

# Teaching performance and research according to the students of the Master's Degree in University Teaching at the Graduate School - UNE, 2021

Dra. Josefina Arimatea García Cruz<sup>1</sup>, Dr. Willner Montalvo Fritas<sup>2</sup>, Dra. Cámac Tiza, María Maura<sup>3</sup>, Dr. Felipe Aguirre Chávez<sup>4</sup>, Dra. Jesselle Roxana Rodas García<sup>5</sup>

<sup>1</sup>Universidad Nacional de Educación Enrique Guzmán y Valle.  
<https://orcid.org/0000-0001-5363-198X>  
[jgarcia@une.edu.pe](mailto:jgarcia@une.edu.pe)

<sup>2</sup>Universidad Nacional de Educación Enrique Guzmán y Valle.  
<https://orcid.org/0000-0001-9634-8703>  
[wmontalvo@une.edu.pe](mailto:wmontalvo@une.edu.pe)

<sup>3</sup>Universidad Nacional de Educación Enrique Guzmán y Valle.  
<https://orcid.org/0000-0001-9323-3054>  
[mcamac@une.edu.pe](mailto:mcamac@une.edu.pe)

<sup>4</sup>Universidad Nacional Mayor de San Marcos, Perú  
<https://orcid.org/0000-0002-1513-3573>  
[caguirrech@umch.edu.pe](mailto:caguirrech@umch.edu.pe)

<sup>5</sup>Universidad Particular César Vallejo  
<https://orcid.org/0000-0002-2856-150X>  
[jrodasga@ucvvirtual.edu.pe](mailto:jrodasga@ucvvirtual.edu.pe)

Line of research: Methodologies and educational evaluation.

## ABSTRACT

The objective of the study was to determine the probable relationships between teaching performance and research in students of the Master's Degree in University Teaching at the Graduate School -UNE, 2021. It is a quantitative study, correlational descriptive research type, the study design was non-experimental, correlational cross-section, the hypothetical deductive method was considered, we worked with a probabilistic sample made up of 100 students of the University Teaching master's degree; a questionnaire was applied. To measure the variables Teaching Performance and Research. According to the results, 56.0% of those surveyed indicate that the teaching performance is medium level, followed by 18.0% who show that it is low, 15.0% consider that it is high, 6.0% very low, and finally 5.0% very high; On the other hand, regarding the research variable, it was found that 48.0% affirm that it is of medium level, followed by 15.0% who show that it is very high, 14.0% consider that it is high, the 12.0% low, and finally 11.0% very low. This concludes that teaching performance is significantly related to research according to the students of the Master's Degree in University Teaching at the Graduate School -UNE, 2021. ( $p < 0.05$ , Spearman's Rho = 0.612, with a high positive correlation).

**Keywords:** Teaching performance – Research.

## INTRODUCTION

Teaching performance and scientific research are two functions inherent to the exercise of the teaching profession. (MINEDU, 2014, p.12). There are three conditioning features related to good teaching performance. Firstly, it is that any good teaching performance must be observable. Secondly, good performance is also a responsible action, that is, it has an ethical component and thirdly, good performance implies qualitatively remarkable achievements in the Teaching function. In the educational process and the teaching-to-learning process, performance constitutes a category that refers to the optimal development of the teacher's functions and as such is directly related to the quality of the educational process and the quality education offered by a given educational institution.

According to Escribano (2018), teacher performance is a key factor for quality education. It is unlikely to respond to the social needs of the current context, without the confluence of the teacher who from the pedagogical point of view constitutes an agent whose function is decisive in the training process. Evaluation is a continuous and permanent process in teaching performance consists of valuing the integral form and professional practice, through the social context and preparing competitive, innovative and leading professionals for the future (Martínez et al., 2021, p. 17).

The evidence of teaching performance is closely related to the conceptions within them according to Tapia and Típula (2017), with the pedagogical beliefs that could have a look from the cognitive or behavioral or considering both, but in either case must be related to the perceived quality and satisfaction by the students.

The authors came to conclude that, learning based on the superficial approach, does not generate true knowledge in students, it only focuses on punctual and superficial learning and for the moment, in a short time the student forgot, a situation that leads to losing interest in learning, not being of benefit to future professionals. The author raises and considers the superficial approach, as an education, which does not produce the achievement of competencies in the student,

however the proactive teacher through active strategies, significant motivators if professionals can be transformed for the future, entrepreneurs and leaders of change (Soria et al. 2021, p.18).

They propose as an alternative that the success of teaching performance must respond to motivational strategies, for the achievement of a professional training of high academic and competitive level, which responds to the XXI century. In teaching performance one of its principles is to train highly competitive and proactive professionals, prepare for the future, the authors highlight the teacher must demonstrate in each of their academic activities, good teaching performance in research, innovative projects. (Camacho and Hernández, 2022, p.23).

according to Chambi and Zela (2021). It becomes the management of the institutional climate that becomes a component of teaching performance in the excellence of its work, in the motivation and learning of its students. The other component related to good teaching performance, according to Esquerre and Pérez (2021) has to do with digital competence assumed as a resource and means of meaningful and autonomous learning.

As indicated by Juárez and Torres (2022), good teaching performance must be built on a relevant and viable comprehensive professional profile with a sufficient level of competence that covers the student's training needs and their affective, cognitive socio-emotional development, through their investigative skills, innovative in the teaching-learning process applying the scientific method systematically and rigorously. Scientist in research processes. Teaching performance and research and social responsibility are interactive and synonymous with permanent critical reflection that leads to assuming the act of educating as a process of building a thought that emancipates from ignorance and alienation and as well as awakening genuinely human values (p.34)

Therefore, research is a highly reflective activity, which can lead teachers to a creative and transformative position in teacher performance. This is possible because the role of research teaching performance entails questioning, searching, reflection and creative production of

new knowledge that eventually as Castro (2010). They help describe, explain, understand, and eventually transform reality. For these reasons, from the point of view of scientific research, it is necessary that the teacher has a position on the fundamental principles of epistemology, which according to Gamboa as it is in Escribano,

(2018) The epistemological question represents the content of the gaze with which reality and the dimensions that are problematized are analyzed (p. 12).

Depending on the theory of knowledge and epistemology to which the researcher is linked, the features to be considered in relation to the problem to be investigated will change. With this, the research problem, the objectives and even the theoretical-methodological and technical articulation must be thought from this position in front of reality.

On the same Escribano (2018) states that epistemology is presented as a transversal element, which crosses the totality of human life because it reflects the nature of the relationship between the being who knows and the object to be known. But precisely its transversality has given way to various forms of conceptions and the case of Panunzio and Daher (2019) have diverged throughout the development of philosophical thought and so far there is no single concept and That instead of being an obstacle is an advantage.

Another important discipline that helps to understand the educational process is the Sociology of Education that in the career of Pedagogy, provides a theoretical framework both in professional training and in the formation of the individual. Being a teacher implies a responsibility towards the other, who wants to be part of the group to which he belongs, in a participatory, dynamic way, aware of his role as an agent of social transformation (Mattar, as cited in Delgado 2021, p. 02 ).

In this context, teacher performance as indicated by Montenegro (2003) . It is evaluated to improve the quality of education and qualify the teaching profession (p. 18). It is considered that the teaching performance must assume a formative aspect, and improvement, result of the feedback received and assimilated by the teacher,

in an evolutionary perspective. Finally, Santisteban (2003) has to do with suitability to execute his functions, where his political-ideological, technical-professional domain and leadership are reflected (p. 9).

Emphasized by Montenegro (2003), the docente function presents multiple dimensions: the academic dimension of critical transfer of scientific knowledge, the dimension of responsibility in the formation of consciences, values and ethical choices through mediation and reflective and creative dialogue, the Scientific Domain Image – technological in order to integrate them once and for all in education, so that it can be used productively and rationally. In this regard, Stanford University, in California, found that people retain in memory 10% of what they read, 30% of what they hear and 70% of what they read, hear and interact. This shows how crucial it is for education to have technological resources that allow students to have interactive and participatory learning. Finally, the dimension of interpersonal relationships and training in ethical values. We need to know ourselves in order to understand and value the other; these are issues that urgently need to be discussed within the centers of human formation. Currently a distance between beings is perceived; the lack of respect for ethnicities and cultural preferences can be linked to the lack of self-knowledge.

The research sought to explore this darkness, leading the reader to reflect on his actions and how to interrelate to situations of interpersonal conflict; the results showed that there is a need for man to begin to see it not as a self for its own sake, but only as a part of the universe that needs other parts to complete itself.

According to Lundgren (2000), the proposed classification of teacher presence is based on three teaching functions: design and administration, discourse facilitation, and direct instruction.

The first of these functions is performed by the content teacher and consists of defining the design of the educational experience, including instructions, selection, organization and initial presentation of the course content.

The second teaching function, performed by the

coordinating teacher, refers to promoting and encouraging the construction of knowledge, that is, it is responsible for designing and implementing activities that stimulate interaction between students, between the tutor teacher and the student, between individual students, between groups of students and between students and content.

The third role of the teacher goes beyond mediating learning experiences, and can take the form of direct teaching. This is the responsibility of the tutor in this course. Let's move on to the treatment of each of these functions.

As part of teaching for Marrou (1988). The requirement of knowledge of the subjects that define the specialty of the university professor is an essential condition, its non-compliance becomes a question of ethics (p.57). The good performance of the university professor is evidenced by the theoretical, methodological and practical management and in these times with the efficient use of computer means. According to Castro (2005) the teacher is a guide throughout the learning process, is responsible for learning achievements and due to the vertiginous circulation of information in the current ad, the university professor needs to nurture their performance with interdisciplinary contributions. That is why Herrán (2003) indicates. Not everyone who can read knows how to teach reading [...]. This also applies to some university professors in pedagogical areas who, like others, rarely do

what they teach their students (p.2).

The competencies of a research teacher during formative scientific research for Rosas (2006) require:

Academic preparation Teaching experience and knowledge in the methodological area and the research carried out, responsibility Compliance with advisory sessions, cognitive skills Experience in research, skills in research planning, management of information on the subject being studied and on rules and regulations of the degree work, emotional skills openness to new experiences, affective openness and self-confidence, and social skills in interpersonal relationships (p. 74).

In such a way that a researched scientific teacher, who really investigates will have the credibility, by his experience, for the teaching of research. The same experience will give you the wisdom to teach (Morales et al., 2005).

In this framework, he plans with his students the research process, that is, he establishes a work plan by mutual agreement, with shared responsibilities and setting a work schedule (pp. 68-69)

Scientific research is a planned and collaborative interactive matter between teacher and student. The following table shows what a teacher should do in the process of the investigative task:

Table 1 : Dimensions of the category relationship

| Dimensions of the relationship | Categories   |
|--------------------------------|--|
| Formal relationship            | Establish two-way contract Define responsibilities<br>Establish work standards   |
|                                | General climate of the relationship Trust<br>Cordiality Communication Warmth<br>Handling constructive suggestions Handling criticism<br>Intimacy in the relationship |

## Informal relationship

---

*Source: authors.*

According to the contribution of Castro (2005), research as a process and result must be developed in an organized and systematic manner, following a plan previously established by the researcher. It is in the planning of the research that the path to follow in the investigation of the object of study is determined. Kerlinger (1993), defines research as containing a set of methods that allows the researcher to solve problems, through a series of logical operations, taking objective data as a starting point (p. 11). and require the deployment of multiple skills.

The principles of teacher performance should be evidenced by López (2001). It argues that the logical skills of thinking analysis, synthesis, compare, abstract and generalize observe, describe, compare, define, characterize, exemplify, explain, argue, demonstrate, value, classify, order, model and understand and general teaching skills perform information search and communicative (p. 33). Also, López, (2001). Knowledge of the paradigms and approaches of research, epistemology, philosophy and the study, description and justification of research methods (p. 34). The quantitative approach is measured and the qualitative approach is interpreted.

Other investigative skills in the activities carried out in the performance docente According to Muñoz et al. (2001), consists of interpreting, arguing, proposing alternatives, asking and writing from the pedagogical experience according to the problems that characterize the classroom and the school (p.17), on that point Borjas (2000)

It adds as a determining function, the criticism that the teacher must possess, to achieve an academic performance, efficient, turning the educational work into an object of study and creative actions, making the school a space for exchange and confrontation of ideas (p.21). Promote in students critical, reflective thinking from the observable reality of the context.

The investigative function of the teacher involves

the development of multiple skills as well as the management of basic theoretical methodological concepts. Proper management of techniques, instruments and methods in scientific research must be elaborated from the context of observable reality. Borjas (2000), defines the methods and techniques of educational research in the everyday situations of school life, taking into account the characteristics of the context, and the school culture" (p.18). They are fundamental in the activity of the teacher.

In the present research, what is the relationship between teaching performance and research according to the students of the Master's Degree in University Teaching at the Graduate School-UNE, 2021? , were considered as specific problems: What is the relationship between the academic dimension and research? What is the relationship between responsibility and research? What is the relationship between the scientific and technological teaching domain and research? What is the relationship Are there interpersonal relationships, training in ethical values and research?

The general objective was to determine the relationship that exists between teaching performance and research according to the students of the Master's Degree in University Teaching at the Graduate School -UNE, 2021, the objectives are conceptualized specific ones such as: establishing the relationship that exists between the academic dimension and research, describing the relationship that exists between responsibility and research, determining the relationship that exists between the scientific and technological teaching domain and research, establishing the relationship that exists interpersonal relationships, training in ethical values and research .

In the general hypothesis, it was proposed that teaching performance is significantly related to research according to the students of the Master's Degree in University Teaching at the Graduate School -UNE,2021 and the specific hypotheses

raised consisted of the academic dimension being significantly related to research, responsibility is significantly related to research, the teaching scientific and technological domain is significantly related to research and interpersonal relationships, training in ethical values are significantly related to research.

## MATERIALS AND METHODS

The study corresponds to the quantitative approach, type of correlational descriptive research, non-experimental design of cross-sectional cut, the scientific method was applied, the hypothetical deductive, data collection and analysis was carried out to answer research questions and test previously established hypotheses, and relies on the numerical measurement, counting and often in the use of statistics to accurately clarify patterns of behavior in a population (Hernández, et al. 2010, p.80).

The population was constituted by 100 students of the Master's Degree with mention Teaching Aniversitaria in the Graduate School -UNE, 2021. A standardized instrument was applied, consisting of a questionnaire for the study variable teaching performance and a questionnaire for the research study variable, whose information was processed in a descriptive

and inferential way.

### Technical Data Sheet N°1:

|                               |   |
|-------------------------------|---|
| Variable:                     | Teaching performance  |
| Name:                         | Teacher Performance   |
| Questionnaire Administration: | Individual/Collective                                       |
| Duration:                     | 10 to 15 minutes  |
| Significance:                 | To measure the results of student teaching performance.     |
| Typification:                 | Scales for individual or group form                         |
| Age:                          | 18 years and older  |
| Level:                        | Superior  |
| Structure:                    | It consists of four fundamental aspects:                    |
|                               | Academic Responsibility                                     |
|                               | Scientific and technological domain                         |
|                               | Interpersonal relationships and training in ethical values. |

Table 2: Scale for the group evaluation of teaching performance.

| Levels   | Very low | Low      | Middle    | High      | Very high |
|--|----------|----------|-----------|-----------|-----------|
| Academic   | 13 – 23  | 24 – 34  | 35 – 44   | 45 – 55   | 56 – 65   |
| Responsibility   | 11 – 20  | 21 – 29  | 30 – 37   | 38 – 46   | 47 – 55   |
| Scientific and technological domain                        | 10 – 18  | 19 – 26  | 27 – 34   | 35 – 42   | 43 – 50   |
| Interpersonal relationships and training in ethical values | 15 – 27  | 28 – 39  | 40 – 51   | 52 – 63   | 64 – 75   |
| Teaching performance                                       | 49 – 88  | 89 – 127 | 128 – 167 | 168 – 206 | 207 – 245 |

*Source own authorship*

|   |   |  |
|---|---|--|
| <b>Data sheet No. 2</b>   | Age:  | 18 years and older                       |
| Variable: Research  | Level:  | Superior                                 |
| Name: Research Questionnaire  | Structure:  | It consists of three fundamental aspects |
| Administration:<br>Individual/collective  | Knowledge about the principles, uses and potentialities of research.              |  |
| Significance: Perception of research possessed by students. Typification: Scales for individual or group form | Skills for the use of research procedures Skills for the use of research results. |  |

Table 3: Scale for the group evaluation of Research

| Levels   | Very low | Low     | Middle   | High      | Very high |
|--|----------|---------|----------|-----------|-----------|
| Knowledge about the principles, uses and research potentialities | 9 – 16   | 17 – 23 | 24 – 31  | 32 – 38   | 39 – 45   |
| Skills for the use of Investigation procedures                   | 9 – 16   | 17 – 23 | 24 – 31  | 32 – 38   | 39 – 45   |
| Skills for the use of results of Research                        | 12 – 16  | 17 – 31 | 32 – 41  | 42 – 50   | 51 – 60   |
| Research   | 30 – 54  | 55 – 78 | 79 – 102 | 103 – 126 | 127 – 150 |

### Validity and reliability Validity

The validity of the data collection instrument of the present research was carried out through the validity of content, that is, it was determined to what extent the items containing the instruments were representative of the domain or universe contained in what is to be measured; The instruments are relevant, relevant and sufficient to be applied to the sample. This result shows that the instruments are applicable, because they meet 85.75% in teaching performance and 88.75% in research, of the proposed measurement criteria.

### Reliability

To measure the level of reliability of the

measuring instrument, the Cronbach's Alpha test was applied in order to determine the degree of homogeneity of the items of the measuring instrument and to have the scale of Likert. According to Cronbach's Alpha reliability indexes, being for the teaching performance questionnaire (0.986) and for the research questionnaire (0.989) since an alpha coefficient of Cronbach high and greater than 0.9, he concludes that the instruments are very good for application.

## RESULTS

### Descriptive level

Table 4 : Frequency distribution of the variable teaching performance

| Levels    | Ranges    | Frequency | Percentage |
|-----------|-----------|-----------|------------|
| Very high | 207 – 245 | 5         | 5,0%       |
| High      | 168 – 206 | 15        | 15,0%      |
| Middle    | 128 – 167 | 56        | 56,0%      |
| Low       | 89 – 127  | 18        | 18,0%      |
| Very low  | 49 – 88   | 6         | 6,0%       |
| Total     |           | 100       | 100.0%     |

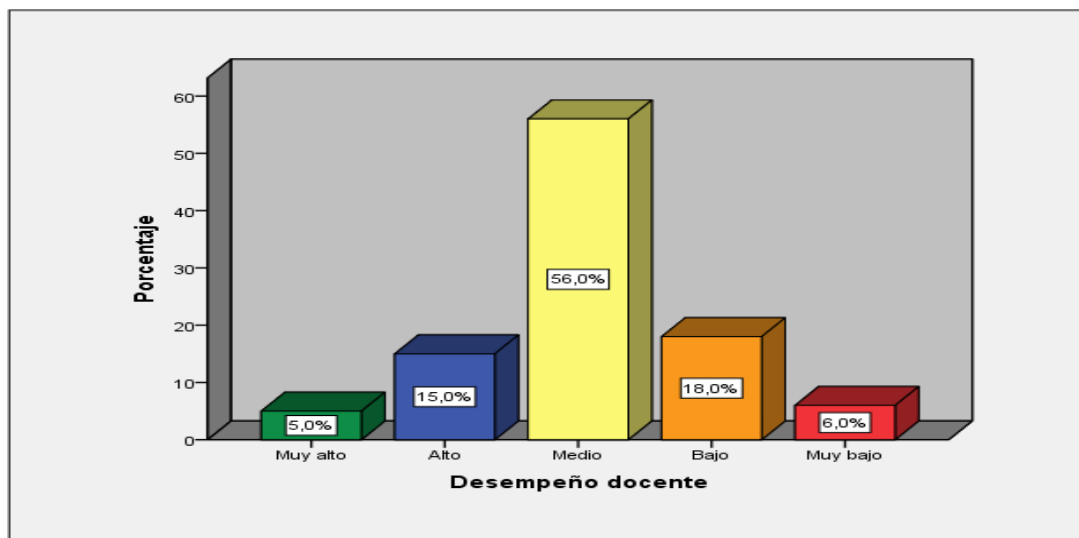


Figure 1. Level of teaching performance.

Of the respondents, 56.0% (56) indicate that teaching performance is of medium level, followed by 18.0% (18) who show that it is low, 15.0% (15) consider it to be high, 6.0% (6) very low, and finally of 5.0% (5) very high.

The average is 149.81 which indicates that for the respondents the teaching performance is of medium level.

Table 5 Frequency distribution of the academic dimension

| Levels    | Ranges  | Frequency | Percentage |
|-----------|---------|-----------|------------|
| Very high | 56 – 65 | 9         | 9,0%       |
| High      | 45 – 55 | 11        | 11,0%      |
| Middle    | 35 – 44 | 59        | 59,0%      |



|          |         |     |        |
|----------|---------|-----|--------|
| Low      | 24 – 34 | 14  | 14,0%  |
| Very low | 13 – 23 | 7   | 7,0%   |
| Total    |         | 100 | 100.0% |

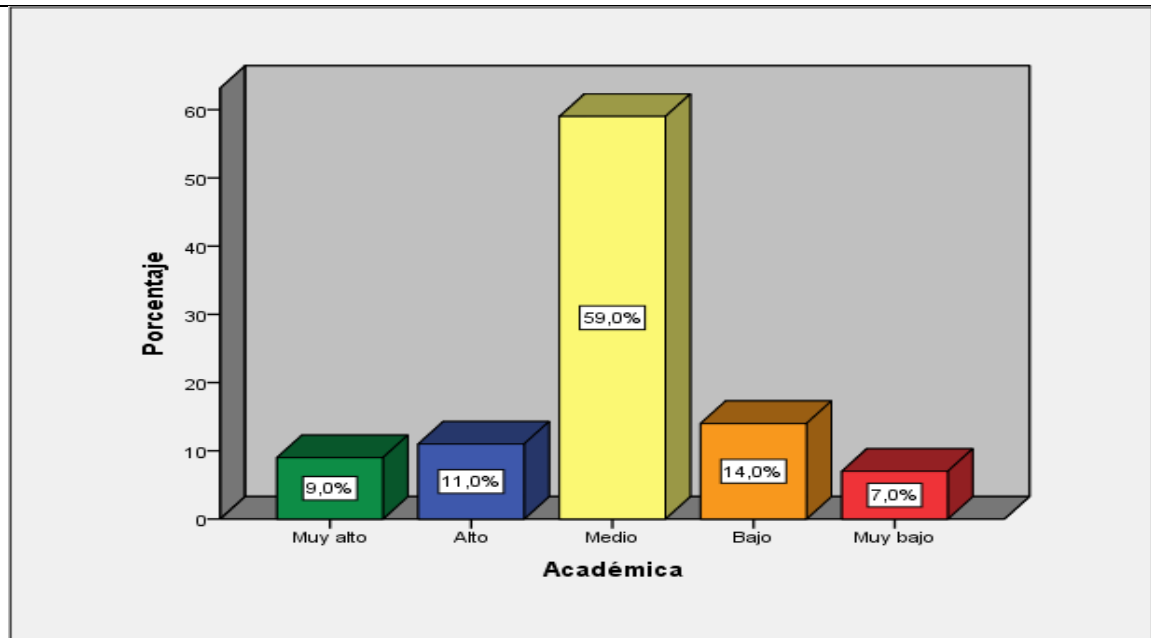


Figure 2. Academic

Of the respondents, 59.0% (59) indicate that the academic is of medium level, followed by 14.0% (14) who show that it is low, 11.0% (11) consider that it is high, 9.0% (9) very high, and finally of 7.0% (7) very low. The average is 39.83 which indicates that for the respondents the academic is

of medium level.

### Result of the overall objective

Table 6 Distribution of comparative levels between teaching performance and research

| Research             |                 | Very low        | Low  | Middle | High  | Very high | Total |
|----------------------|-----------------|-----------------|------|--------|-------|-----------|-------|
| Teaching performance | Very high       | Recount 0       | 0    | 5      | 0     | 0         | 5     |
|                      |                 | % of total 0,0% | 0,0% | 5,0%   | 0,0%  | 0,0%      | 5,0%  |
| High                 | Recount 0       | 0               | 4    | 1      | 10    | 15        |       |
|                      | % of total 0,0% | 0,0%            | 4,0% | 1,0%   | 10,0% | 15,0%     |       |
| Middle               | Recount 0       | 2               | 39   | 13     | 2     | 56        |       |

|          |         |            |       |       |       |       |       |        |
|----------|---------|------------|-------|-------|-------|-------|-------|--------|
|          |         | % of total | 0,0%  | 2,0%  | 39,0% | 13,0% | 2,0%  | 56,0%  |
| Low      | Recount | 11         | 4     | 0     | 0     | 3     | 18    |        |
|          |         | % of total | 11,0% | 4,0%  | 0,0%  | 0,0%  | 3,0%  | 18,0%  |
| Very low | Recount | 0          | 6     | 0     | 0     | 0     | 6     |        |
|          |         | % of total | 0,0%  | 6,0%  | 0,0%  | 0,0%  | 0,0%  | 6,0%   |
| Total    | Recount | 11         | 12    | 48    | 14    | 15    | 100   |        |
|          |         | % of total | 11,0% | 12,0% | 48,0% | 14,0% | 15,0% | 100,0% |

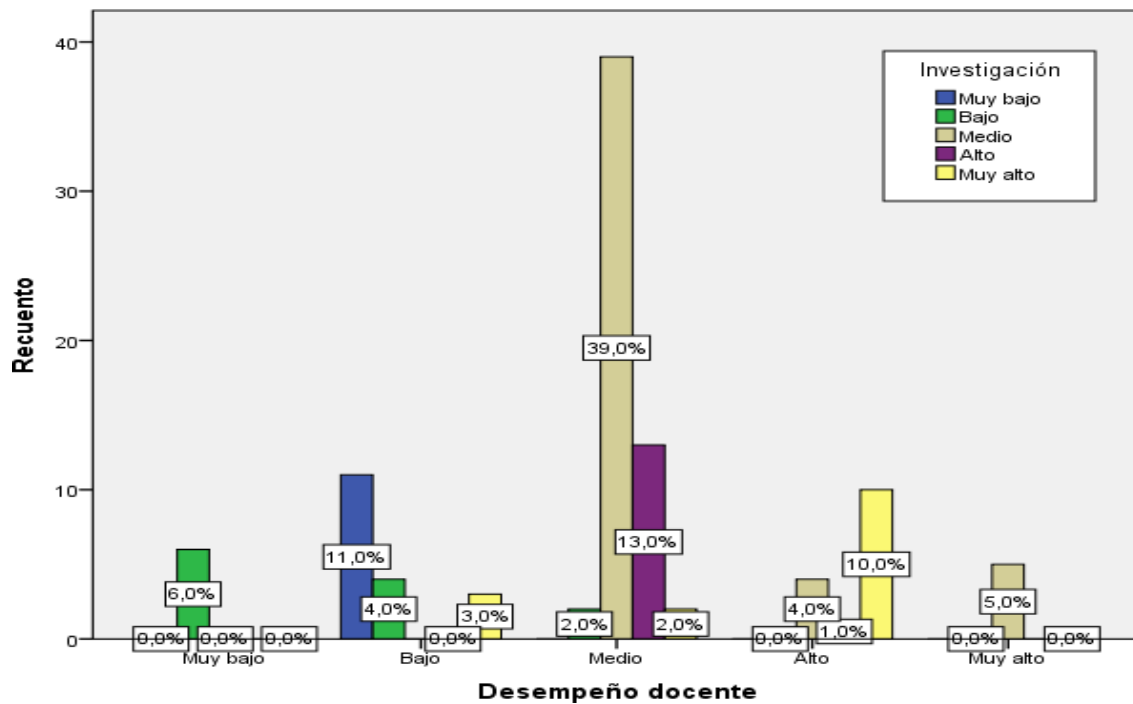


Figure 3. Distribution of comparative levels between teaching performance and research

From the above, it can be seen that when respondents indicate that teaching performance is very high, 5.0% have a medium-level research; then when teaching performance is high, 1.0% have a high education; on the other hand, when teaching performance is medium level, 39.0% have an investigation of intermediate level; Likewise, when teaching performance is low, 4.0% have low research; and finally when teaching performance is very low, 6.0% have low research.

**Inferential Level Normality Test**

H0: Sample data comes from a normal distribution  
 H1: Sample data does not come from a normal distribution.

Significance level : 0.05

Test Statistic: sig < 0.05, reject H0 Sig > 0.05, H0 is not rejected

Table 7 Normality tests

| Kolmogorov - Smirnov |       |     |         |
|----------------------|-------|-----|---------|
| Statistical          |       | GI  | Itself. |
| Teaching performance | 0,203 | 100 | 0,000   |
| Research             | 0,151 | 100 | 0,000   |

The table shows that the values of  $\text{sig} < 0.05$ , therefore  $H_0$  is rejected, it is accepted that the sample data do not come from a normal distribution, therefore to test the hypotheses raised will be used the Spearman's Rho.

Graduate School - UNE, 2021.

$H_a$ : Teaching performance is significantly related to research according to students of the Master's Degree in University Teaching at the Graduate School - UNE, 2021.

Choice of significance level:  $\alpha = 0.05$

**General hypothesis test Hypothesis formulation**

$H_0$ : Teaching performance is not significantly related to research according to students of the Master's Degree in University Teaching at the

Decision rule: If  $p < 0.05$  then the null hypothesis is rejected.

Table 8 Correlation and significance between teaching performance and research

|          |                                     | Teaching performance | Research |
|----------|-------------------------------------|----------------------|----------|
| teacher  | Spearman's Rho                      | 1,000                | 0,612**  |
|          | Performance Correlation coefficient | .                    | 0,000    |
|          | Sig. (bilateral)                    | 100                  | 100      |
| Research | Correlation coefficient             | 0,612**              | 1,000    |
|          | Sig. (bilateral)                    | 0,000                | .        |
|          | N                                   | 100                  | 100      |

\*\* The correlation is significant at level 0.01 (2 tails).

The table presents the results to contrast the general hypothesis: a correlation coefficient Spearman's Rho = 0.612\*\* was obtained, which is interpreted at 99.99% \*\* the correlation is significant at bilateral level 0.01, interpreted as a high positive relationship between the variables, with a  $p = 0.00$  ( $p < 0.01$ ), rejecting the null

hypothesis.

It is also observed that teacher performance is directly related to research, that is, the better the teaching performance, the greater the research, and according to Spearman's correlation of 0.612 this represents a high positive correlation.

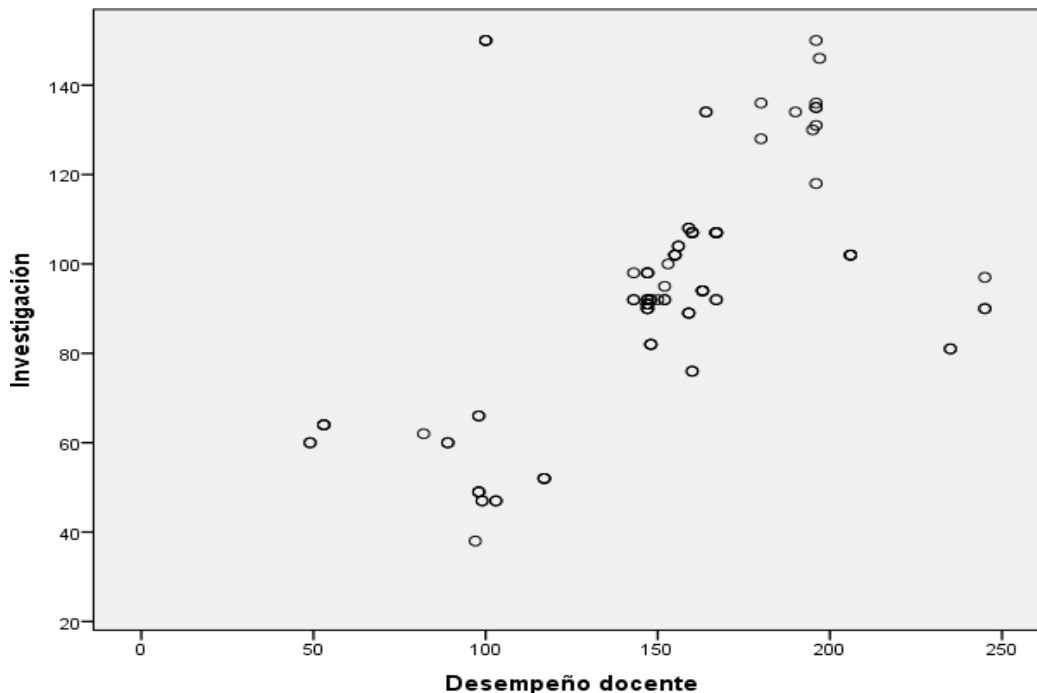


Figure 4. Scatter plot teaching performance vs research

## DISCUSSION

Once the statistical treatment has been carried out and demonstrating that the teaching performance is significantly related to the research according to the students of the Master's Degree in University Teaching at the Graduate School - UNE, 2021. ( $p < 0.05$ , Spearman's  $Rho = 0.612$ , being a high positive correlation), similar findings have been discovered in the studies of Revilla (2021), where the author states that there is a significant link between the two variables studied, which means that the better the teacher's performance is performed, the better the Educational performance of the students of the research courses. For their part, Guizado, Valenzuela and Vallejo (2020), stated that there is a significant link between the two variables, concluding that when teachers perform well, students present Good academic performance.

Also, it was demonstrated that the academic dimension is significantly related to research according to the students of the Master's Degree in University Teaching at the School of Postgraduate -UNE, 2021. ( $p < 0.05$ , Spearman's  $Rho = 0.449$ , being a positive correlation moderate

), similar findings have been discovered in the studies of Yslado, Ramírez and Espinoza (2020), where the authors stated that university teachers have Significant degrees of burnout syndrome by teaching and research unlike the other university evaluated. Soria, Ortega and Ortega (2020), conclude that there is a high level of linkage between the performance of teachers and student learning, so it can be said that the performance of teachers positively influences the learning of their students.

Likewise, it was determined that responsibility is significantly related to research according to the students of the Master's Degree in University Teaching at the Graduate School -UNE, 2021. ( $p < 0.05$ , Spearman's  $Rho = 0.682$ , being correlation positive high), similar findings have been discovered in the studies of Casimiro, Casimiro and Casimiro (2020), where the authors stated that this review corroborated that the topics of teaching and learning techniques are preserved, however, there is little impact on theses and students prefer to publish their works as books, so universities are required to provide a better adequate and quality educational service. Gómez (2020), argued that there is a low positive relationship between the

two variables, so we can say that in virtual education there is a positive effect of the performance of the Masters in the academic performance of students of the careers of Administration and Accounting.

However, it was established that the teaching scientific and technological domain is significantly related to research according to the students of the Master's Degree in University Teaching at the Graduate School -UNE, 2021. ( $p < 0.05$ , Spearman's Rho = 0.535, being a moderate positive correlation), similar findings have been discovered in the studies of Aliaga and Luna (2020), where the authors stated that the applied research competences From the socioformation they must be applied in practice, obeying the cognitive processes and how conscious they are, co-creating and modifying reality through of understanding, seeking solutions to the problems that manifest themselves. Mendoza (2019), concludes that there is a significant moderate and direct link between the performance of teachers in the science course with the formation of scientific skills in students.

Finally, it was possible to verify that interpersonal relationships, training in ethical values is significantly related to research according to the students of the Master's Degree in University Teaching at the School of Postgraduate -UNE,2021. ( $p < 0,05$ , Rho de Spearman = 0.561, being a moderate positive correlation), similar findings have been discovered in the studies of Barbechan, Pareja, Rojas and Castro (2020), concluded that It found a significant positive and moderate link between the two variables presented, which means that the better the performance presented by the teacher, the better the research competencies of the students evaluated. Paredes (2018), states that the performance of teachers has a significant and direct effect on the student satisfaction of students in the Administration career.

## CONCLUSIONS

1. Teaching performance is significantly related to research according to students of the Master's Degree in University Teaching at the Graduate

School - UNE, 2021. ( $p < 0.05$ , Spearman's Rho = 0.612, with a high positive correlation).

2. The academic dimension is significantly related to research according to the studies of the Master's Degree in University Teaching at the Graduate School -UNE, 2021. ( $p < 0.05$ , Spearman's Rho = 0.449, with a moderate positive correlation).

3. The responsibility is significantly related to research according to the students of the Master's Degree in University Teaching at the Graduate School - UNE, 2021. ( $p < 0.05$ , Spearman's Rho = 0.682, with a high positive correlation).

4. The teaching scientific and technological domain is significantly related to research according to the students of the Master's Degree in University Teaching at the Graduate School - UNE,2021. ( $p < 0.05$ , Spearman's Rho = 0.535, with a moderate positive correlation).

5. Interpersonal relationships, training in ethical values is significantly related to research according to the students of the Master's Degree in University Teaching at the School of Postgraduate -UNE,2021. ( $p < 0.05$ , Spearman's Rho = 0.561, with a moderate positive correlation).

## REFERENCES

- [1] Aliaga, To. and Luna, J. (2020). The construction of research competencies of the postgraduate teacher to achieve sustainable social development. (Scientific article). *Reserchgate*.[https://www.researchgate.net/profile/Josemanuel-Luna-Nemecio/publication/341941564\\_The\\_construction\\_of\\_research\\_competences\\_of\\_the\\_graduate\\_teacher\\_to\\_achieve\\_sustainable\\_social\\_development/links/5eda67ed92851c9c5e81ade1/The-construction-of-research-compe](https://www.researchgate.net/profile/Josemanuel-Luna-Nemecio/publication/341941564_The_construction_of_research_competences_of_the_graduate_teacher_to_achieve_sustainable_social_development/links/5eda67ed92851c9c5e81ade1/The-construction-of-research-compe).
- [2] Barbachán, E., Couple, L., Rojas, A. & Castro, L. (2020). Teaching performance and skillsresearch in students of Peruvian public universities. (Article scientific). *Scielo*. [http://scielo.sld.cu/scielo.php?pid=S1990-86442020000300093&script=sci\\_arttext&tlng=in](http://scielo.sld.cu/scielo.php?pid=S1990-86442020000300093&script=sci_arttext&tlng=in).

- [3] Borjas, B. (2000). The teacher as a researcher. *Revista Movimiento Pedagógico. Volume 2*.
- [4] Chambí, N. & Zela, N. (2021). Diagnosis of teaching performance in times of pandemic in teachers of the initial level. *Horizons Rev. Inv. Cs. Edu.* 5 (21), 12.
- [5] Casimir, W., Casimiro, C. and Casimiro. (2020). Postgraduate studies and scientific research in Peruvian Universities. (Scientific article). *Scielo Peru Magazine*. <http://scielo.sld.cu/pdf/men/v18n1/1815-7696-men-18-01-155.pdf>.
- [6] Castro, L. (2005). Dictionary of Education. Peru: Ceguro.
- [7] Castro, E. (2010). Case studies as a research methodology and their importance in business management and administration. *National Journal of Administration*, 1, (2), 31-54.
- [8] Camacho, L. & Hernández R. (2022). Motivational strategies improve teacher performance. Preprin.
- [9] Eggen, P. D. (1999). *Teaching Estragías: Teaching Curricular Content and Development of Thinking Skills*. Argentina. Fondo de Cultura Económica.
- [10] Notary Public, And. (2018). Teacher performance as a factor associated with quality educational in Latin America. *Redalyc*. <https://www.redalyc.org/journal/440/44055139021/html/>
- [11] Left, L. y Perez, M. A. (2021). Challenges of teaching performance in the twenty-first century: a vision of the Peruvian aso. *Magazine Education*. 45, (2).
- [12] Gómez, E. (2020). Virtual education: incidence of teaching performance on the academic performance of university students. (Scientific article). *Revista Multidisciplinar Ciencia Latina*. <https://www.ciencialatina.org/index.php/cienciala/article/view/157/193>
- [13] Gomez, J. (2018). Research competences for the development of skills in the research teacher of Higher Education. (Scientific article). *Magazine publishing*. [https://revistapublicando.org/revista/index.php/crv/article/view/1353/pdf\\_986](https://revistapublicando.org/revista/index.php/crv/article/view/1353/pdf_986).
- [14] Guizado, G., Valenzuela, M. and Vallejo, P. (2020). Teaching performance and academic performance of students of the Faculty of Technology at the National University of Education of Peru. (Scientific article). *Scielo*. [http://scielo.sld.cu/scielo.php?pid=S1990-86442020000100200&script=sci\\_arttext&tlng=pt](http://scielo.sld.cu/scielo.php?pid=S1990-86442020000100200&script=sci_arttext&tlng=pt)
- [15] Juarez, D. & Torres, C. To. (2022). Basic investigative competence. A didactic strategy for the digital age. *Synectic* [online], 58.
- [16] Hernandez, M., Panunzio, A. and From there, J. (2019). Research competences in the education superior. *Yachana*, 10. <http://revistas.ulvr.edu.ec/index.php/yachana/article/view/610/354>.
- [17] Herrán, A. de la (2003). The century of Education. Evolutionary training for social change. Huelva. *Journal of Education*.
- [18] Martinez, G. I, Esparza, To. And. & Gomez, R. I. (2020). Teaching performance from the perspective of professional practice. *RIDE Magazine*. 11 (21), 108.
- [19] Mendoza, J. (2019). *Teaching performance and scientific skills of the students of the I.E. "Heroes of Peace"-Surpampa-Suyo-Ayabaca-Piura, 2018*. [Master's thesis, Universidad César Vallejo]. Repository. [https://repositorio.ucv.edu.pe/bitstream/handle/20.500.12692/49202/Mendoza\\_CJL%20-%20SD.pdf?sequence=1&isAllowed=y](https://repositorio.ucv.edu.pe/bitstream/handle/20.500.12692/49202/Mendoza_CJL%20-%20SD.pdf?sequence=1&isAllowed=y).
- [20] Ministry of Education of Peru (2014). *Framework of Good Teaching Performance*. MINEDU.
- [21] Montenegro, I. To. (2003). Learning and Skills Development. *Journal of research in education*. 4, (4).
- [22] Marrou, H.-I., De la connaissance historique, Paris, Éditions du Seuil, Collection "Esprit", 1954.
- [23] Muñoz, J; Quintero, J. and Munevar, R. (2001). Research Competences for Professional What Form y Teach. Editorial Teaching. Bogota. p. 238.
- [24] Hernandez, M. Panunzio, M., Daher, J. & Royero, M. To. (2019). Research competences in Higher Education. *Yachana Scientific Journal*, 8(3). <https://doi.org/10.1234/yach.v8i3.610>.
- [25] Paredes, M. (2018). The effect of teaching

- performance on the academic satisfaction of students of the School of Administration of the National University of Cajamarca. (Scientific article). *Caxamarca Magazine*. Retrieved from <http://190.116.36.87/index.php/Caxamarca/article/view/53>.
- [26] Roses, And. (2006). The academic text: an approximation to its definition. *Voices Magazine: technology and thought*. Volume 1, No. 2.
- [27] Revilla, J. (2021). *Teaching performance and academic performance in research subjects in students of the Faculty of Education of the UNMSM*. [Master's thesis, Universidad Nacional Mayor de San Marcos]. [http://cybertesis.unmsm.edu.pe/bitstream/handle/20.500.12672/16751/Revilla\\_mj.pdf?sequence=1&isAllowed=y](http://cybertesis.unmsm.edu.pe/bitstream/handle/20.500.12672/16751/Revilla_mj.pdf?sequence=1&isAllowed=y).
- [28] Soria, L. Ortega, W. & Ortega, A. (2020). Pedagogical teaching performance and learning of university students in the career of Education. (Scientific article). *Practice y Know*.
- [29] Tapia, V. & Tipula, F. M. (2017). Teaching performance and pedagogical beliefs of the university professor at the Toribio Rodríguez de Mendoza University of Amazonas - Peru. *Comuni@cción [online]*, 8, (.2), 72-80.
- [30] Yslado, R., Ramírez, E. & Espinoza, M. (2020). Burnout, teaching and research en university professors of the Faculty of Business Sciences of Peru and Spain. (Article scientific). *Magazine of Education in Accounting Finance y Administration of Enterprises*. <https://dialnet.unirioja.es/servlet/articulo?codigo=7786075>.