

## Curriculum planning for learning and its relationship to teacher performance

La planificación curricular para el aprendizaje y su relación con el desempeño docente

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### Abstract

This article arises from a research aimed at determining the degree of relationship between curriculum planning for learning and teacher performance in the classroom at the secondary school level in a public educational institution in Peru. Initially, background information is identified that is related to the research variables, which are curriculum planning for learning, through collegial work and teacher performance in the classroom. A conceptual framework of the terminology used in the research is also presented, such as collegial work, teamwork, elements and characteristics of curriculum planning, teaching and learning processes, learning assessment, teacher performance, among others. We worked with a sample of 50 teachers, using Pearson's  $r$  coefficient to validate our hypothesis. For the analysis of these data we used the percentage technique of tables by dimension and indicators. It was concluded that the curricular planning for learning carried out by the teacher has a moderate positive correlation with the performance of the teacher in the classroom in the achievement of the learning of the students of the secondary level of the Educational Institution.

**Keywords:** Collegial work, curriculum planning, teacher performance.

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## Resumen

El presente artículo surge de una investigación que tuvo como objetivo determinar el grado de relación existente entre la planificación curricular para el aprendizaje y el desempeño docente en el aula en el nivel de educación secundaria en una Institución Educativa pública del Perú. Inicialmente se identifica antecedentes que tiene relación con las variables de investigación que son la planificación curricular para el aprendizaje, mediante el trabajo colegiado y el desempeño del docente en el aula. También se plantea un marco conceptual de la terminología empleada en la investigación, como el trabajo colegiado, el trabajo en equipo, elementos y características de la planificación curricular, procesos de enseñanza y aprendizaje, evaluación de los aprendizajes, desempeño del docente entre otros. Se trabajó con una muestra de 50 docentes usándose para validar nuestra hipótesis el coeficiente de  $r$  de Pearson. Para el análisis de estos datos se utilizó la técnica porcentual de cuadros por dimensión e indicadores. Se concluyó que la planificación curricular para el aprendizaje que realiza el docente a tiene una correlación positiva moderada y el desempeño del docente en el aula en el logro de los aprendizajes de los estudiantes del nivel secundaria de la Institución Educativa.

**Palabras clave:** Trabajo colegiado, planificación curricular, desempeño docente

## Introduction

The present research aims to establish whether curricular planning for learning through collegial work and the work performance of teachers in the classroom in a public educational institution are related and what is the novel relationship. Knowing that in public educational institutions teachers have the habit of not planning adequately, in many cases they plan individually just to comply with the protocol, we also know that curricular planning has a singular importance in the management of learning as long as it has been built collegially by the work teams, empowered by the teachers who will be in charge of the execution of the Annual Curricular Program, the design of the didactic units and the execution of the learning sessions.

According to the Good Teaching Performance Framework, they must carry out institutional and curricular planning work in collegiate meetings, in order to unify criteria and set single goals according to the pertinent diagnosis and oriented to achieve the vision of the institution.

According to Coloma-Paxi et al. (2017), curricular planning shows a significant relationship with student learning in public educational institutions. The correlation between the two variables implies that

to the extent that teachers do not improvise their activities and that they carry out a good curricular planning, they will be in better conditions to comply with the evaluation of learning, starting from the collection and analysis of information on learning, through the process and learning achievements, to making more appropriate decisions about them.

Says Sanchez & Martinez , (2018) teachers consider as necessary the evaluation, both of their own performance and that of the students, however, they establish a fair exercise as necessary to really positively impact school performance. For this to be possible, they consider, the particular conditions of each student and teacher must be contemplated: geographic location, material conditions, group size, socioeconomic origin, among others. An evaluation of teacher performance in the classroom should provide a real picture of what is being done or not being done, with the intention of improving educational quality, although it is necessary to provide teachers with feedback on their work according to the information provided by the evaluation, since a tool by itself will not produce changes in professional practice or the necessary improvements in it.

According to Moreira (2002), educational management advocates for the improvement of educational practices and permanent incorporation, urging the actors to build educational projects aimed at satisfying the demands of the student population, using teamwork as a strategy, in which: a) There is a common objective that generates mobilizing and motivating interests; b) A group of committed people with a vocation for assertive and collaborative work; c) There is an explicit call that generates mobilizing and motivating interests: a) There is a common goal of continuous improvement; b) A group of committed people with a vocation for assertive and collaborative work; c) An explicit call is located generator of mobilizing and motivating interests; d) There is the construction of a space defined by a collective know-how; f) Fluid communication is generated among team members, as well as an effective instance of decision making and communications and exchanges.

In their research Caballero-Montañez & Sime-Poma, (2006) The "good teacher" is an education professional who is highly committed to his or her pedagogical work. This commitment is expressed in different dimensions such as political, social, moral and spiritual. This main trait covers the other elements like a mantle and strengthens them. This allows them to carry out their pedagogical work to the fullest, which is why they are remembered and appreciated by their students and by the entire educational community. Students perceive that secondary school teachers assume a deep commitment to their role and concern for the present

and the future of the educated. Roberto C.M. believes that teachers assume their role with a high sense of vocation, mysticism and dedication, which is why students value good teaching performance. It is considered, from the reading of the conclusions of the thesis, that the teacher is a critical, reflective and creative being especially concerned about the integral formation of the person.

According to (Sandoval et al., 2020), in all sub-variables, both principals and students expressed that the performance of their teachers is "High" (above 89). This indicates that they have well-prepared teachers who are committed to their pedagogical work. The principals and students consider that the teachers' "Mastery of the subject" is the most achieved in the teaching profile, which is in line with the rigorous academic knowledge exam in their respective subjects that they have passed to be admitted to this university.

(Jaramillo, 2021), states, Individual work, isolation and secrecy, is the most widespread form of teaching practice among teachers. The reasons that lead teachers to work in teams are of two types: the achievement of goals that have been previously proposed, or the existence of administrative prescriptions. The fact that sharing similar ideas greatly facilitates teamwork. In general, all teachers who collaborate want to start from common bases, although some fear that too much similarity may impede progress. The absence of common times makes cooperation between teachers difficult; in addition, they are forced to use the time that the administration allocates to joint work to carry out prescriptive tasks, without being able to dedicate it to collaborating on issues that really interest them. The temporal scenario does not facilitate, therefore, the exercise of collaboration, but rather constitutes a negative conditioning factor for its development.

According to (Berríos & Omaira, 2009), in the analysis of the pedagogical management of teaching group work, cooperative work is valued and practiced as a pedagogical process management strategy, as follows:

In the curricular planning in the teaching work group, the strategic objectives of the PEI are defined and the Annual Work Plan is designed; decisions are made for curricular diversification, study programs are elaborated, didactic units and learning sessions are programmed, and evaluation indicators and instruments are designed. Participation in the group dynamics helps to make the teachers of the team more responsible, cooperating to achieve higher and better levels of collaboration.

Commitment and a participatory environment are promoted in curricular execution; some experiences are shared and teaching

learning processes are contrasted, extending to other groups with institutional projects; technical-pedagogical reports are prepared at a personal and group level; and decisions are made to improve curricular planning and execution.

There is a need for monitoring of pedagogical processes; improvement of time management and effective hours of learning sessions considering institutional activities; teachers require reflection and research processes in a cooperative group; communication of evaluation results should be improved. The authorities and the teaching groups carry out actions to accompany and verify the progress of the projects and activities that take place in the school, sharing control and monitoring to fulfill the tasks.

From the exposed theories we can formulate the general problem: What is the degree of relationship that exists between curriculum planning for learning and teaching performance in the classroom in students at the secondary education level in an educational institution in Lima 20 20? The theoretical justification is to make known the different concepts and theories that reinforce the educational institutions where curriculum planning is not adequately carried out, it was also justified in a practical way because this research will allow educational institutions in Peru to have knowledge of the correlation between curriculum planning for learning and teaching performance in the classroom in students at the secondary education level, This is seen from the teacher's perspective, so that he/she can make use of the collegial work to carry out his/her curricular planning adequately so that he/she does not improvise in the classroom and can have a good performance in the achievement of his/her students' learning. Finally, it was methodologically justified since the work is of a descriptive correlational type to the extent that it contributes to scientific knowledge, the measurement instrument, which is a survey, was correctly used and was applied to teachers at the secondary education level. Given the above reasons, the general objective was to determine the degree of relationship between curricular planning for learning and teaching performance in the classroom at the secondary education level in an educational institution in Lima, 2020. Likewise, the general hypothesis was stated: There is a moderate positive correlation between curricular planning for learning and job performance in teaching in secondary level teachers in an Educational Institution of Lima, 2020.

In a public educational institution, the principal or assistant principal evaluates the teacher's performance in the classroom, the teacher does not have a good curricular planning for such reason that the

research aims to establish the degree of relationship between these two variables of study.

## **Materials and methods**

The present research has a quantitative approach, because it uses data collection in order to test the hypothesis and statistics, the type of research is descriptive - correlational. It uses what corresponds to a causal correlation and at a descriptive level. The research method used is the inductive, descriptive and hypothetical-deductive method, it is held that the inductive method is the one that goes from the particular to the general, that is to say, the one that, starting from particular cases, allows to reach general conclusions. The type of research corresponds to the correlational research design since it seeks to establish the association of the variables. A sample population of 34 appointed teachers and pedagogical coordinators and a sample of 31 teachers of the educational institution, whose participation in this survey was voluntary, were used.

The instruments used to measure the variables were validated by expert judgment, the contents and structure of the items were verified, the construct and criterion validity was also carried out, to achieve the reliability of the instruments the summary statistical measures were used, likewise, the Pearson Hi r coefficient was used to validate the hypothesis:  $r_{x y} > 0$ , which yielded a value of 0.96900472, i.e. there is a very strong positive correlation between the variables mentioned. To obtain the data of the variable collegial work of the curricular planning for teaching, the survey technique was used, where the questionnaire instrument validated by expert judgment and applied to the teachers of the sample of the secondary level, it contains 20 items comprising 16 indicators of 4 dimensions. To obtain the data of the variable teaching performance, the survey technique was used, where the questionnaire instrument validated by expert judgment was applied to the coordinating teachers of the sample at the secondary level, which contains 20 items comprising 17 indicators of 4 dimensions.

## **Results**

Statistics were applied to analyze the correlation between collegial work in curricular planning for learning and teachers' work performance in teaching.

Table 1. *Hypothesis test to determine the degree of correlation between curricular planning for learning and teaching performance in secondary school teachers of an educational institution.*

Calculated value (r)	Tabular value (r)	Decision for Ho	P : &
0.96900472	0,463	Rejected	p < 0,05

Table 1 presents the hypothesis test to determine the degree of correlation between variables X and Y in an educational institution at the secondary education level in Lima 2020. In this case, Pearson's r correlation coefficient was used to contrast the research hypothesis, which states that there is a very strong positive correlation between the variables mentioned, with the null hypothesis, which states that there is no correlation between the two variables.

After performing the respective calculations, an r value equal to 0.96900472 was found, which is greater than the tabular value equal to 0.463 obtained taking into account 30 degrees of freedom and a significance level of 0.05. With this result, the null hypothesis is rejected; that is to say, it fulfills the research hypothesis to the extent that the value found is in the respective interval of the r values according to the table of critical values for Pearson's correlation coefficient (r) where Ho:  $p < 0$ .

Therefore, the general hypothesis confirms that "there is a very strong positive correlation between the strategy of collegial work in curriculum planning for learning and job performance in teaching among teachers at the secondary level of the Lima Educational Institution, 2020.

Table 2 *Specific hypothesis test to determine the degree of correlation between curricular planning for learning and the use of pedagogical time in the execution of the learning session in the classroom.*

Calculated value (r)	Tabular value (r)	Decision for Ho	P : &
<b>0.69918271.</b>	0,463	Rejected	p < 0,05

Table 2 presents the hypothesis test to determine the degree of correlation between variables X1 and Y2 in an Educational Institution in Lima 2020. In this case, Pearson's r correlation coefficient was used to contrast the first specific research hypothesis, which states that there is a moderate positive correlation between the variables mentioned, with the null hypothesis, which states that there is no correlation between the two variables.

After performing the respective calculations, an r value equal to 0.69918271 was found, which is greater than the tabular value equal to 0.463 obtained taking into account 30 degrees of freedom and a significance level of 0.05. With this result, the first specific null hypothesis is rejected; that is, it fulfills the first specific hypothesis of research to the extent that the value found is in the respective interval of the r values according to the table of critical values for Pearson's correlation coefficient (r) where Ho:  $p < 0$ .

Therefore, the first specific hypothesis confirms that "there is a moderate positive correlation between the strategy of collegial work in curriculum planning for learning and the pedagogical use of time in teaching among teachers at the secondary level of the Lima Educational Institution, 2020.

Table 3. *Specific hypothesis test to determine the degree of correlation between curricular planning for learning and the use of pedagogical tools for teaching.*

Calculated value (r)	Tabular value (r)	Decision for Ho	P : &
0.60396136.	0,463	Rejected	p < 0,05

Table 3 presents the test of the second specific hypothesis to determine the degree of correlation between the variables X2 and Y2 in the Lima High School Educational Institution, 2020. In this case, Pearson's r correlation coefficient was used to contrast the second specific research hypothesis, which states that there is a moderate positive correlation between the variables mentioned, as opposed to the null hypothesis, which states that there is no correlation between the two variables.

After performing the respective calculations, an r value equal to 0.60396136 was found, which is greater than the tabular value equal to 0.463 obtained taking into account 30 degrees of freedom and a significance level of 0.05. With this result, the second specific null hypothesis is rejected; that is, the second specific research hypothesis is fulfilled to the extent that the value found is in the respective interval of the r values according to the table of critical values for Pearson's correlation coefficient (r) where Ho:  $p < 0$ .

Therefore, the second specific hypothesis confirms that "there is a moderate positive correlation between curricular planning for learning and the use of pedagogical tools in teaching among secondary school teachers in an educational institution in Lima, Peru, 2020.

Table 4 *Specific hypothesis test to determine the degree of correlation between curricular planning for learning and use of educational resources and materials for teaching.*

Calculated value (r)	Tabular value (r)	Decision for Ho	P : &
0.61986737	0,463	Rejected	p < 0,05

Table 4 presents the test of the third specific hypothesis to determine the degree of correlation between the variables X3 and Y3 in the Lima High School Educational Institution, 2020. In this case, Pearson's r correlation coefficient was used to contrast the third specific research hypothesis, which states that there is a moderate positive correlation between the variables mentioned, as opposed to the null hypothesis, which states that there is no correlation between the two variables.

After performing the respective calculations, an r value equal to 0.61986737 was found, which is higher than the tabular value equal to 0.463 obtained taking into account 30 degrees of freedom and a significance level of 0.05. With this result, the third specific null hypothesis is rejected; that is to say, it fulfills the third specific hypothesis of research to the extent that the value found is in the respective interval of the r values according to the table of critical values for Pearson's correlation coefficient (r) where Ho:  $p < 0$ .

Therefore, the third specific hypothesis confirms that "there is a moderate positive correlation between the strategy of collegial work in curricular planning for learning and the use of educational resources and materials in the teaching of secondary school teachers at the Lima Educational Institution, 2020.

*Tabal 5 Specific hypothesis test to determine the degree of correlation between curricular planning for learning and the use of evaluation instruments in teaching.*

Calculated value (r)	Tabular value (r)	Decision for Ho	P : &
<b>0.53410303</b>	0,463	Rejected	p < 0,05

Table 5 presents the test of the fourth specific hypothesis to determine the degree of correlation between the variables X4 and Y4 in the Lima High School Educational Institution, 2020. In this case, Pearson's r correlation coefficient was used to contrast the fourth specific research hypothesis, which states that there is a moderate positive correlation between the variables mentioned, as opposed to the null hypothesis, which states that there is no correlation between the two variables.

After performing the respective calculations, an r value equal to 0.53410303 was found, which is greater than the tabular value equal to 0.463 obtained taking into account 30 degrees of freedom and a significance level of 0.05. With this result, the third specific null hypothesis is rejected; that is, the fourth specific research hypothesis is fulfilled to the extent that the value found is in the respective interval of the r values according to the table of critical values for Pearson's correlation coefficient (r) where Ho:  $p < 0$ .

Therefore, the fourth specific hypothesis confirms that "there is a moderate positive correlation between the strategy of collegial work in curricular planning for learning and the use of evaluation instruments in the teaching of secondary school teachers in an educational institution in Lima, 2020.

## Discussion

Table 1 presents the hypothesis test to determine the degree of correlation between variables X and Y in an educational institution at the secondary education level in Lima 2020. In this case, Pearson's r correlation coefficient was used to contrast the research hypothesis, which states that there is a very strong positive correlation between the variables mentioned, with the null hypothesis, which states that there is no correlation between the two variables.

After performing the respective calculations, an  $r$  value equal to 0.96900472 was found, which is greater than the tabular value equal to 0.463 obtained taking into account 30 degrees of freedom and a significance level of 0.05. With this result, the null hypothesis is rejected; that is, the research hypothesis is fulfilled to the extent that the value found is in the respective interval of the  $r$  values according to the table of critical values for Pearson's correlation coefficient ( $r$ ) where  $H_0: p < 0$ .

Therefore, the general hypothesis confirms that "there is a very strong positive correlation between the strategy of collegial work in curriculum planning for learning and job performance in teaching among teachers at the secondary level of the Lima Educational Institution, 2020.

Planning should be understood as a process aimed at achieving previously determined results, based on needs and adjusted to the available means. Thus it is understood that there is no single definition. (Berselli, 2018, p. 4).

The teacher's work in the teaching and learning process includes guiding, orienting, facilitating and mediating significant learning in his/her students, emphasizing "learning to learn" so that they learn autonomously independently of the teaching situations. In this way, the teacher must adopt diverse strategies according to the needs and desired intentions that allow him/her to attend to the different learning styles and rhythms of his/her students.

In the second questionnaire, teachers Pedagogical Coordinators of the different areas of the secondary level were asked to give an opinion regarding the improvement of teachers in the course of 2015 after the pedagogical accompaniments. The evaluation of practicing teachers can be approached from different perspectives. The following are two that have great influence in our countries and that generate a very reductionist framework on teacher performance evaluation: one is limited to studying what teachers do in their work schedules within the institutions, while the other analyzes teachers' work in terms of their students' learning outcomes.

The first considers that the teacher fulfills a set of tasks assigned to him/her by virtue of his/her profession and what society considers an education professional is capable of and should perform; therefore, performance evaluation should be limited to reporting on the adequate fulfillment of the assigned tasks. In this approach, what matters is what the teacher does, and not what he/she is capable of doing because of his/her potential as a professional and human being, for the benefit of his/her own development and that of the educational institution.

The second assumes that the teacher is the main educational agent and, therefore, he/she is responsible for the success or failure of the educational process developed in the institution. For this approach, everything can be explained and understood on the basis of the intrinsic characteristics of the teacher, and little influence is exerted by the context, despite the broad and complex social determinants that coexist in educational institutions and outside them. Here, the concept of performance points to the Rambo-style ideal, in which the individual goes it alone and overcomes all barriers based solely on his or her individual merits and previous experiences.

According to Caballero-Montañez & Sime-Poma, (2006) in their thesis that students perceive that secondary school teachers assume a deep commitment to their role and concern for the present and future of the educated, teachers assume their role with a high sense of vocation, mysticism and dedication, which is why students value good teaching performance. It is considered, from the reading of the conclusions of the thesis, that the teacher is a critical, reflective and creative being especially concerned about the integral formation of the person. The conclusions of the thesis are that most of the teachers interviewed, guided by criteria of efficiency typical of our culture, consider that they make much better use of their time when they work individually. Given the consideration that the "normal" thing to do is to work individually, they think that collaborative work means a decrease in their dedication to their work. With this strategy, on the other hand, they guarantee the preparation of the most urgent teaching tasks.

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