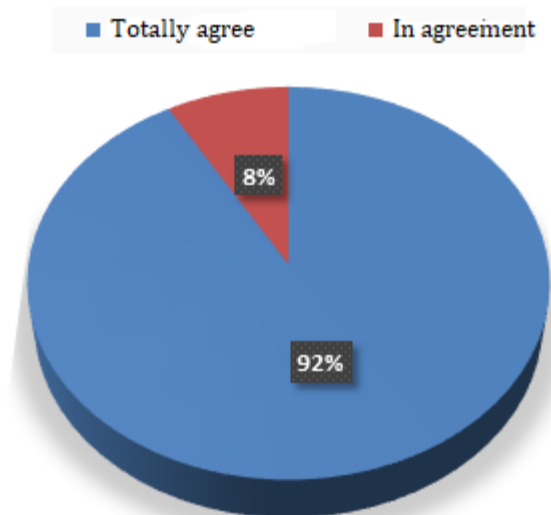

Figure 2. Application of evaluation instruments

As reflected in figure 2, a higher percentage determines that they totally agree that with the application of assessment tools helps to improve students' knowledge.

The evaluation instruments in this research are essential, teachers resort to different styles, increasing methodologies that are consistent with the learning rhythms, educational software is available, arouses interest in studying, rather,

see the evaluation as an enjoyment of its activity, taking advantage of the technological means to elaborate the evaluative batteries and thus, cultivate the cognitive process (Lucas *et al.,* 2019).

4 Conclusion

The evaluative culture of the teacher is a determining factor in the teaching-learning processes; it depends on the permanent preparation that teachers have to carry out a systematized evaluation, `planned, fair, equitable and effective, capable of generating significant learning in the students. According to the findings found, the investigated actors relate the evaluative culture as the set of activities that start from the experience, in a coherent way, with innovative resources, which allow having the baggage of knowledge to feedback the weaknesses detected in the processes taught in classes.

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