Teacher professional performance in basic education: a systematic review

Desempeño profesional del docente en la educación básica: una revisión sistemática

1. Maribel Mejía Janampa
https://orcid.org/0000-0002-5992-1109
mmejiaja84@ucvvirtual.edu.pe
Universidad César Vallejo. Ayacucho-Peru

2. Elisabeth Mejía Janampa
https://orcid.org/0009-0007-2853-2075
MMEJIAJA@ucvvirtual.edu.pe
Universidad César Vallejo. Ayacucho-Peru

3. Julio Javier Aronés Alvaro
https://orcid.org/0000-0001-9971-5951
julioarones@esfapa.edu.pe
Escuela Superior de Formación Artística Pública "Felipe Guamán Poma de Ayala" Ayacucho-Peru

4. Juan Luis Licas Garibay
https://orcid.org/0000-0002-0560-3519
juanlicas@esfapa.edu.pe
Escuela Superior de Formación Artística Pública "Felipe Guamán Poma de Ayala" Ayacucho-Peru

5. William Rojas Conde
https://orcid.org/0000-0001-8159-5381
williamrojas@esfapa.edu.pe
Escuela Superior de Formación Artística Pública "Felipe Guamán Poma de Ayala" Ayacucho-Peru

6. Nancy Asto Sulca
https://orcid.org/0000-0001-9971-5951
nancyasto@esfapa.edu.pe
Escuela Superior de Formación Artística Pública "Felipe Guamán Poma de Ayala" Ayacucho-Peru

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Abstract

Constant advancements in the technological, scientific, and cultural fields require professionals, especially those in the education sector, to continually update and strengthen their skills. In this context, teacher performance is essential to enhance students' competencies; furthermore, it is necessary to incorporate innovative teaching methods and optimize educational processes. Taking this into account, the objective of this study was to analyze the main findings and theoretical currents on continuing teacher training, with the goal of improving work practices in basic education. The research was based on a systematic review, using the PRISMA method to search repositories such as Scielo, Scopus, Web of Science, and Google Scholar. The search terms were: professional development, teacher, and basic education. From a total of 1,863 titles found, 16 were selected that met the inclusion criteria. The results show that teacher professional development is essential to strengthen teaching practices in the classroom.

Keywords: basic education, professional development, teacher.

Resumen

El avance constante en los ámbitos tecnológico, científico y cultural exige que los profesionales, especialmente en el sector educativo, mantengan una actualización y fortalecimiento continuo de sus habilidades. En este contexto, el desempeño docente es fundamental para potenciar las competencias de los estudiantes; además, es necesario incorporar métodos innovadores de enseñanza y optimizar los procesos educativos. Tomando en cuenta lo anterior, el objetivo de este estudio fue analizar los principales hallazgos y corrientes teóricas sobre la formación continua de docentes, con el fin de mejorar las prácticas laborales en la educación básica. La investigación se basó en una revisión sistemática, utilizando el método PRISMA para realizar búsquedas en repositorios como Scielo, Scopus, Web of Science y Google Académico. Los términos de búsqueda fueron: desarrollo profesional, docente y educación básica. De un total de 1863 títulos encontrados, se seleccionaron 16 que cumplían con los criterios de inclusión. Los resultados evidencian que el desarrollo profesional docente es esencial para fortalecer las prácticas didácticas en el aula.

Palabras clave: educación básica, desarrollo profesional, docente.

Introduction

The growing technological, scientific, and cultural evolution inevitably requires professionals to continuously update and strengthen their competencies, particularly in the educational field, where effective teaching performance is fundamental for enhancing students' skills. Therefore, it is essential to learn and incorporate new teaching methods that contribute to optimizing education.

Throughout history, education has been a cornerstone of human life and its integration within the community. Through the educational process, individuals develop cognitive and metacognitive abilities that enable them to adopt socially appropriate behaviors. These behaviors are enriched by the integration of stimuli from the environment and the personal and social experiences that shape the individual (Escobar & Gómez, 2018).

Since the 1990s, several Latin American countries have implemented educational reforms aimed at modernizing their systems, inspired by international agreements and recommendations. These reforms promoted the adoption of new curricular guidelines and emphasized the importance of equity and quality in education. As part of this process, mechanisms were established to evaluate teaching performance, improve teacher training, strengthen educational management, and create information and evaluation systems that facilitate decision-making in the political-educational sphere. In recent years, human and material resources have also been allocated to bring about significant transformations in educational curricula (Ramos, 2019).

Ferreira et al. (2020) note that educator training is currently at a critical juncture, as various stakeholders—including parents, teachers, and politicians—express dissatisfaction with the conventional methods that still prevail. In many countries, there has been a rising demand for reforming training programs to promote a more needs-centered approach, addressing the real challenges faced by schools.

Currently, teacher training programs fail to adequately prepare future educators for the challenges they will encounter in the classroom. This training often occurs in contexts that are distant and disconnected from daily realities, making it difficult for aspiring teachers to acquire the necessary skills to perform effectively and empower themselves in their roles as educators. Therefore, continuous professional development is essential.

Continuous professional development refers to the regularity with which a teacher engages in training throughout their academic career. It also involves the monitoring and documentation of the competencies, knowledge, and experiences that educators acquire, both formally and informally, during their work, regardless of any prior training. In this sense, it serves as a record of what they experience, acquire, and subsequently implement (Srinivasacharlu, 2019). Consequently, this training can be understood holistically as a set of ongoing activities—formal, informal, and non-formal—aimed at enhancing mental capacities (intellectual performance), self-confidence, disposition, principles, and commitment (emotional domain), as well as skills and aptitudes (psychomotor domain), in order to develop professional identity and effectively fulfill educational functions in line with temporal changes and the demands of context and future educators (Srinivasacharlu, 2019).

Globally, Abakah (2023) indicates that governments recognize continuous professional development for teachers as a key strategy for enhancing educational quality, improving student academic performance, and achieving more significant educational outcomes. In this regard, the ongoing training and updating of educators remain a fundamental pillar for pedagogical innovation, teaching excellence, and the continuous improvement of learning in educational institutions.

Moreover, in adulthood, professionals advance by drawing on their accumulated experiences, allowing them to adopt a renewed approach to learning. This stage is characterized by an education that fosters

participation and collaboration, enabling dialogue and negotiation. Consequently, numerous studies have highlighted the need to create models that reflect how knowledge is acquired, leading to a new theoretical approach complementary to pedagogy, known as andragogy.

Andragogy emerges as a response to the evolution of certain contemporary educational practices that focus on memorization, authoritarianism, discipline, repetition, and mere transmission of knowledge. These approaches undoubtedly hinder students, regardless of their level, from developing self-directed learning processes based on their experiences, metacognition, and cognition, as well as learning applicable to their professional, familial, personal, and social lives (Samayoa et al., 2023).

Knowles (1990) is recognized as the pioneer of andragogy, having popularized the term in the 1960s and 1970s to refer to adult education, in contrast to pedagogy. Although his goal of establishing a general theory to guide adult educators has faced criticism for not addressing "the three major factors": class, gender, and ethnicity (St. Clair & Käpplinger, 2021), andragogy is defined as the study and practice of education for adults. In the university context, its focus must center on improving skills for learning how to learn, which involves working with information systems, organizing data, discerning the most relevant information, and converting that information into applicable knowledge, utilizing resources effectively and efficiently (Garita, 2008).

Furthermore, andragogy proposes the formation of a new type of individual, capable of adapting to new generations and changes, who is innovative, analytical, organized, and prepared to explore various alternatives.

Therefore, education for adult professionals, especially teachers, is a key element in forming societies that promote critical and independent thinking among their members. This educational approach equips professionals to generate knowledge that enables them to confront both local and global challenges, as well as complex and multidimensional situations. Additionally, it fosters the development of innate skills that facilitate the contextualization of learning and its application in processes of innovation and diversity.

In response to the challenges of globalization and the training needs within the knowledge context, professional development is established as an essential resource for personal empowerment. It facilitates self-assessment, enhances cognitive capacities, and strengthens professional competencies, among other aspects. Thus, education for adult professionals aims to provide a variety of resources throughout their lives, indicating that it should not be limited to a single educational approach.

Indeed, professional development is an essential aspect for continuous access to education and knowledge. According to UNESCO (2009), this right encompasses all modalities of education and learning aimed at fostering the participation of adult professionals in their communities and workplaces. It refers to the entirety of educational processes—formal, non-formal, and informal—that enable individuals classified as adults in their societies to develop and enrich their competencies for life and employment, benefiting both themselves and their organizations, communities, and societies.

In reality, the instruction and learning of professionals not only equip them for life but also aspire to make their existence more meaningful, improve their competitiveness, reinforce their social roles, increase their satisfaction with their way of life, and help them address personal and community challenges. Therefore, addressing these demands necessitates profound changes in education and the training processes for adult professionals.

Considering all that has been discussed, this work compiles the theoretical foundations that support the professional development of educators, as well as the aspects, factors, and dimensions that influence the performance of trainers. Through a theoretical review and the application of analytical and systemic methods, an analysis and organization of the information will be conducted to identify the key concepts related to the study topic and establish connections among them, thereby facilitating the construction of an integrative structure of concepts and theories.

In this framework, and taking into account previous research along with the analyzed variable, the following question arises: What theoretical approaches explain the professional advancement and performance of educators? To address this question, the primary objective is to determine the theoretical approaches to teaching performance. Additionally, the aim is to systematize the strategies, approaches, processes, dimensions, and appropriate practices, with a focus on teaching performance and the meaningful learning of students.

Methodology

This article presents a systematic review conducted according to the guidelines of the PRISMA method, an internationally recognized framework that establishes rigorous criteria for the conduct and reporting of such studies (Page et al., 2021). This methodological approach was adopted to ensure a rigorous and effective application, allowing for a clear and precise delineation of the findings derived from the study practices, as well as

ensuring transparency and reproducibility of the research process. Furthermore, considering the proposals of Do Nascimento et al. (2019), the factors facilitating the verification and validity of the results were taken into account, strictly following the stages established by this methodology, which include identification, selection, evaluation, and synthesis of scientific evidence. This meticulous tracking helps minimize biases and strengthen the reliability of the conclusions obtained. Additionally, to ensure the quality of the process, various evaluation criteria were employed, highlighting the resources consulted, selection criteria, methodological decisions, research strategies, as well as data collection and analysis, as noted by Hinojo et al. (2019).

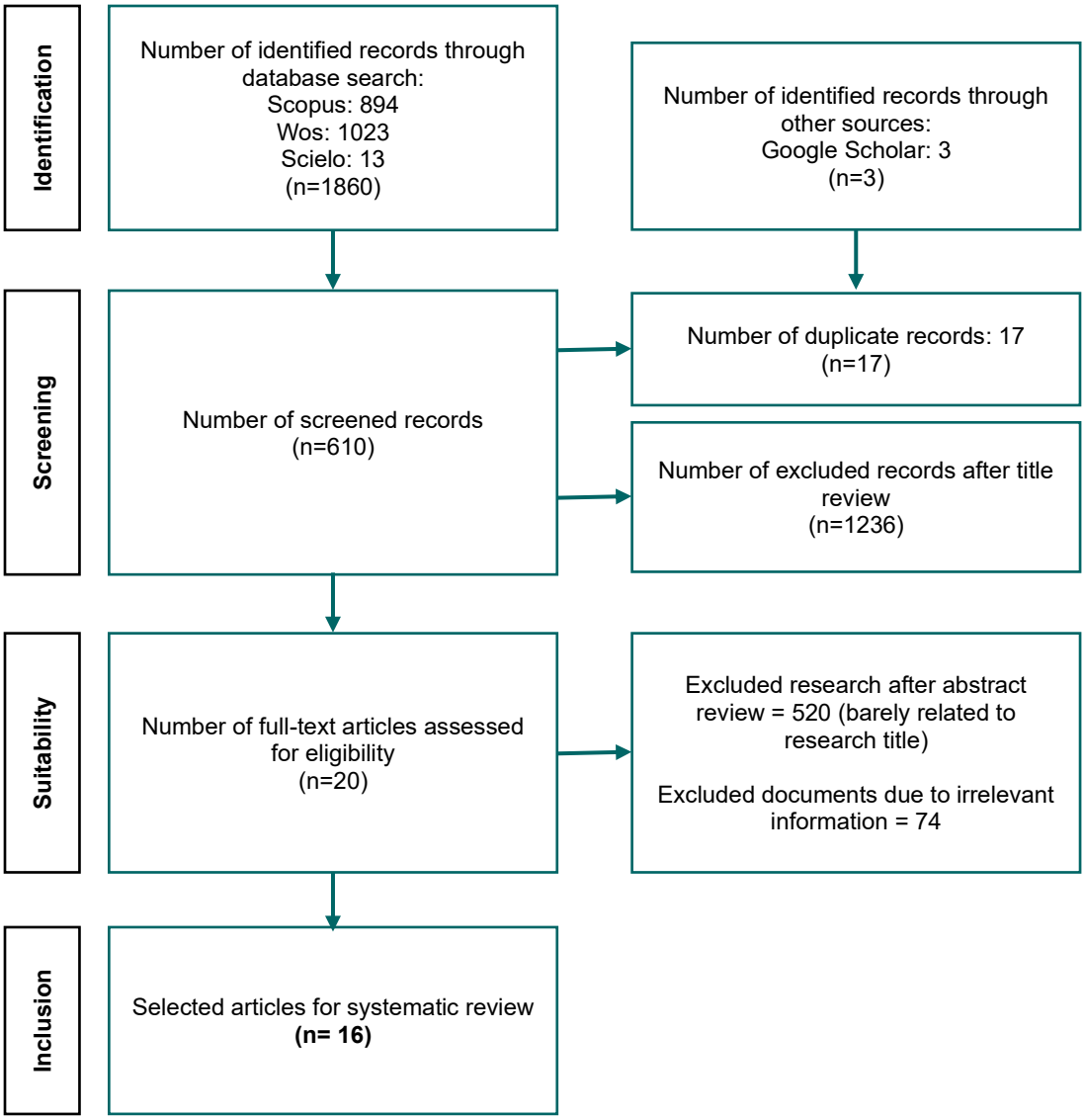
Regarding acceptance criteria, and considering the inclusion standards, studies published between 2020 and 2024 were selected, addressing teacher training in basic education, in English, Portuguese, and Spanish, considering both quantitative and qualitative approaches. Similarly, in line with the exclusion criteria, studies that were not directly related to the analysis topic, written in other languages, or published prior to 2020 were discarded.

On the other hand, concerning data resources, priority was given to articles published in indexed journals and repositories recognized for their rigor and information verification, including Scielo, Scopus, and Web of Science. The search strategy was based on the formula: *Theories in the professional development of teachers*, facilitating the acquisition of precise and relevant information.

Quantitatively, the initial search yielded 894 articles in Scopus, 13 in Scielo, 1023 in Web of Science, and 3 in Google Scholar. For selection, a thorough review of titles, abstracts, and keywords was conducted concerning the terms: professional development, teaching performance, and basic education.

To obtain relevant data aligned with the objectives, various filters based on the established criteria were applied. Initially, 1860 studies related to the languages of English, Spanish, and Portuguese, and the period between 2020 and 2024 were identified, adding 3 additional articles from Google Scholar. Subsequently, titles were reviewed, eliminating 17 duplicate articles and 1236 that addressed performance in areas unrelated to teacher training. Next, abstracts were evaluated, discarding 520 studies that did not align with the central theme. Finally, after a thorough analysis of the remaining texts, 74 studies were eliminated for lacking clear and relevant information. As a result, 16 studies that met all validation criteria were selected for in-depth analysis to address the posed questions, fulfill the study's purpose, and ensure that the resulting article was clear, relevant, and engaging for the interested audience, in addition to significantly contributing to the dissemination of valuable information in the educational field (see Figure 1).

Figure 1
Diagram of Search, Selection, and Inclusion of Articles (PRISMA)



Note. Procedure based on the PRISMA guidelines (Hinojo et al., 2019), authors' own elaboration (2024)

Results and discussion

After thoroughly examining and reviewing various types of studies related to the professional development of educators, multiple findings were identified that provide a solid theoretical foundation for analyzing the influence of educator performance in basic education.

Table 1

List of selected studies for the review of theoretical literature related to the professional development of teachers in basic education

Author	Year	Title	Contribution
Samayoa, S. M.; Solís, K. I. & Escobar, I. C.	2023	Andragogy with a socio-formative approach as an educational model	Addresses complexity and supports adult learning, not only as participants in the educational process but also from their experiences, promoting holistic professional development and new competencies in response to globalization.
Pereira, M. & Méndez, P.	2020	Curriculum reform and the andragogical practice of teachers in the youth and adult education modality	Highlights significant results of curricular reforms on teachers' andragogical practices.
Villegas, A.; Sepúlveda, C. & Alcorta, I.	2024	Teaching practices with working adults in pedagogy programs from an andragogical perspective	Emphasizes the need to structure teaching at the andragogical level for adult students, transforming teaching experience into an institutional asset that refines strategies and guides educators in implementing specific teaching methods to address educational needs.
Ferrero, F. & Díaz, D. A.	2021	Simulation-based education: debating theoretical foundations of teacher training	Application of theoretical models in educator training.
Santos, L. M. D.	2023	Satisfaction, professional development, and professionalism of South African teachers abroad: application of social cognitive career theory	Applies social cognitive theory in teaching careers, facilitating personal professional development and growth.
Ajani, O. A.	2023	The role of experiential learning in teachers' professional development to improve classroom practices	Suggests incorporating experiential learning theory in educators' professional development as an effective approach to motivate participation in enriched classroom activities.
Feldman, J.	2020	The role of professional learning communities in supporting teacher development: a perspective from social practice theory	Professional learning communities (PLCs) as a strategy supporting teacher development.
Sevim, F. & Akin, U.	2021	The role of graduate training in teacher professional development: is graduation enough?	Discusses the relevance of graduate training as support in educators' professional development.
Karlberg-Granlund, G & Pastuhov, A.	2024	Being, becoming, and sustaining: learning from professional learning in teacher training	Experienced professional teachers' intervention significantly contributes to future educators' learning.

Volman, M; Tiekstra, M; van Eck, E.	2024	Integrating theory, experience, and social learning in a professionalization pathway aimed at developing competences in diversity for primary education teachers	Highlights the importance of a professional development approach that integrates experiential, social, and theoretical learning (EST) to enhance inclusive and quality education.
Phillips, H. N.; Condy, J.	2023	Pedagogical dilemma in teacher training: bridging the gap between theory and practice	Stresses the importance of preparing future teachers by balancing theory and practice for success in classrooms, acknowledging various challenges encountered by teachers in real educational contexts.
Bayly, B.; Dizon, E.; Shrestha, G.; Smith, C.; Tekle, S.; Cooper, B.	2022	Leveraging self-determination theory to understand which preschool teachers benefit most from a professional development intervention	Effective professional development actions fostering high-quality interactions between teachers and children are key tools for supporting socio-emotional and cognitive development in early childhood.
Poulsen, B. K.	2020	Knowledge and forecasts: professional learning in the last years of compulsory education	Contributions of training plans for pedagogical students in their final cycles, focusing on preparation, adaptation, and reflection.
Mooney G.; O'Meara N.; Forster A.; Ryan V.; Ryan T.	2024	Towards a continuous professional development model for teachers: a cross-border journey with deep-rooted contradictions, ethical dilemmas, and transformative possibilities	The Educators' Professional Training model provides explanatory frameworks that include educators' objectives, values, and perspectives.
Abacá, E.	2023	Teacher learning from participation in continuous professional development: a sociocultural perspective	Educators' involvement in continuous professional development (CPD) activities facilitates the analysis of their learning process and contextualization of their knowledge in real classroom situations, framed within sociocultural theory.
Cramer C.; Brown C.; Aldridge D.	2023	Metareflexivity and teacher professionalism: facilitating multiparadigmatic teacher training for a future-proof profession	Suggests metareflexivity as a fundamental component of pedagogical practice and thus of educators' professionalism, based on theoretical reconstruction.

Note. Research studied and included in the review, authors' own elaboration (2024)

Through the analysis of the selected articles, it became evident that adult education is not limited to the mere transmission of information and knowledge; it also incorporates participants' life experiences as fundamental tools for them to become promoters of social transformation from their own learning contexts.

Over time, the definition of adult education has evolved, leading to a broader concept that refers to a lifelong formative process known as continuous education for adults. In this regard, UNESCO (2009) defines lifelong learning not only as a right but as one of the essential pillars of the 21st century. Continuous learning implies reconsidering educational content to reflect aspects such as age, gender equity, limitations, language, cultural identity, and financial inequalities.

Regarding the administration of the educational process for adults, it must adhere to fundamental principles such as: a) **participation**, which encourages the active collaboration of individuals in their learning process, promoting exchanges with peers and integrating their experiences to construct their own knowledge; b) **flexibility**, through the implementation of adaptable strategies that allow adult learners to manage their education and fulfill the academic responsibilities required by their training; and c) **horizontality**, which recognizes that in the exchange of knowledge, both the facilitator and the learner occupy equivalent positions.

In this regard, this study is grounded in the andragogical theory by Knowles (1990), which posits that andragogy encompasses key principles regarding knowledge acquisition by adults, applicable in various contexts. It emphasizes that andragogy focuses on adult education rather than instruction per se. Furthermore, it highlights that since young people and adults acquire knowledge in different ways, pedagogy applies to children while andragogy applies to adults. Just as andragogical processes should not target children, pedagogical approaches should not be applied to adults. Knowles argues that adults learn in a participatory and autonomous manner, requiring educators to employ varied approaches to guide this process (Pereira & Méndez, 2020).

This theory is based on six fundamental postulates related to adult learning: a) the need to know; b) the individual's self-perception, where self-concept evolves from a dependent personality to a self-directed one, expecting to be treated accordingly; c) prior experiences, which accumulate with age and constitute a valuable resource for learning; d) readiness to learn, oriented towards activities related to the development of social roles; e) orientation to learning, which shifts from a future perspective of knowledge to immediate application, moving from a focus on content to addressing real-life or professional problems; and f) the drive to learn, where motivation is primarily intrinsic, although it may be accompanied by external factors (Villegas et al., 2024).

In this context, the role of the andragogical facilitator is crucial for achieving an effective transformation of the educational process that enhances participant learning and stimulates professional development. As noted by UNESCO (2009), having a qualified, talented, and committed teaching staff is vital.

Indeed, the adult facilitator must adopt a new epistemological perspective that allows for the combination of constructivist strategies with the foundations of andragogy, aiming to guide adult learners towards self-directed learning, where they take a leading role in constructing new knowledge. This approach is based on the assertion by Garita (2008) that learners need to understand, master, and utilize a set of strategies that help them organize and manage their own learning tasks; thus, developing the ability to "learn to learn" is the most effective method for acquiring any type of knowledge.

It is important to highlight that within the training process for educators, the holistic andragogical model proposes the following fundamental aspects:

- **Learning objectives**. Knowles asserts that there exists a dynamic relationship between the individual, the organization, and the society to which they belong. In summary, individual achievements positively impact both the organization and the community, generating a reciprocal exchange of successes.
- **Contextual and personal variations**. It is emphasized that each individual's life trajectory, especially in the case of adults, is unique and presents differences in personal and professional experiences, as well as in skills, pace, knowledge, and learning styles.
- **Awareness of the purpose of learning**. Adult learners must clearly understand why they need to acquire specific knowledge before starting the educational process. Being an active participant in their education, recognizing the importance of their learning and having clear objectives allows them to better leverage training to enhance their performance.
- **Self-concept**. In andragogy, the adult learner, due to their level of maturity, assumes responsibility for their own development and existence, which encourages them to voluntarily engage in an educational program.

- **Importance of experience and human talent**. Participants bring a diversity of knowledge from their personal histories, educational credentials, previous programs, informational resources, and experiences accumulated over time and significant events.
- **Attitude towards learning**. The topics addressed must be relevant to the adult, enabling them to relate them to their life or roles. Additionally, activities must be organized to facilitate the transition from one developmental phase to another.
- **Focus on learning**. It is essential to consider two aspects: (a) that the program is designed to facilitate the acquisition of knowledge, skills, principles, and attitudes through scenarios applicable to everyday life, and (b) that the duration of the training is appropriate, avoiding prolonged sessions that may impair concentration.
- **Incentive for learning**. This process involves a transformation in the individual's stance, originating intrinsically, although it may be accompanied by external factors such as influence, authority, success, determination, enjoyment, or courage.

Complementarily, the theory of community interaction links the development of professional skills in the individual with the relevance of communities in this process. According to Watts et al. (1996), respected and trusted communities create unique environments for professional learning. Thus, communities such as family, friends, shared recreational activities, or a classroom where the individual feels satisfied participating constitute key contexts for learning (Feldman, 2020).

A successful training program or course can transform into a community dedicated to professional learning, functioning as a crucial space for the development of skills and knowledge (Law, 2009).

Law (2009) describes how these communities promote learning through the exchange of various influences among their members, identifying five main forms of influence:

a) **Expectations**: cues, pressures, and motivations.
b) **Feedback**: perceptions individuals gain about themselves through participation in groups.
c) **Support**: reinforcements and motivations derived from group integration.
d) **Modeling**: presentation of concrete goals for member identification.
e) **Information**: exchange of impressions, perceptions, and data obtained in group conversations.

Furthermore, Law raises the question of what type of learning and skill set form the basis for action, such as making informed and competent decisions in a professional career. This proposition is developed under the concept of New DOTS, which addresses the complexity of professional learning and describes four progressive stages in this process:

1. **Feeling the Need**: observing and listening, organizing information into lists, maps, and narratives.
2. **Filtering**: organizing information in a useful way, identifying patterns from similarities and differences to create categories.
3. **Concentration**: recognizing that others' viewpoints may differ, organizing knowledge to highlight these differences.
4. **Understanding**: comprehending how things operate, explaining the effects of prior actions and anticipating the consequences of new actions.

According to the author mentioned, competent decision-making is a skill that is learned and requires adequate support. In this sense, careful planning of preparation, adaptation, and teaching processing—such as in the case of a visit to an educational institution or a company—is as crucial as the experience itself for facilitating professional learning (Poulsen, 2020). The theory of professional learning should be understood as a flexible framework for didactic reflection, rather than a rigid model imposing specific activities, thereby allowing the incorporation of various strategies that cater to different learning styles.

From a cognitive-social perspective, individual mental processes and their interaction with environmental conditions are emphasized, collectively shaping professional choices. According to this theory, four elements influence teachers' career trajectories: economic determinations, professional goals, personal growth, and academic successes—factors that facilitate understanding occupational decisions and job satisfaction (Dos Santos, 2023).

On the other hand, Santos & Nauter (2020) highlight Paulo Freire's legacy as a fundamental resource for educators and social work professionals. These actors have the responsibility to facilitate educational processes that promote critical reflection on individuals' relationships with themselves and their environment. Freirean pedagogy thus becomes an essential tool for social educators to recognize their own history and that of humanity, enabling a critical assessment of reality and a profound understanding of the inequalities faced by their students. Consequently, these professionals assert that the defense and promotion of human rights are guiding principles of their work, generating pedagogical processes that empower individuals to confront their own realities.

Moreover, the theory of expectations posits that individual motivation varies according to the perception each person has of the organization in which they work, which affects their level of commitment. In this framework, value is understood as the anticipated satisfaction from an environmental stimulus, being positive when the individual has set the goal of achieving it (Marrugo & Pérez, 2012). Robbins (2007) complements this idea by pointing out that members of an organization feel motivated to achieve desired outcomes through improved working conditions, allowing them to demonstrate leadership and teamwork skills.

In this context, job performance is defined as how a worker executes the assigned activities and functions to meet organizational objectives, translating into economic rewards and recognition (Dessler, 1999). In fact, employees with adequate performance are essential for organizations to achieve their operational goals and maintain competitiveness. The theory of expectations highlights that a worker's self-confidence in obtaining rewards that satisfy their personal goals increases productivity.

Cardoso et al. (2022) present the theory of advanced education, which conceptualizes an individual's capacity to fulfill the tasks and responsibilities of their job. This capacity manifests in the concrete actions of the professional during their practice, generating significant and sustainable transformations in their intellectual, physical, and spiritual development. Such improvements are grounded in the conscious understanding and assimilation of their cognitive and emotional challenges, as well as in both professional and life motivation within a specific social context. These transformations reflect in their daily behavior and performance, guided by a creative drive that contributes to the growth and functioning of their work, family, and community environments, promoting satisfaction in personal, professional, ecological, and socioeconomic spheres, as well as the development of their human virtues.

The laws of advanced education promote the implementation of educational methodologies that ensure the fulfillment of the specific objectives of each training project, thus contributing to both professional and human development. The first law focuses on the internal aspects of the educational process, highlighting the interrelationship between social relevance, motivation, professionalization, and overall well-being. In contrast, the second law addresses those responsible for Advanced Education, focusing on organizational aspects and emphasizing the connection between the logic and validity of the process.

According to the perspective of the scientific community in Advanced Education, progress in human behaviors manifests in the need for individuals to appropriate knowledge for their integral growth. This process involves the expression of values such as solidarity, humanism, respect, social commitment, responsibility, the defense of convictions, integration, and dedication to facing work and everyday challenges.

Psychological and pedagogical theories have enriched the educational field, grounded in values, behavior, and conduct, and form the basis for various perspectives that examine the performance of trainers. According to Ccoto (2023), the influences of the most relevant psychological currents continue to be pertinent in educational settings, providing valuable foundations for enhancing classroom activities.

In particular, Chávez et al. (2020) highlight the Constructivist Theory as a guide for teacher training and the evaluation of contemporary education, considering the particularities of students, the profile of the teacher, and learning techniques. This approach is especially relevant when promoting activities that encourage the active construction of knowledge.

On the other hand, social constructivism emphasizes the relationship between individuals and their environment, defining context as the space where social interactions occur that significantly impact learning (Redondo et al., 2024). Thus, knowledge is formed from the interaction between social and individual elements, always taking into account the environment and reality in which it develops (Erstad et al., 2021).

In line with this, the sociocultural theory by Lev Vygotsky (1978) posits that the social environment is fundamental for personal development. This perspective interprets learning as a process mediated by collaboration and language, essential psychological tools for achieving objectives. Human activities develop within a social context, so mental processes emerge from interactions with others. Therefore, promoting collaborative conversations is crucial for joint learning (Benavente et al., 2021). In this framework, the teacher assumes the role of facilitator, fostering the generation and exchange of knowledge in a social context.

Additionally, the theory of social communication highlights the importance of collaborative learning, where knowledge is constructed through interaction among individuals. This approach drives continuous professional development through participatory activities that allow the sharing of experiences and ideas, enriching teaching practice (Mansour et al., 2014). Similarly, Abakah (2023) argues that, according to Vygotsky, learning originates in the internalization of the knowledge necessary to solve social problems, emphasizing the active role of the teacher in their own professional development. Therefore, it is essential for educators to continuously reinterpret the acquired knowledge to ensure it is applicable and meaningful in the classroom, thus benefiting student learning.

Finally, advances in pedagogical research have consolidated the idea that teaching is the most determining factor in student learning. In this regard, Álvarez (2020) notes that there is a general consensus on the direct influence of teacher performance on the quality of the education system. Likewise, Suasnabas & Francisco (2020) assert that students are the fundamental pillar that guarantees educational quality in institutions. Therefore, teacher performance is established as a key objective for achieving excellence in educational systems.

Conclusions

First, based on the study conducted, it is concluded that the implementation of andragogical principles in the professional development of teachers not only enhances the effectiveness of their training but also promotes a profound transformation in educational practice. By adopting a learner-centered approach that focuses on self-directed learning, contextual relevance, problem-solving, and collaboration, educators experience more significant and personalized development, positively impacting the quality of teaching and learning in their classrooms.

Additionally, continuous professional development should be conceived as a multifaceted process that integrates autonomy, collaboration, critical reflection, and adaptability. Learning theories demonstrate that knowledge is not transmitted unilaterally but is actively constructed through experience, social interaction, and deep reflection.

Finally, it is important to emphasize that continuous learning not only benefits teachers but also has a direct impact on students, who are favored by more committed, updated, and reflective educators. Consequently, teacher professional development should be considered a strategic investment in educational quality, adopting a comprehensive approach that recognizes both the individual and collective dimensions of learning.

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