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Evaluation of teaching management and educational practices in Secondary and Vocational Training

Gestión docente y percepción de las prácticas educativas en Educación Secundaria y Formación Profesional

Менеджмент преподавательской деятельности и восприятие образовательных практик в среднем и профессиональном образовании

中等教育和职业培训中的教学管理和教育实践的看法

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Abstract

Introduction: The analysis of teaching-learning processes highlights the role of classroom management and methodological strategies, from the consideration of teaching practices in the classroom. In this paper we focus on the teacher's perception in relation to their performance considering their real and ideal practice, with a sample of 157 middle school teachers. Teachers of Secondary Education (Secondary Education, Vocational Training and Upper Intermediate School) participate.

Method: a descriptive approach has been carried out through an ad-hoc questionnaire, using ANOVA and defining factors of teaching performance, which allows obtaining quantitative and qualitative data.

Results: the results show the perception of teaching management and educational practices focusing on the performance of students, bearing in mind differences based on variables such as age, gender, grade and subject in which teaching is provided, psych pedagogical training and the experience.

Conclusions: the type of problems manifested by teachers focuses on the motivation, self-concept and disposition of students towards learning, insisting on reactive strategies in their attention. Modifications are suggested that must be considered within the teacher's competence repertoire, assuming the influence of various factors that are involved in the classroom and in proposing alternatives to improve the teaching-learning process.

Keywords: methodological strategies, teaching-learning, teaching role, classroom management, educational practice.

Resumen

Introducción: el análisis de los procesos de enseñanza–aprendizaje lleva a destacar el papel de la gestión del aula y de las estrategias metodológicas, desde la consideración de prácticas docentes en el aula. Este trabajo se centra en la percepción docente con relación a su actuación teniendo presente su práctica real y la ideal, con una muestra de 157 docentes de enseñanzas medias (ESO, FP y Bachillerato).

Método: se ha realizado un planteamiento descriptivo mediante un cuestionario *ad-hoc,* utilizando ANOVA y definiendo factores de actuación docente, que permite obtener datos cuantitativos y cualitativos.

Resultados: los resultados nos indican que la percepción de la gestión docente y las prácticas educativas se focalizan sobre la actuación del alumnado, teniendo presente diferencias en función de variables como edad, género, curso y materia en el que se imparte la docencia, la formación psicopedagógica y la experiencia.

Conclusiones: el tipo de problemáticas manifestadas por los docentes se centra en la motivación, autoconcepto y disposición del alumnado hacia el aprendizaje, insistiendo en estrategias reactivas en su atención. Se sugieren modificaciones que han de considerarse dentro del repertorio competencial del docente, asumiendo la influencia de diversos factores que se involucran en el aula y en el planteamiento de alternativas para la mejora del proceso de enseñanza-aprendizaje.

Palabras clave: estrategias metodológicas, enseñanza-aprendizaje, rol docente, gestión de aula, práctica educativa.

Аннотация

Введение: анализ процессов преподавания и обучения позволяет выделить роль управления аудиторией и методических стратегий, исходя из рассмотрения практики преподавания в классе. Данное исследование посвящено восприятию учителями своей работы с учетом их реальной и идеальной практики, в нем приняли участие 157 учителей средних школ.

Метод: использовался описательный подход с помощью специальной анкеты, с применением ANOVA и определением факторов эффективности преподавания, что позволяет получить количественные и качественные данные.

Результаты: результаты показывают, что восприятие управления преподаванием и образовательной практики направлено на успеваемость студентов, причем различия зависят от таких переменных, как возраст, пол, преподаваемый курс и предмет, психолого-педагогическая подготовка и опыт.

Выводы: тип проблем, о которых заявляют учителя, сосредоточен на мотивации, самооценке и предрасположенности учеников к обучению, при этом они настаивают на реактивных стратегиях внимания. Предлагаются модификации, которые следует рассматривать в рамках перечня компетенций учителя, принимая во внимание влияние различных факторов, действующих в классе, и предлагая альтернативы для улучшения процесса преподавания-обучения.

Ключевые слова: методологические стратегии, преподавание-обучение, роль преподавателя, управление классом, образовательная практика.

概要

简介：从对课堂教学实践的考虑，本研究分析教学过程，强调课堂管理和方法策略的作用。研究的重点是教师对其他们的实践和理想实践表现的看法，以 157 名中学教师（初中，职业中学和高中）为样本。

方法：研究使用方差分析和定义教学绩效因素，通过特别调查问卷进行描述性方法，从而获得定量和定性数据。

结果：结果表明，考虑到基于年龄、性别、教学、培训和培训的课程和科目以及经验等变量的差异，对教学管理和教育实践的看法主要在于学生的表现。

关键词：方法策略，教学，教学作用，课堂管理，教育实践。

Introduction

Roughly speaking, the teaching-learning process is characterized by an intrinsic relationship between elements that determine the results to be achieved. These elements (teacher, student, subject or content and method) create a system comprised of nuclear variables (endosystem), which act in a context (microsystem), in which we will set our interest. This relationship is oriented towards the achievement of learning results. It is necessary to highlight the set of practices, repertoire of activities, that teachers must incorporate in the classroom to let students acquire and develop competencies. It is necessary to incorporate this process in the framework of classroom management. More precisely, it should be understood from teaching actions through which a learning environment is created that brings about changes in student behavior, from autonomy support to student control (Berger et al., 2018; Aslan, 2022).

Basically, management, which has often been assimilated to administration, should be considered as a comprehensive process that includes the planning, organization, execution and control of the tasks or operations that are carried out in a context. Classroom management can be defined more broadly as the involvement of planning, organizing, and controlling the learners, the learning process, and the classroom environment to create and maintain an effective learning experience (Myint Lay, 2021). The growing interest in classroom management and as a challenging topic in schools (Bozkuş, 2020; Özen & Yildirim, 2020), has impacted on its effectiveness in ensuring educational practice that results in benefits for student learning, through their participation, coexistence, self-monitoring and achievement (Bozkuÿa, 2020). Classroom management is frequently characterized by the design and development of practices carried out in a specific context and oriented towards learning by students. The instructional process, which implies a critical relationship between the practices that are carried out and the learning outcomes, cannot be left to chance (Cooper & Scott, 2017; Egeberg, McConney, & Price, 2016; Koutrouba, Markarian, & Sardianou, 2018). Therefore, since the teaching environment is made up of all the routines, schedules and physical attributes of the classroom, the characteristics that are most effective should be under the immediate control of the teacher), as well as the appropriate use of instructional time and ensuring the active participation of students (Özen & Yildirim, 2020; O'Neill & Stephenson, 2011; Reupert & Woodcock, 2010).

We understand that teaching actions must focus on the future, which means considering new possible scenarios so that proactive processes are confirmed as axes of their action in the teaching-learning process. This approach leads to conceptual changes. In our case, in the role to be assumed by teachers, since as pointed out in the OECD (2005), teachers have a great influence on the student's learning and on improving the quality of educational institutions. Should the role of the teacher be changed considering their actions? What role does decision-making play in relation to the strategies to be implemented? Specifically, in the classroom context, the emphasis must be placed on the management it performs.

Regarding management, the teacher-student relationship, teacher and student positioning may vary, but the objective remains; that is to say: promoting student learning and training, based on a profile defined by the discipline in which it is framed. We must not forget that, from the teaching function, teachers have the responsibility of the didactic act before their learning group (Contreras, 2016).

Another factor to keep in mind is affected by the creation of competency profiles, to which the schedules must respond, which each teacher must keep in mind. It forces

collaborative work between teachers who teach a discipline. It conditions the forms of relationship between teachers and fosters collaborative and cooperative models. This derives into a complex of teaching interdependence, since in order for students to acquire a competence, it is necessary that the different teachers have common links defined for the same purpose, especially in cases where educational actions are carried out by different teachers in the same learning group.

We could state that the "teacher", in its classic sense, goes to "better condition" to be supplanted by the teaching group. In addition, it must be considered that knowledge is no longer available, but exists and must be sought. In other words, we can say that teacher interdependence is clearly shown in the response through training processes that make up a key to improving student learning through the provision of modular programs, which require the perspective of the relevant profile and skills to be acquired.

The models of intervention are modified by establishing the change of emphasis from teaching to learning. It means the teacher must stimulate the learning strategies of the student through, for example, orientation strategies, counseling, tutoring, teamwork, in a way that ultimately allows optimal learning for each student. Thus, it is relevant to take into account the demands of the curricular profile and the relevant certification at the specific educational level.

The changes should lead to achieving a greater degree of efficiency, depending on the needs to be satisfied, under the condition of the scientific and technological and cultural evolution that today the so-called globalization has fostered. For this, the perspective of teaching must adapt to that of learning and, in any case, what is important will be what the students achieve, not what the teachers want to teach. The question arises about the discourse that must prevail: that of teaching or that of learning. Each one of them supposes placing the emphasis on certain mechanisms that are strengthened to provide differential orientations, which must be incorporated from the teaching action.

From our particular perspective, in relation to methodological strategies, dominated by teaching action, we can assume the following:

- The expiration of a single, monotheist thought, a single way of approaching the teaching-learning process.
- The recognition of the existence of different ways of approaching the teaching-learning processes.
- The multivariate strategies to achieve the learning objectives, understanding that they can be related.
- The methodological strategies to achieve the objectives must be adapted to the singularities of the students and facilitate the acquisition and development of their competences.

As the competences must be assumed in the action carried out in the classroom, its management will depend on them. However, we must not forget the role of students, because they must learn also to manage their learning time, which leads us to propose a process that allows it to be related to teaching actions.

On the other hand, the teachers' perception of their performance can be analyzed in contrast with the performance that they themselves consider to be ideal, which leads

to determining the perceived need and facilitates the orientation of actions based on teachers' self-perception.

The contribution of our study to research on classroom management and the teaching-learning process takes the form of analyzing the relationships between teachers' perception and mastery of classroom management to act facing up possible difficulties.

Hence, we assume the relevance of the teacher's performance in the teaching-learning relationship at the compulsory, post-compulsory secondary, vocational training levels and the Upper Intermediate School clases. Even more, we understand their perspective is important for the process of planning, design and development of actions leading to the achievement of student learning, within the framework of classroom management. Particularly, we will approach the following questions:

- What perception do teachers of Secondary Education, Vocational Training and the Upper Intermediate School classes have in relation to their real and ideal educational practices?
- What problems do Secondary, Vocational Training, and Upper Intermediate School class teachers encounter in the classroom?
- What factors influence the appearance of problems in the classroom, according to the teacher's perception?
- What actions are carried out by teachers when the planned strategies do not meet their expectations?

The answers to these questions should lead us to form a relationship between teachers' perceptions about the actions that occur in the teaching-learning process and how they face it when expectations or expectations are not met, which should facilitate guiding the promotion of changes in the coping with classroom management.

Thus, we determined a series of objectives, focused on teaching at the levels of compulsory secondary education, post-compulsory vocational training and upper intermediate school, which will guide the approach that we expose:

- To describe the perception of teaching performance in relation to what is real and ideal.
- To analyze the relationship between the problems that arise in the classroom, their causes and their coping.

Classroom management

Roughly speaking, classroom management, understood as the set of activities and actions performed in the classroom context, is oriented towards the establishment or control of the learning environment. This means students can participate in it and its academic and social development (Postholm, 2013). It is assumed as a requirement to consider educational quality (Junker, Gold, & Holodynski, 2021), associating it with effective classroom management related to student motivation, autonomy, responsibility and performance. These changes, which logically focus on the future, are likely to incorporate preventive or proactive and reactive strategies (Hepburn, 2020; Akin Little et al., 2007). Proactive strategies are geared towards preventing problems in the class-

room; the reactive ones provide an immediate response to conflict situations, such as those related to discipline (Rytivaara, 2012) or lack of learning.

Classroom management can consider intervention strategies, taking into account the type of participation on which the emphasis is placed when facing the learning process. For the sake of its effectiveness, Wubbels (2011) proposes a series of actions, framed within the approaches (Table 1).

Table 1

Teachers' actions for effective classroom management

Focus	Action
Behavorial	It is related to observation, analysis and reinforcement, where appropriate, and modeling of student behavior, in promoting student self-regulation and self-management.
Internal Control	It is related to affective development, the construction of responsible social relationships and awareness, justification of decisions and the purposes of activities, from a constructive approach.
Ecological	It is related to the promotion, acquisition and development of instructional habits, class routines, procedures and group norms by students and the role they can assume in the school context and in instructional tasks.
Focused on speech	It is related to the willingness to understand the position of the students, provide resources and structures that promote inclusion, respecting the perspectives and needs of the students, negotiating and preventing conflicts.
Curricular	It is related to the promotion of students' academic interest, practices, activities that address real problems, structured variety of activities (multivariate strategies), continuous, careful and precise feed-back and search for solution to problems.
Interpersonal	It is related to the control exercised in the teacher-student relationship. It refers to verbal and non-verbal language in correcting and recognizing the student behavior, being aware of individualized attention, in active participation to learn about the interests, motivations of students, inside or outside of school, organizing meetings with students, teachers or parents when necessary.

Note. Adapted from ¨An international perspective on classroom management: what should prospective teachers learn?¨ by T. H. Wubbles, 2011, Teaching Education, 22(2).

On the other hand, we have to consider the relevance of institutional and systemic barriers in the educational action to address diversity (Milner & Tenore, 2010) and in the alteration of the relationships between teachers and students in the classroom (Farmer et al., 2018).

The conception of learning is based on assuming the teacher influences decision-making on the actions performed. The insistence on learning that occurs in the classroom does not make us forget that the learning process, in its elaboration and redesign, takes place in different contexts and at different times. Hence, the transformation of space and the relativism of learning time are two basic aspects to consider in the classroom management:

- The learning process not only occurs in the classroom-class
- The structure of the classroom can contribute to strengthen the learning
- The relations between equals, between students, contribute to learning
- The student success is reinforced through collaborative work
- Help and support strategies can be considered within the classroom to improve learning for all.
- Attention to linguistic, functional or any other criterion of diversity in the classroom may conform as a key to action and as an educational and social value that strengthens such diversity.
- Knowledge of what students know, their interests, motivations, attitudes, expectations should be considered when planning educational actions in the classroom context.
- Assessment may address the interactive processes that occur in the classroom.

On the other hand, classroom management may be dominated by the educational level in which it is carried out, as well as the course and subject, where the curriculum conditions the actions. However, as we have shown, the teaching role, its training and experience is also assumed to be relevant when it contributes in the effectiveness of its actions in relation to student learning in the classroom context. We assume, according to O'Neill and Stephenson (2011), that teacher effectiveness involves making proactive, and when necessary reactive, decisions to maintain an environment conducive to improve the students' learning (Paramita et al., 2020).

It seems necessary to rethink the work of teachers in the classroom and in the educational institution, so that, as Marcelo (2002) describes, they lead to a more flexible educational structure adapted to the individual possibilities and needs of students, in a way that allows incorporation of relevant mechanisms within the educational center to respond to everyone and the needs of each student.

Methodology

The strategy to face the questions and the objectives that we have set ourselves focuses on an *ex-post facto* descriptive approach, by using a questionnaire focused on teaching performance, determining what the teachers perceive (Bizquerra, 2012), as well as the problems they consider and their approach. Both quantitative and qualitative data incorporated to the ad-hoc questionnaire are analyzed.

Population and sample

The population we address to teaches at the levels of compulsory secondary education, post-compulsory intermediate and higher level training courses. Access to informant subjects has defined the sample for us, so the criterion considered is that of accessibility or availability, therefore opting for incidental sampling. This has been possible through the teacher training centers, specifically in the provinces of Zaragoza and Huesca. Specifically, the sample is composed by 157 subjects, and dates from the first semester of 2019.

The sample data can be seen in the following tables (Tables 2 and 3).

Table 2

Characterization of the sample by gender

	Frequency	%
Male	75	47.8
Female	82	52.2
Total	**157**	**100.0**

Table 3

Characterization of the sample by age and teaching experience

	Age	General Teaching Experience	Experience by Teaching Center
Average	46.46	18.68	9.72
DT	8.895	10.922	9.340

It should be noted that the sample has not been differentiated by the level of studies, even if it is considered, because some teachers teach at different educational levels. However, Secondary Education, Middle Level Training Cycle, Higher Level Training Cycle (Vocational Training) and Upper Intermediate School are considered.

Questionnaire design

The use of the questionnaire technique has been essential when obtaining information. The questionnaire is made up of several different parts, among which we have to highlight the sociodemographic profile of the participants (8 items), the assessment of teaching performance from their actual practice and the ideal (34 items), with responses of 1 (minimum -never) to 5 (maximum-always), as well as open questions about problems, causes and decisions that are implemented in the classroom.

Therefore, the teaching performance section (28 of the 34 items) has been formed by the establishment of seven dimensions. Factors have been determined, bearing in mind the communities in which all items score above>, 5, except item 11 (.493), which allows us to accept them as main components. Being considered the "anti-image", we can affirm there is multicoleanity between the items, fulfilling the requirement>,7, which indicates that it is not necessary to cancel any item.

Likewise, from the KMO test (Extraction method: Principal component analysis, Rotation method: Varimax normalization with Kaiser) with its matrix of rotated components, 7 factors are structured, defined in Table 5. The remaining 6 items refer to the actions carried out by teachers when the planned strategies do not work, bearing in mind the real and ideal performance (Table 4).

Table 4

Q. Questionnaire on teaching performance

Items
1. They are adapted to the previous learning of the students.
2. They are adapted to the experiences of the students.
3. They are adapted to the cognitive abilities of the students.
4. They are adapted to the affective development of the students.
5. They are adapted to the motivations of the students.
6. They are adapted to the individual characteristics of the students.
7. Emphasis is placed on student work.
8. Available teaching resources are adapted.
9. Focus on expected learning outcomes.
10. They adapt to the possibilities of the schedule.
11. Enough time is provided to respond.
12. Focus on the contents of the program.
13. Promote communication-participation patterns for all students.
14. They promote the self-determination of the students.
15. They focus on sharing teacher-student responsibilities.
16. The scheduled tasks are designed so that all students can answer them.
17. The scheduled tasks are designed according to the expectations and interests of the students.
18. Motivation strategies take into account the interests and expectations of the students.
19. Motivation strategies are based on the student's performance.
20. The communication established with the students is oriented towards empathic processes.
21. The communication established with the students is oriented towards their participation in the activities.
22. It proposes the incorporation of study habits in the student's learning processes.
23. Take into account the classroom climate when promoting teaching-learning strategies.
24. The relational system that prevails in the classroom allows the participation of all students.
25. Be aware of access to information for all students.
26. Allow for continuous feed-back.
27. Takes into account class time spent on academic instruction.
28. Try to understand what it means to live in the world of students.

Items
When the strategies you use do not work as planned:
1. Discuss its relevance with other teachers.
2. Ask for expert opinion.
3. Discuss its relevance with the students.
4. Analyze individually why they have not worked
5. Modify and implement others.
6. Others (describe them).

In this sense, 28 elements have been analyzed for the internal consistency of the instrument through Cronbach's alpha. The result shows a score of .917, which indicates a high level of reliability, internal consistency of the questionnaire design.

Table 5

List of teaching performance factors, Cronbach's alpha and their meaning

Factor	Cronbach's alpha	Items	Meaning
Factor 1: *Adaptation of the objective to the student*	.859	1,2,3,4,5,6	It refers to having student characteristics such as learning, experiences, motivations, abilities and specific characteristics of the student in mind.
Factor 2: *Temporal Adequacy*	.695	9, 10, 11, 12, 27	It attends to processes related to the expected learning results, the contents, the spatial-temporal distribution and the foundation of motivation strategies.
Factor 3: *Learning accessibility*	.676	16,24,25,26	It has strategies for student access and participation in learning.
Factor 4: *Adequacy interests-expectations*	.695	17, 18,19	Includes expectations and motivations towards the students' learning.
Factor 5: *Student action promotion*	.740	7, 14, 15	Combination of the student and the promotion of self-determination and co-responsibility.
Factor 6: *Improves habits and climate and work*	.643	8, 20, 22, 23	It integrates adaptation of resources, orientation towards the understanding of others, incorporation of study habits and improvement of the classroom climate.
Factor 7: *Strengthening understanding-communication*	.478	13, 21, 28	It affects the communication, participation of the students and the vision of their perspective.

These factors are related to the current level and have their correspondence in the ideal level of teaching performance. On the other hand, the questionnaire establishes 3 open questions on the problems they encounter in the teaching-learning process, their prioritization of these problems and the decisions they take to tackle them.

Procedure

The participation of the teacher training centers has contributed to easy information and to get a better application of the instrument, basically focused on the informed consent of the participants.

Primarily, the data analysis procedure has consisted on determining the description of the data, analyzing the relationship between the data using correlational tests and comparing them based on the factors that have been considered as independent variables using ANOVA, from the statistical program SPSS version 19, proceeding to categorize according to areas. The open questions related to the problems, their causes and their approach have been analyzed and categorized from the content analysis, reaching a process of maximum saturation. Without transforming the reality perceived by the informant and determined by the records obtained through coding, for the purpose of categorisation (Flick, 2007), based on the identification of content, its categorisation and classification (Ritchie, Spencer, & O'Connor, 2003).

Results

The analysis that we are going to carry out is going to be determined from the objectives exposed.

Description of the teaching performance perception

The perception of teaching performance has been assumed based on the following sociodemographic variables: age, gender, course or level of teaching, area or subject in which they teach, degree, psycho-pedagogical training, teaching experience and experience at the center. We accept these variables interfere in the performance of the teacher in the teaching-learning process and we try to determine its intervention or influence, thus we establish a description.

If we attend to the profile that the perception of the factors posed in their current and ideal action, we can observe the logic of the differences that would allow us to meet the needs derived from the teacher's project. In Figure 1, we can observe them.

We assume the needs posed by teachers in general, due to the differences observed, are of greater significance in factors 1 (objective adaptation to students), 4 (adaptation to the interests and expectations of students) and 5 (promotion of student action).

The age variable shows us that it influences teaching performance. We can observe significant differences between the different ages based on Duncan's post-hoc tests, as reflected in the following table, based on the factors that we have established.

Figure 1

Comparison between factors in their current and ideal condition

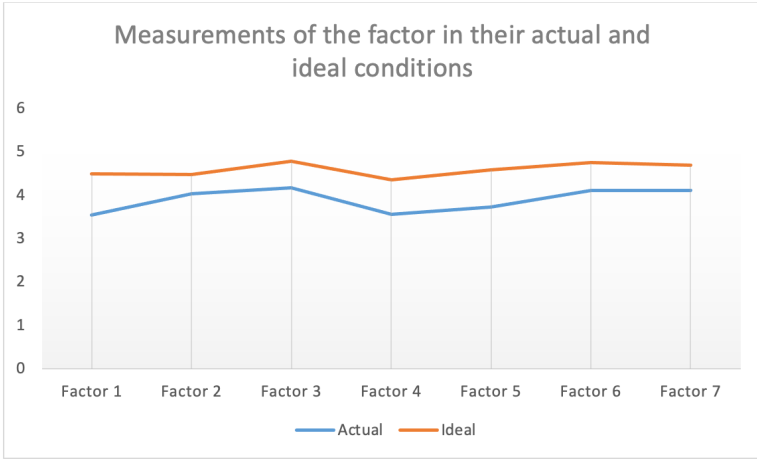

Table 6

Results in the relationship between age and teaching performance factors

Factor	Age Categories	Sig.
Factor 1 Current		---
Factor 2 Current	>50 years < <30 years	< .05
Factor 3 Current		---
Factor 4 Current	>50 years < <30 years	< .05
Factor 5 Current	>50 years < <30 years	< .05
Factor 6 Current	30-40 years, >50 years < <30 years	< .05
Factor 7 Current	>50 years < <30 years	< .05

In the real (current) performance factors, temporal adequacy, student interests-expectations adequacy, student action-promotion, improvement of work habits and climate, and strengthening of the student's understanding-communication, differences are observed (< .05) in depending on the ages, generally between those who are over 50 years old and those who are under 30 years old.

Looking at the set of 28 items that make up the factors as a scale in current and ideal practice, no differences were observed in the ANOVA analysis according to age.

With reference to the actions carried out by teachers when the planned strategies do not work, there are significant differences in the type of actions depending on age. Thus, those under 30 years of age tend to score more than the other age categories considered (Duncan's post-hoc test) (< .05) in the current decision to debate its relevance with other teachers; as well as requesting the opinion of experts at present (un-

der 30 years score more than those over 50, < .05); Currently debating the relevance with the students (under 30 years> older 34-40 and 50 years, < .05).

Regarding the gender variable, in the application of the independent samples t-test, significant differences are shown in various factors, considering the ideal or what the teaching performance should be (Table 7).

Table 7

Results in the gender relation with factors of teaching performance

Factor	Gender Categories: 1= Male; 2= Female	Sig.
Ideal Practice Grl.	1<2	< .001
Ideal Factor 1	1<2	< .001
Ideal Factor 2	1<2	< .05
Ideal Factor 3	1<2	< .05
Ideal Factor 4	1<2	< .001
Ideal Factor 5	--	--
Ideal Factor 6	1<2	< .001
Ideal Factor 7	1<2	< .001

The ANOVA analysis based on the independent variable gender, allows us to observe significant differences in the current factor 1 (objective adaptation to the student) (female> male), p < .05; that is, teachers adapt teaching-learning activities and processes more than teachers. Considering the ideal parameters of the factors, significant differences are observed [female> male), p < .05;] in factors 1 (objective adequacy for the student), 3 (learning accessibility), 4 (interest-expectations adequacy), 6 (Improves habits and climate and work) and 7 (Strengthening understanding-communication).

Considering the educational level, the ANOVA analysis and the post-hoc tests, significant differences can be observed in the Ideal factor 1 (objective adaptation to the student), using the Duncan test, where teachers of the 2nd cycle of Secondary Compulsory Education score to a lesser degree than CFGS.

The variable course in which teaching is taught, based on the ANOVA analysis, significantly influences current factor 2 (Temporal adequacy) (p < .05), bearing in mind, according to Duncan's post hoc test that: Vocational Training > obligatory secondary education Vocational Training > obligatory secondary education + Upper Intermediate School, all levels > obligatory secondary education basic Vocational Training+ Advanced Vocational Training; Likewise, significant differences (p < .05) are observed in the Current factor 3 (Learning accessibility), in which Advanced Vocational Training >;obligatory secondary education, all levels.

Hence, analyzing the subject variable, we may argue that significant differences can be observed:

- The ideal decision-making, in relation to the type of subjects, the ANOVA analysis (p < .05), where: artistic> scientific, technical (Tukey post-hoc test).

- Current Factor 1 (*Objective adequacy to the student*) ($p < .05$): artistic> technological (Scheffée, Tukey and Duncan post hoc tests).
- Current Factor 3 (*Learning accessibility*) ($p < .05$): management, artistic> technological, scientific, linguistic (Duncan post hoc test).
- Ideal factor 6 (*Improves habits and climate and work*) ($p < .05$): artistic> management-Admon, scientific, technological (Duncan post-hoc test).

The ANOVA analysis of variance, distinguishing the titration variable, allows us to observe the existence of significant differences in Ideal Decision ($p < .05$); applied Duncan's post-hoc test (Geography and History / Philosophy-Letters / History Art / Fine Arts / Physical Ed.> Industrial Engineering / Information / Statistics and Sciences / Physics / Mathematics).

The observation of the psych pedagogical training variable shows us significant differences in:

- Current practice ($p < .05$). The application of post-hoc tests (Scheffé, Tukey and Duncan) allows us to observe established differences in relation to current practice between those who have psychopedagogy, CCEE, Teaching> CAP, courses and N / C
- Current factor 1 (*objective adaptation to the student*) ($p = .000$). Duncan) allows us to observe established differences in relation to current practice between those who have psychopedagogy, CCEE, Teaching> Master's, CAP, courses and N / C (Duncan's post hoc test)
- Current Factor 2 (*Temporal adequacy*) ($p < .05$). psychopedagogy, CCEE, Teaching> CAP, short courses and N / C (post hoc from Duncan)
- Ideal Factor 1 (*objective adaptation to the student*) ($p < .05$). Courses> N / C (Duncan's post hoc).

The ANOVA analysis shows us significant differences ($p < .05$) in relation to the current decision-making based on the general teaching experience of the teachers. Analyzing Duncan's post-hoc test, we observed differences between those with <3 years and those with> 20 years of experience.

Current and ideal practice show no differences depending on the years of experience at the center; however, decision-making is affected by it, finding clear differences in relation to current decision-making ($p < .05$) between those with less than 10 years of experience and those with between 11 and 20 years; as well as in the ideal decision making ($p < .05$) between those with 3-10 years of experience and those with more than 10 years of experience.

Regarding the different factors related to teaching performance that we have considered, the ANOVA analysis does not show significant differences, so that the experience in the center does not seem to influence the perception of teaching performance.

Analysis of the problems, their causes and how they are faced by teachers

Teachers' perception of problems is focused on students, on their intrinsic characteristics in relation to learning.

Table 8

Prioritization in the perception of problems in the teaching-learning process

Problems	*Frequency*	*%*
Lack of motivation, attention, concentration, interest, study / Low self-esteem / Immaturity	65	44.5
Different levels / Low academic level / heterogeneity / Diversity learning styles-rhythms / Attention diversity/ Difficulties apr / Al. with ADHD	26	17.8
Of order, behavior-attitude / respect, rude / discipline / Breach of rules / Speaking / Disruption	16	11.0
High ratios / Physical space / Lack of material resources / Time structure (tiredness in students) / Extensive programs and fifteen	15	10.3
Habits (punctuality, study, personal work, continuous work, no mastery of strategies, effort, absenteeism)	13	8.9
Little knowledge of reality / breakdown of academic routines / Lack of orientation / Obligation / Rigidity S.E./	5	3.4
Use of ICTs and their misuse / Lack of technical support	4	2.7
Continuous student attention / Lack of diversity attention strategies	2	1.4
Total	**146**	**100.0**

The problems manifested by teachers, due to their frequency, affect characteristics centered on students (82.2%), as we can see in the following table. These characteristics are translated in order of priority through their relationship centered on students, with:

- 1st Motivation, interest, attention (44.5%)
- 2nd Learning difficulties, heterogeneity, low level of learning (17.8%)
- 3rd Breach of regulations, disruptive behavior (11.0%)
- 4th Study habits and personal work (8.9%)

Others are related to the management of the group and the classroom environment (14.4%), such as:

- 5th Time structure, physical space, extensive programming (10.3%)
- 6th Use of resources, lack of technical support (2.7%)
- 7th Lack of diversity care strategies (1.4%)

The analysis of the problems and their prioritization allows us to highlight that the teachers' perception is focused on the students, influencing motivational, cognitive and self-concept processes, as well as the provision of prior learning

Table 9

Prioritization in the perception of the causes that generate problems in the teaching-learning process

Causes	*Frequency*	*%*
Lack of reflection / Demotivation, lack of effort, study little / little willingness to work / Lack of attention / Lack of skills	61	44.9
Problematic / broken family situation / Lack of family involvement-control / Permissiveness/ Family educational model	18	13.2
Social dynamics / Today's society / Little social respect for teachers / Social environment / Social networks // Installed consumerism / Economic	14	10.3
Extensive programming / Time structures /Optional planning / Subject content / Design of the educational model / Group training	13	9.6
High number of students / Ratios	10	7.4
Unhelpful subject (al.) / I do not like chosen studies / Compulsory Esc./Normative access to training cycles / Design Educational System	8	5.9
Implementation of methodologies in reality classrooms / Level under requirement / Dif. subjects / Lack of teaching staff //	7	5.1
Bad behavior / Lack of discipline / Rude and disrespectful / disruptive	5	3.6
Total	**136**	**100.0**

The analysis of the causes that generate the problems specified by the teaching staff allows us to observe that:

48.5% focus on students, highlighting the causes related to lack of motivation, little interest and effort, lack of study skills.

28% focus on planning and managing educational processes in the classroom and in the educational system.

13.2% focus on the role of the family.

10.3% focus on social problems.

Table 10

Prioritization of decisions to face problems in the teaching-learning process

Decisions	*Frequency*	*%*
Apply curriculum adaptation, individualized monitoring / Adapt / Try other methodologies / Change strategies / Adapt content	41	31.5
Individualized / collective dialogue with al / Tutorial action / Joint analysis of the problem / Commitments-agreements component parts	31	23.8

Decisions	*Frequency*	*%*
Change of classroom layout / Create a positive climate / Complementary workshops / Recovery of recess time / Cooperative work	20	15.4
Attention / Insist on behavior and attitude / Enforce authority teacher / Discipline / Correct attitudes / Apply RRI /	13	10.0
Educate in responsibility / Commitment / Promote critical-relational thinking / Reflection / Acquisition of values / Encourage, value the role of the student	10	7.7
Find creative solutions / Activities that you like / Examples, connect with real life student cases	7	5.4
Agreements with teachers / With teaching team	5	3.8
Reward active participation / Reinforce daily work	3	2.3
Total	**130**	**100.0**

The analysis of the decisions allows us to state:

- 52.3% focus on processes of adaptation of the curriculum and the classroom context focused on students.
- 43.8% in the direct relationship with the students (communication and classroom control process).
- The percentage is irrelevant when we look at the relationship with other teachers or at the actions with the family.

Conclusion and discussions

Primarily, the perception of the teaching performance in its current and ideal component shows us that classroom management, defined from the parameters of planning, organization, execution and control of the actions carried out in the classroom context, is mainly conditioned by what happens in the classroom, in direct action with the students, pointing to their abilities to learn, their motivations and the requirements to incorporate new learning.

Undoubtedly, this is affected by the age variables in their current practice and by the gender variable in their ideal practice. Other variables, such as educational level, the subject taught and psych pedagogical training are related to some specific aspects that are incorporated into the teaching-learning process. Basically, these refer to temporal adaptation, accessibility to learning, objective adaptation to students.

Furthermore, the strategies, apparently, are more reactive than proactive, according to the problems and the decisions the teachers point out. Assuming that preventive strategies have a greater impact on flexibilising and maximising learning time (Yunker et al., 2021). Particularly, when priorizing them, it is relevant to highlight the following data:

- 1st Focused on direct action with students;
- 2nd Focused on learning and program;
- 3rd Focused on the teacher / student relationship;
- 4th Focused on ecology and internal classroom control.

Hence, the commitment to a teaching role that balances the support it gives to students, the challenge of learning and the effort that can be demanded of students (Postholm, 2013), together with attention to the needs that appear in the teaching-learning process and although the actions have a direct impact on student learning, the actions compromise or focus on other factors that make up learning facilitators. In this sense, we may refer directly to the processes related to the expected learning results, the contents, the space distribution- temporal and the foundation of motivation strategies; strategies for student access and participation in learning; adaptation of resources, orientation towards understanding others, incorporation of study habits and improvement of the classroom climate; and to the promotion of the communication-participation of the students and to provide the teachers with the vision from their perspective.

For this reason, it is indispensable to involve stakeholders in the adoption of a set of ethical and inclusive values and a collaborative style of management and leadership is seen as ideal and beneficial to promote an inclusive culture (Coleman, 2012).

Classroom management involves understanding the classroom as a social system (Postholm, 2013), which is also included in the school system. Therefore, knowledge and mastery of the classroom, taking into account its components, influences and intentionality of the actions, lead to satisfying the needs to be addressed in the classroom.

Otherwise, it is necessary to consider the dynamics and relationships established between the particularities of each of the students; common to students who are part of the group-class, understanding what they learn; the cultural requirements in the classroom context, which define the habits and actions of internal control and optimizing relationships; and the culture of the educational center that is delimited by its educational and curricular project. In this sense, effective classroom management will involve the establishment of positive teacher-teacher relationships, understanding of educational practices and environmental modifications (Hepburm, 2020). Obviously, external influences to the center can be considered, since they are delimited from the actions and social policies that frame the designs on what an educational center should address to.

In this scenario, teachers and students involved in the teaching-learning process, create a continuous relationship with each other, offering a dynamic that motivates teachers to make decisions that allow the process to be harmonized and adapted to the dynamics that situations oblige at all times; that is, as Postholm (2013) alludes, teachers are the bearers of the responsibility of educational practice, which conditions them to adapt to each situation and moment.

The analysis of the causes allows us to recognize, according to Goleman (1997), that the lack of school motivation, among other symptoms, is determined by the teacher's incompetence to recognize and address emotions in the context of teaching-learning. Also bearing in mind, according to Cooper and Scott (2017), that classroom manage-

ment and student behavior may be considered within the teacher's repertoire of competence in the framework of the instructional process.

As it can be seen, the competence of class management is related to the experience of the teachers, so that, as Konti (2011) states, the sufficiency in the control and the improvement of the management of the classroom would positively influence the incorporation of learning activities by students and improve their impact (Greenberg, Putman, & Walsh, 2014), understanding that poor management is associated with insufficient results (Cooper & Scott, 2017).

Last but not least, it is necessary to incorporate new conceptions of academic training, which focus on the student's learning. The teaching function is revalued through their recognition, as a professional who participates in the improvement of educational quality and innovation. Thus, encouraging them to preserve their motivation, in relation to maintaining and promoting the process.

Limitations

No doubt, when considering the study as exploratory, using a single instrument and with an available population, it does not allow us to prejudge the conclusions for the entire Secondary Education population. Then, our intention is limited to highlighting those aspects we consider necessary in the dynamic process that affects the teaching-learning relationship. In this sense, the work hand in may be considered a large and sufficiently representative sample to be able to generalize the conclusions.

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