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Innovative evaluation proposal for university teaching performance

Propuesta de evaluación innovadora para el desempeño docente universitario

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Rolando Alberto Cárdenas Pomareda
https://orcid.org/0000-0002-1134-4410
C18804@utp.edu.pe
Universidad Tecnológica Perú. Lima, Peru

Félix William Pinedo Acero
https://orcid.org/0000-0001-9297-9794
c23445@utp.edu.pe
Universidad Tecnológica Perú. Lima, Peru

Agustín Vizcarra Ramírez
https://orcid.org/0000-0002-0322-0848
c17320@utp.edu.pe
Universidad Tecnológica Perú. Lima, Peru

Juan Carlos Otoniel Pardo Reyes
https://orcid.org/0009-0007-3449-6103
c21432@utp.edu.pe
Universidad Tecnológica Perú. Lima, Peru

Iván Milton Campuzano Cabello
https://orcid.org/0000-0003-4573-3825
C21611@utp.edu.pe
Universidad Tecnológica Perú. Lima, Peru

Abstract

The research aimed to evaluate the impact of an innovative assessment proposal on teaching performance at a public university in Lima during 2021. A quantitative approach with a pre-experimental design was used, applying questionnaires in both a pretest and a posttest to a sample of 45 teachers, selected through non-probability convenience sampling. The instruments were validated by experts and demonstrated adequate reliability, with a Cronbach's alpha of 0.801. Since the Shapiro-Wilk test indicated non-normality of the data, the non-parametric

Wilcoxon test was used for analysis. The results showed significant differences ($p < 0.05$) between the pre- and post-intervention measurements, confirming that the proposal contributed positively to teaching performance. These findings underscore the need to transform traditional assessment systems, promoting models that integrate the dimensions of teaching, academic-administrative management, and research in a balanced way. Thus, the research provides valuable evidence for improving assessment practices in university contexts.

Keywords: teaching performance, teacher evaluation, academic management, educational innovation.

Resumen

La investigación tuvo como objetivo evaluar el impacto de una propuesta innovadora de evaluación en el desempeño docente en una universidad pública de Lima durante 2021. Para ello, se empleó un enfoque cuantitativo con diseño preexperimental, aplicando cuestionarios tanto en un pretest como en un postest a una muestra de 45 docentes, seleccionados mediante muestreo no probabilístico por conveniencia. Los instrumentos fueron validados por expertos y presentaron una confiabilidad adecuada, con un alfa de Cronbach

de 0,801. Dado que la prueba de Shapiro-Wilk evidenció la no normalidad de los datos, se utilizó la prueba no paramétrica de Wilcoxon para su análisis. Los resultados mostraron diferencias significativas ($p < 0,05$) entre las mediciones pre y post intervención, lo que confirma que la propuesta contribuyó de manera positiva al desempeño docente. Estos hallazgos subrayan la necesidad de transformar los sistemas tradicionales de evaluación, promoviendo modelos que integren de forma equilibrada las dimensiones de enseñanza, gestión académico-administrativa e investigación. Así, la investigación aporta evidencia valiosa para la mejora de prácticas evaluativas en contextos universitarios.

Palabras clave: desempeño docente, evaluación docente, gestión académica, innovación educativa.

Introduction

Educational quality in higher education institutions is closely tied to faculty performance, a factor widely regarded as fundamental to university quality assurance systems (Inclán et al., 2017). Nevertheless, the evaluation of teaching performance has historically attracted criticism and controversy, mainly owing to its narrow focus on instructional functions while frequently overlooking other essential responsibilities such as academic-administrative management and research. This situation reveals an urgent need to rethink traditional evaluative mechanisms and move toward comprehensive approaches capable of assessing teaching competencies objectively and multidimensionally.

Various studies conducted across Latin America have identified professional teaching performance as a decisive factor in the quality of university education (Vezub & Cordero, 2022). Persistent methodological limitations remain, however, within current evaluation systems, which tend to rely on reductionist practices centered primarily on student perception surveys. Far from fostering authentic improvement in teaching practices, these mechanisms are often perceived as punitive instruments or mere administrative formalities with little real impact on professional development (Suárez et al., 2022).

For teacher evaluation to be genuinely effective, it must satisfy criteria of utility, feasibility, ethics, and accuracy (Stufflebeam & Coryn, 2014), while aligning with a competency-based approach that accounts for the diverse functions of the professoriate (Coll, 2007). Within this framework, the present study sought to design and validate an innovative evaluation proposal that integrates not only classroom performance but also administrative management and research, in accordance with Peru's University Law No. 30220, the national legislation governing the creation, operation, supervision, and closure of universities with the aim of fostering educational quality.

The study thus addresses the following central research question: In what ways does an innovative evaluation proposal influence teaching performance at a public university in Lima during 2021? In doing so, it aspires to contribute to the development of more comprehensive and equitable evaluative models that promote educational quality and professional faculty development in university settings.

Methodology

The study followed a quantitative, applied research approach, employing a pre-experimental design that included the administration of both a pretest and a posttest (G: O1 X O2) to the study group, as described by Hernández-Sampieri and Mendoza (2018). The population consisted of 130 instructors from the public university under investigation. The sample comprised 45 teachers, selected through non-probability convenience sampling due to access constraints and participant availability.

Two ad hoc instruments were designed for data collection, aimed at capturing the functional competencies of teaching staff:

1. **Self-diagnostic form:** a polytomous questionnaire designed to identify competencies in the areas of instruction, management, and research.
2. **Evidence collection form (teaching portfolio):** an instrument used to validate training and certifications related to the competencies reported by instructors.

Responses were recorded using an ordinal scale composed of polytomous items, the scores of which were subsequently transformed into a global rating scale with three levels: Low, Medium, and High. The reliability of both instruments was verified through a pilot test, yielding a Cronbach's alpha coefficient of 0.866, a value considered robust and appropriate for studies in the social sciences.

Given that the Shapiro-Wilk test indicated non-normality in the data distribution, the non-parametric Wilcoxon test was selected to test the proposed hypotheses. Analyses were conducted with a significance level

of 0.05, ensuring appropriate statistical rigor for validating the results obtained.

Results

The results consistently confirm that the innovative evaluation proposal had a positive and significant impact on the strengthening of teaching functions, with particularly notable improvements in the dimensions of academic-administrative management and research development. These findings validate both the general hypothesis and the specific hypotheses advanced in the study.

Microsoft Excel and SPSS (version 25) were used for data processing and analysis, facilitating database construction, information cleaning, and the execution of corresponding statistical analyses. Overall, the results show a statistically significant variation in teaching performance levels between the pretest and posttest, as corroborated by the non-parametric Wilcoxon test ($p < 0.05$). This difference indicates that the intervention succeeded in mobilizing competencies previously concentrated at medium and low levels toward a predominance of the high level.

Specifically, the percentage of instructors at the low level decreased from 22.22% to 11.11%, while the high level experienced a substantial increase from 22.22% to 48.89%. Although these improvements were not uniform across all dimensions evaluated—being more pronounced in management and research than in instruction—they reflect a clear trend toward the overall elevation of teaching practice. These changes suggest that comprehensive evaluative models can catalyze professional development, promoting a more balanced and elevated distribution of competencies within university contexts.

Discussion

The analysis of results confirms the general alternative hypothesis regarding teaching performance, aligning with previous research that underscores the need for innovative evaluative models capable of providing feedback and enhancing pedagogical practice in the university setting. Indeed, Chambi and Zela (2021) highlight that teaching performance accounts for up to 75% of the variation in student achievement profiles, reaffirming the urgency of strengthening these mechanisms to elevate educational quality comprehensively. Along these lines, Gálvez and Milla (2018) argue that evaluations should be reoriented to redefine the university professor's role as a central agent in professional training and in the self-regulation of their own practice, thereby promoting autonomous and reflective professional development.

In this context, the positive impact observed in the present study validates the relevance of innovative strategies that surpass traditional models, which are largely limited to content transmission. On the contrary, the applied proposal fosters a holistic vision of the teaching function, equitably integrating instruction, academic-administrative management, and research, thus enabling a more complete and fair assessment of professional competencies.

Regarding the dimension of teaching-learning process management, the results indicate modest yet statistically significant improvements between pretest and posttest, without reaching the magnitude observed in other areas. This moderate evolution is attributed to the solid prior foundation that instructors possessed in lesson planning and delivery, reflected in high percentages at both initial and final measurements. As Zabalza (2003) notes, the planning of pedagogical sessions represents the essential core of teaching practice, coherently articulating competencies, content, and strategies. Similarly, Cáceres and Rivera (2017) link this practice directly to student academic success, emphasizing the need to consolidate it as a strategic competency.

Furthermore, the pandemic and virtuality scenario imposed in 2021 intensified challenges in this dimension, although Jiménez et al. (2023) point out that instructors' prior implementation of digital teaching strategies moderated the radical changes required. This prior adaptation explains the relative stability observed, suggesting that future interventions should focus on qualitative refinements rather than structural transformations.

Academic-administrative management, for its part, exhibited substantial progress, with the percentage of instructors at the high level rising from 51.11% to 71.11%, and the low level decreasing from 20% to 8.89%. These indicators confirm that the proposal tangibly strengthened instructors' organizational, planning, and managerial capacities in activities related to their academic role. In this regard, Pérez et al. (2025) expand the concept of university management beyond the classroom, encompassing coordination, innovation, institutional linkage, and social outreach as indispensable functions. Complementarily, Almeida (2020) associates its effectiveness with a favorable institutional climate, implying that models such as the one proposed can improve articulation between faculty and administration. This perspective aligns with Inclán et al. (2017), who insist that professional development should incorporate competencies for coordinating processes, leading teams, and actively participating in university governance.

Likewise, the most notable progress was recorded in research development, with the high level rising

from 28.89% to 60% between measurements. This leap demonstrates how the proposal catalyzed research competencies crucial to the modern university mission. Pérez et al. (2025) maintain that research not only generates new knowledge but also cultivates critical and reflective competencies in students, while Zárate et al. (2022) demonstrate a significant relationship between teaching performance and research training, advocating for its transversal integration into curricular plans. In agreement, Vilchis (2015) warns against relegating research instruction to isolated courses, proposing instead its infusion throughout the entire educational process. The study's findings reinforce this vision, showing that instructors exposed to the intervention increased their involvement in projects, student mentoring, and the production of relevant knowledge.

In synthesis, these results generate practical and theoretical implications of high value: first, they validate the proposal as a formative model that promotes self-reflection and continuous improvement, transcending mere supervision; second, they highlight the need for specific support in management and research to balance teaching functions beyond the classroom; and finally, they position the intervention as a replicable reference for other Peruvian public universities, contributing to the quality of higher education. This conclusion dialogues with Matias and Peña (2025), who recognize pedagogical planning and conduction as pillars valued by students and administrators, but emphasize their complementarity with research and management to address the complex demands of contemporary education.

Conclusions

The innovative evaluation proposal implemented at the public university in Lima during 2021 demonstrated a significant and positive impact on teaching performance, fully validating the general hypothesis of the research. Substantial and consistent improvements were recorded across all three dimensions evaluated—teaching-learning, academic-administrative management, and research—evidencing the superiority of a comprehensive approach over traditional systems, which are largely limited to student perception and detached from the multifaceted complexity of the teaching role. This holistic perspective not only captures the diversity of professional competencies but also promotes a more equitable and motivating valuation of academic work.

The methodological robustness of the study, grounded in instrument validation through expert judgment and appropriate statistical analyses for non-normal data (such as the Wilcoxon test), ensures the reliability and validity of the results, strengthening their transferability to similar university contexts in Peru and the region.

Consequently, institutionalizing this proposal is recommended, progressively extending it to all faculties and academic programs through contextualized adaptations that respect disciplinary and organizational particularities. To ensure its success, it is essential to develop a phased implementation plan that includes awareness-raising stages, initial training, and participatory monitoring, actively involving administrators, faculty, and students to foster ownership and collective commitment.

Concurrently, there is an urgent need to promote continuous and specialized training programs that reinforce innovative pedagogical competencies, institutional management skills, and updated research capacities, aligned with the challenges of contemporary higher education such as digitalization, internationalization, and sustainability. These training initiatives should be mandatory, certified, and periodically evaluated to drive ongoing professional updating.

Likewise, the establishment of permanent mechanisms for bidirectional and constructive feedback is proposed, providing instructors with detailed, timely, and actionable information about their strengths and areas for improvement, thereby cultivating a culture of reflective self-evaluation and continuous improvement that elevates intrinsic motivation and work commitment.

Similarly, evaluation should be articulated with personalized professional development plans, incorporating transparent incentives—such as bonuses, promotions, or public recognition—directly linked to demonstrated performance, which will not only elevate educational quality but also consolidate an organizational culture centered on meritocracy and the value of academic talent.

Finally, it is crucial to transform the institutional perception of evaluation, positioning it as a catalyst for innovation and excellence rather than a punitive instrument, through participatory strategies that empower faculty in the design and application of evaluative processes. In this manner, the university will not only comprehensively strengthen its academic quality and faculty updating but will also advance toward inclusive, effective educational models aligned with the transformative demands of the knowledge society.

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