




## Teaching performance and learning achievements in university students

*Desempeño docente y logro de aprendizajes en estudiantes universitarios*

Desempenho de ensino e realizações de aprendizagem em estudantes universitários

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### KEYWORDS

performance, teacher performance, teacher evaluation, achievement

**ABSTRACT.** The objective was to determine the relationship of teaching performance with the achievement of learning in the Design Workshop subject of the Architecture career at the César Vallejo University Chimbote campus, 2020, from the students' perspective. Therefore, the research had a quantitative, descriptive correlational approach of non-experimental design. For the sample, 35 students were considered to whom a questionnaire with five response alternatives with 39 items was applied to measure the two variables: teaching performance (four dimensions) and learning achievement (three dimensions). Spearman's correlation analysis showed a p-value of 0.031 and an r-value of 0.364, so both variables have a low-level positive relationship. This means that there will be better learning achievement when the teaching performance is better. It is concluded that teaching performance has a significant relationship with the achievement of learning

### PALABRAS CLAVE

desempeño, desempeño docente, evaluación docente, logro

**RESUMEN.** El objetivo fue determinar la relación del desempeño docente con el logro de aprendizajes de la asignatura Taller de Diseño de la carrera Arquitectura en la Universidad César Vallejo campus Chimbote, 2020, desde la perspectiva de los estudiantes. La investigación tuvo un enfoque cuantitativo, descriptivo correlacional de diseño no experimental. Para la muestra se consideraron 35 estudiantes a quienes les fue aplicado un cuestionario con cinco alternativas de respuestas con 39 ítems para medir las dos variables: desempeño docente (cuatro dimensiones) y logro de aprendizajes (tres dimensiones). El análisis de correlación de Spearman mostró un p valor de 0,031 y un r valor de 0,364, por lo que existe una relación positiva de nivel bajo entre ambas variables. Esto significa que cuando el desempeño docente sea mejor se tendrá un logro de aprendizajes mejor. Se concluye que el desempeño docente tiene una relación significativa con el logro de aprendizajes.

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**PALAVRAS-CHAVE**

desempenho,  
desempenho do  
professor, avaliação do  
professor, desempenho

**RESUMO.** O objetivo foi verificar a relação do desempenho docente com o alcance da aprendizagem na disciplina Oficina de Design da carreira de Arquitetura da Universidade César Vallejo campus Chimbote, 2020, na perspectiva dos alunos. A pesquisa teve uma abordagem quantitativa, descritiva e correlacional de delineamento não experimental. Para a amostra, foram considerados 35 alunos aos quais foi aplicado um questionário com cinco alternativas de respostas com 39 itens para mensurar as duas variáveis: desempenho docente (quatro dimensões) e desempenho de aprendizagem (três dimensões). A análise de correlação de Spearman mostrou um valor de p de 0,031 e um valor de r de 0,364, portanto, há uma relação positiva de baixo nível entre as duas variáveis. Isso significa que quando o desempenho docente for melhor, haverá um melhor aproveitamento do aprendizado. Conclui-se que o desempenho docente tem relação significativa com o alcance da aprendizagem.

## 1. INTRODUCTION

Several studies were carried out in Latin American countries referring to higher education. One of the main aspects that guarantee educational quality is the professional performance of teachers (Regional Conference on Higher Education of Latin America and the Caribbean [CRES], 2018).

That is why teaching performance becomes a decisive element to impart quality education independently of an adequate curricular design and the institution's budget. Teaching performance, being a human aspect, is key to achieving a professional practice by society's requirements and the moment. It is responsible for promoting the necessary responsibility for good training and learning that serve the professional stage and personal development (Escribano, 2018). In this regard, teacher performance standards become a valuable reference for the work carried out in the classroom. They determine their activities and the way to do it while transmitting knowledge to students, which becomes a reference for reflection and continuous improvement of their work. The lack of adequate pedagogical support will prevent evidence of the achievements and progress of learning in the students, as well as analyzing and identifying the origin of the learning that was not achieved to make relevant changes (Pérez et al., 2018).

Regarding the problem, society, and its constant changes resulting from globalization and standardization of processes, these occur permanently at the political, economic, and social levels. Likewise, they have repercussions in conceiving the new role that universities and institutions in charge of imparting culture must fulfill. Universities are therefore required to permanently train their teachers in the pedagogical and humanistic field so that they can acquire the skills that enhance student learning (García, 2017; Quiroz & Franco, 2019; Üstünlüoğlu, 2016). Furthermore, although the studies affect the training of teachers, going from practical teaching to a systematized one, the implementation of an effective evaluation process of teacher performance that can verify the validity of the results must be taken into account (Escudero, 2019). This is a recurring aspect



in studies on the subject (Areiza et al., 2018; Arribas, 2017; García, 2017; Salinas & Farías, 2018; Sukadari, 2019; Varouchas et al., 2018).

Teacher training has become a topic of particular interest in the university environment in recent years. At an institutional level, it should be noted what was mentioned in 1998 by the United Nations Educational, Scientific and Cultural Organization - UNESCO in the world declaration on higher education of the XXI century, where article 11 indicates that to achieve and to maintain national, regional or international quality, certain elements are essential, mainly the careful selection of personnel and their constant improvement. At the World Conference on Higher Education: the new dynamics of higher education and research for social change and development, held in 2009 and sponsored by UNESCO, the request to expand teacher training was ratified. Thus, it is necessary to prioritize the training of qualified teachers who teach at a better level, and in this way, quality can be ensured in the teaching process.

The regulations on creating new universities established by the Peruvian state allowed the majority proliferation of private institutions, where there was improvisation in administrative and educational management, hiring teachers with a professional career in their respective career but little or no pedagogical training. This is not a problem only in Peru but in Latin America (F. Flores et al., 2016). Teachers show several weaknesses in their teaching practice, such as their perception of educational processes, the methodology they use in teaching, as well as the methods and instruments used to measure the academic achievement of students.

With the application of the new University Law No. 30220, university-level institutions found it necessary to modify and improve their academic structure, institutional management, physics, and equipment. Furthermore, the licensing process carried out by the National Superintendency of Higher University Education-SUNEDU seeks to verify and improve the quality of the educational offer. Finally, it should be mentioned that in the Peruvian case, the National Educational Project (PEN) in the objectives established for 2021 highlights two aspects, one related to competitiveness: "quality higher education as a favorable factor for the development and national competitiveness" and "well-prepared teachers who teach professionally".

The theoretical approaches support the theoretical justification of this research to teaching performance and learning achievement. Regarding the first variable, we highlight the following definitions: teacher performance is a sequence where valid data must be obtained to verify the impact of their pedagogical capacities (Valdés, 2009). It is also considered as the group of professional demands that are related to the level of knowledge of the subjects taught and that can be understood as the fulfillment of their functions (Mateo, 2000; Montenegro, 2003).

The following definitions stand out about the learning achievement variable: the search for a purpose aimed at achieving success, which exceeds what has been done and encourages better execution (Roys & Pérez, 2018). For his part, Rodríguez (2017) considers learning as an individual cognitive aspect that allows a person to develop. Hederich (2005) indicates that learning achievements are the student's results within the educational system in a particular mental process. Both the knowledge and the attitudinal part must be verifiable.

In the Architecture career, Design Workshop subjects are the backbone of teaching, and traditionally teachers make an ambiguous evaluation of the design work produced by students. Personal appreciation based on experience prevents a systematic and reliable assessment of the student's abilities and attitudes by not knowing the points on which he is evaluated. The situation produces a decrease in the quality of teaching and results in job productivity. Although in the Peruvian environment and as a result of the application of the University Law (N ° 30220) and the licensing of the universities under the responsibility of SUNEDU (at the end of the process, 145 universities were permitted 94), there have been many improvements, However, the quality of teaching must be a permanent issue that involves all the actors in the process.

One of the characteristics of the Design Workshop subjects is that students gradually acquire skills and abilities that they must demonstrate in carrying out their architecture projects. This requires that teachers, apart from having proven experience in the exercise of their profession, have pedagogical and didactic knowledge. However, the reality is the opposite (Correal & Verdugo, 2011). Therefore, it is necessary that the educational institutions where the Architecture degree is offered train the teachers of these subjects to fulfill the role of educators within the current context. The use of new technologies and multidisciplinary processes should complement the teaching provided (Dreifuss, 2017). There are few diffused proposals within the career scope related to education in this sense. It is recommended that teachers know and apply pedagogical strategies that allow teaching and verify the abilities and skills acquired by students (Vélez, 2013).

It should be understood that a good evaluation directly influences learning, and due to the importance of the role of teachers in the training processes, educational institutions are required to implement adequate evaluation systems for their personnel. Studies carried out on higher education in recent years have influenced this. The preparation of processes, reliable questionnaires, together with the implementation of constant training policies for staff to improve their pedagogical practice, are necessary measures that will have an impact on the level of student learning (Alhadabi & Karpinski, 2020; Basantes et al., 2017; Catherine & Mayor, 2019; D. Flores et al., 2017; F. Flores et al., 2016; Quiroz & Franco, 2019; Romero & Martínez, 2017; Sánchez et al., 2019; Soria et al., 2020; Valparaiso, 2015).

In the American sphere, the contributions of the periodic meetings of the CRES should be valued and the material produced by the Interuniversity Center for Development - CINDA, an entity that brings together representative universities of the American countries and conducts research on higher education. Five aspects that should be established in the evaluation of teaching practice were considered: planning of activities, their application, evaluation of the pedagogical approach, evaluation of learning, and the teacher's commitment to the institution (Cinda, 2017).

In a complementary way, it is necessary to effectively involve students in the programmed evaluation processes to the extent that the current ones focus on evaluating the teacher's work before the student's learning (Pérez et al., 2018). The implementation of evaluations is required where students verify if they have the capacities to receive and process the information acquired and verify if the degree of learning achieved is as expected (Areiza et al., 2018). For this, institutions must begin to implement training aimed at students on learning strategies, which allows them to be aware of their level of achievement (Alhadabi & Karpinski, 2020). Actions must be complemented with training for teachers to generate the appropriate learning environments for their implementation (Bahamón et al., 2013; López et al., 2011). Additionally, personalized assessment instruments are implemented to verify the student's learning process to have more precise information for decision-making (López et al., 2011).

The research question was: What is the relationship between teaching performance and learning achievement in the Design Workshop subject of the Architecture career of the César Vallejo University, Chimbote campus, 2020? As a result, the following hypothesis was generated: the teaching performance has a significant relationship with the achievement of the learning of the Design Workshop subject of the Architecture career of the César Vallejo University, Chimbote campus, 2020. Therefore, the objective was to determine the relationship between the Teaching performance and learning achievement of the Design Workshop subject of the Architecture career at the César Vallejo University, Chimbote campus, 2020.

## 2. METHOD AND MATERIALS

The research had a quantitative approach. A descriptive, cross-sectional, non-experimental design was used without manipulating the variables. Of a correlational type because its objective was to understand the relationship that exists between both variables (Pérez et al., 2018).

The population was made up of students of the Design Workshop subject (called Urban Architectural Design) of the Architecture career at the César Vallejo University, Chimbote campus, between cycles V to VIII, of the 2020-

2 semester. Non-probability convenience sampling was used because the researcher had access to the sample of 35 students from two different sections.

The survey was used, the questionnaire being the instrument used to collect the data, which was applied virtually. However, due to the distance learning modality, due to circumstances related to the current pandemic, the first week of the 2020-2 semester, the teachers of the subject where the instrument was applied were contacted (two sections), who sent the questionnaire to the email of the students, who responded and forwarded it by the same means. Therefore, the questionnaire application was asynchronous, giving them a week to answer it (this time was considered necessary for them to internalize the questions and respond consciously).

A questionnaire with 39 questions in the two variables was used for the fieldwork, using a Likert-type scale of five alternatives. Questions from 1 to 23 measure the variable teacher performance and the four proposed dimensions: teaching planning, pedagogical development in the classroom, assessment of learning, professional responsibility. Questions 24 to 39 measure the learning achievement variable and the three proposed dimensions: knowledge, skills, and abilities, attitude. Its main characteristic is the self-evaluation that the student must carry out of their learning processes.

The scale of measurement of the variables comprises items established in the proposed questionnaire based on the indicators of each dimension of the variables under study. Each item has five response options that were scaled using the Likert procedure.

Expert judgment was used to validate the instrument, and Cronbach's Alpha value was used to measure the reliability of the variables. As a result, 0.951 was obtained in the teacher performance variable and 0.945 in the learning achievement variable, which shows the high reliability of the instrument. For the number of elements in the sample (35 students), the Kolmogorov-Smirnov test was used (see table 1).

**Table 1**

*Data normality test*

|  | Kolmogorov-Smirnov <sup>a</sup> |     |      |
|--|---------------------------------|-----|------|
|  | Statistical                     | gl. | Sig. |
| Teaching performance                     | .476                            | 35  | .000 |
| Teaching planning                        | .489                            | 35  | .000 |
| Pedagogical development in the classroom | .502                            | 35  | .000 |

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|                             |      |    |      |
|-----------------------------|------|----|------|
| Learning assessment         | .476 | 35 | .000 |
| Professional responsibility | .524 | 35 | .000 |
| Learning achievement        | .433 | 35 | .000 |
| Knowledge                   | .433 | 35 | .000 |
| Skills and abilities        | .375 | 35 | .000 |
| Attitude                    | .345 | 35 | .000 |

Source: self-made

### Lilliefors significance correction

The results obtained in the Kolmogorov-Smirnov normality test indicate that the variables and their dimensions have a value of  $p < 0.05$ . This shows that they do not have a normal distribution, and, being non-parametric, the Spearman correlation test was applied. For data analysis, Spearman's regression and linear correlational model Rho were used to determining the relationship between two variables of interest in the same sample of subjects.

Once the information was collected, the analysis process of the data obtained began using Microsoft Excel and the statistical software "Statistical Package for the Social Sciences" (SPSS). The descriptive and inferential analysis was carried out. The results were supported and shown through graphs and tables.

### 3. RESULTS

The present study obtained the following descriptive results for the variables teaching performance and learning achievement: 11 students representing 31.4% of the total showed learning achievement at a level in the process. On the other hand, 24 students, equivalent to 68.6%, presented learning achievement at a satisfactory level. Regarding the variable teaching performance, eight students, equal to 22.9%, indicated that the story is regular, and 27 students, who constitute 77.1%, stated that the story is good (see table 2 and figure 1).

**Table 2**

*Frequency distribution between teaching performance and learning achievement*

|                      |                | Learning achievement |              |       |
|----------------------|----------------|----------------------|--------------|-------|
|                      |                | Process              | Satisfactory | Total |
| Teaching performance | Regular Count  | 5                    | 3            | 8     |
|                      | % of the total | 14,3%                | 8,6%         | 22,9% |

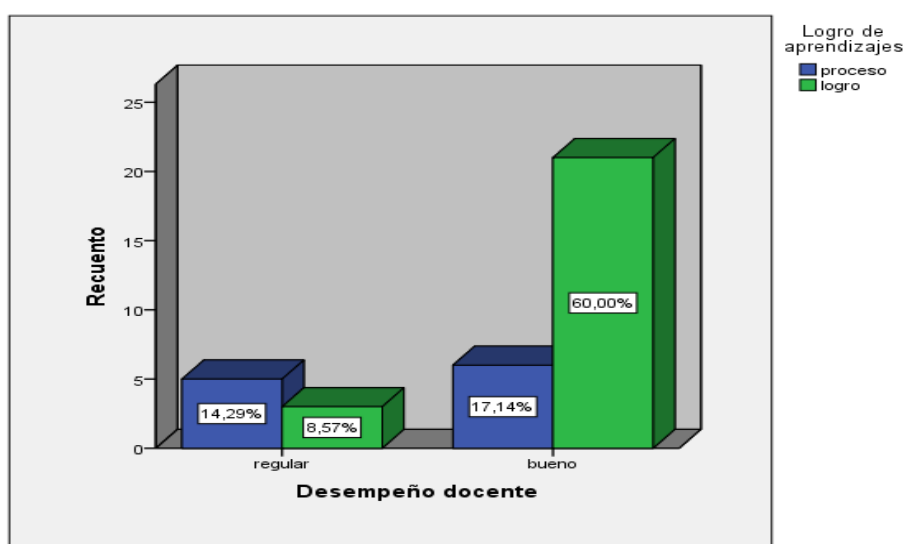
|       |      |                |       |       |        |
|-------|------|----------------|-------|-------|--------|
|       | Well | Count          | 6     | 21    | 27     |
|       |      | % of the total | 17,1% | 60,0% | 77,1%  |
| Total |      | Count          | 11    | 24    | 35     |
|       |      | % of the total | 31,4% | 68,6% | 100,0% |

Source: self-made

The descriptive results between the variables teaching performance, at the average and sound levels, achievement of learning at the process, and achievement levels are graphically detailed below (see figure 1).

**Figure 1**

*Levels between the variables teaching performance and learning achievement*



Source: self-made

For the teaching planning dimension and the learning achievement variable, it was obtained as a descriptive result of the tables, according to the 35 cases studied, that five students who represent 14.3% showed a level of process in the learning achievement variable and an average level in the teaching planning dimension. Meanwhile, 22 students, equivalent to 62.9%, show a satisfactory level in the learning achievement variable and a good story in the teaching planning dimension (see table 3).



**Table 3***Frequency distribution between the teaching planning dimension and the learning achievement variable*

|                   |         | Learning achievement |              |       | Total  |
|-------------------|---------|----------------------|--------------|-------|--------|
|                   |         | Process              | Satisfactory |       |        |
| Teaching planning | Regular | Count                | 5            | 2     | 7      |
|                   |         | % of the total       | 14,3%        | 5,7%  | 20,0%  |
|                   | Well    | Count                | 6            | 22    | 28     |
|                   |         | % of the total       | 17,1%        | 62,9% | 80,0%  |
| Total             |         | Count                | 11           | 24    | 35     |
|                   |         | % of the total       | 31,4%        | 68,6% | 100,0% |

Source: self-made

Regarding the pedagogical development dimension in the classroom and the learning achievement variable, the descriptive results of the tables showed, according to the 35 cases studied, that four students equivalent to 11.4% present a level of process in the learning achievement variable and an average level in the pedagogical development dimension in the classroom. At the same time, 22 students representing 62.9%, show a satisfactory level in the learning achievement variable and a good story in the pedagogical development dimension in the classroom (see table 4).

**Table 4***Frequency distribution of the pedagogical development dimension in the classroom with the learning achievement variable*

|                         |         | Learning achievement |              |   | Total |
|-------------------------|---------|----------------------|--------------|---|-------|
|                         |         | Process              | Satisfactory |   |       |
| Pedagogical development | Regular | Count                | 4            | 2 | 6     |

|                  |                |                |       |       |        |
|------------------|----------------|----------------|-------|-------|--------|
| in the classroom | % of the total | 11,4%          | 5,7%  | 17,1% |        |
|                  | Well           | Count          | 7     | 22    | 29     |
|                  |                | % of the total | 20,0% | 62,9% | 82,9%  |
| Total            |                | Count          | 11    | 24    | 35     |
|                  |                | % of the total | 31,4% | 68,6% | 100,0% |

Source: self-made

The learning evaluation dimension and the learning achievement variable were obtained as a descriptive result of the tables. According to the 35 cases studied, six students representing 17.1% showed a process level in the learning achievement variable and an average level in the learning assessment dimension. Meanwhile, 22 students, equivalent to 62.9%, offer a satisfactory level in the learning achievement variable and a good story in the learning evaluation dimension (see table 5).

**Table 5**

*Frequency distribution of the learning evaluation dimension and the learning achievement variable*

|                            |         | Learning achievement |         |              |        |
|----------------------------|---------|----------------------|---------|--------------|--------|
|                            |         |                      | Process | Satisfactory | Total  |
| Evaluación de aprendizajes | Regular | Count                | 6       | 2            | 8      |
|                            |         | % of the total       | 17,1%   | 5,7%         | 22,9%  |
|                            | Well    | Count                | 5       | 22           | 27     |
|                            |         | % of the total       | 14,3%   | 62,9%        | 77,1%  |
| Total                      |         | Count                | 11      | 24           | 35     |
|                            |         | % of the total       | 31,4%   | 68,6%        | 100,0% |

Source: self-made

Regarding the professional responsibility dimension and the learning achievement variable, the descriptive results of the tables showed, according to the 35 cases studied, that four students representing 11.4% showed a level of process in the learning achievement variable and a group of regulating in the professional responsibility

dimension. Meanwhile, 24 students, equivalent to 68.6%, indicate a satisfactory level in the learning achievement variable and a good story in the professional responsibility dimension (see table 6).

**Table 6**

*Distribución de frecuencias de la dimensión responsabilidad profesional y la variable logro de aprendizajes*

|                             |         | Learning achievement |              |       | Total  |
|-----------------------------|---------|----------------------|--------------|-------|--------|
|                             |         | Process              | Satisfactory |       |        |
| Professional responsibility | Regular | Count                | 4            | 0     | 4      |
|                             |         | % of the total       | 11,4%        | 0,0%  | 11,4%  |
|                             | Well    | Count                | 7            | 24    | 31     |
|                             |         | % of the total       | 20,0%        | 68,6% | 88,6%  |
| Total                       |         | Count                | 11           | 24    | 35     |
|                             |         | % of the total       | 31,4%        | 68,6% | 100,0% |

Source: self-made

The general hypothesis of the research was: teaching performance has a significant relationship with the achievement of learning in the Design Workshop subject of the Architecture career of the César Vallejo University, Chimbote campus, 2020. The result shows that teaching performance has a significant relationship with learning achievement, being the Spearman correlation coefficient of  $r = 0.364$ , which indicates that there is a low-level positive relationship between both variables, showing a value  $p = 0.031$  less than 0.05. Therefore, the null hypothesis is rejected, and the alternative view is accepted from what was obtained. This means that learning achievement will also be better when teacher performance is better (see table 7).

**Table 7**

*Degree of correlation and level of significance between teaching performance and learning achievement*

|            |          | Teaching performance | Learning Achievement |
|------------|----------|----------------------|----------------------|
| Spearman's | Teaching | Correlation          | 1,000                |
|            |          |                      | ,364*                |

|     |             |                  |       |       |
|-----|-------------|------------------|-------|-------|
| Rho | performance | coefficient      |       |       |
|     |             | Sig. (bilateral) |       | ,031  |
|     |             | N                | 35    | 35    |
|     | Learning    | Correlation      | ,364* | 1,000 |
|     | Achievement | coefficient      |       |       |
|     |             | Sig. (bilateral) | ,031  |       |
|     |             | N                | 35    | 35    |

\* *The correlation is significant at the 0.05 level (2-tailed)*

The results revealed that the teaching planning dimension is significantly related to the learning achievement variable for the first specific hypothesis. It is found that the Spearman correlation coefficient between them has a moderate level of  $r = 0.431$ , with a  $p$ -value = 0.010 less than 0.05, deciding to reject the null hypothesis and accept the alternative view.

The results of the second specific hypothesis showed that the pedagogical development dimension in the classroom has a significant relationship with the learning achievement variable. However, the Spearman correlation coefficient between them is low,  $r = 0.345$ , with a  $p = 0.042$  less than 0.05, so it was decided to reject the null hypothesis and accept the alternative view.

The results showed that the learning evaluation dimension is significantly related to the learning achievement variable in the third specific hypothesis. The Spearman correlation coefficient between them is found to have a moderate level,  $r = 0.511$ . A value  $p = 0.002$  less than 0.05 is found, deciding to reject the null hypothesis and accept the alternative view.

Regarding the results of the fourth specific hypothesis, it is shown that the professional responsibility dimension has a significant relationship with the learning achievement variable. However, the Spearman correlation coefficient between them is of a moderate level,  $r = 0.531$ , with a  $p$ -value = 0.001 less than 0.05, so it was decided to reject the null hypothesis and accept the alternative view.

#### 4. DISCUSSIONS

In the present research, it has been determined that there is a significant relationship between the variables of professional performance and learning achievement (Basantes et al., 2017; Sánchez et al., 2019; Soria et al., 2020; Suswanto et al., 2017).

Regarding the evaluation of teaching performance, this is significantly related to students' academic performance, finding similarities with studies carried out. A good review of teacher performance contributes to improving students' academic performance (Basantes et al., 2017). Furthermore, the evaluation of good teaching performance experiences improves pedagogical quality reflected in student learning (Bisinoto & Almeida, 2017; Escudero, 2019; González & Subaldo, 2017). In addition, supervision of teaching practice improves student learning and the existence of a strong relationship between teacher performance and student learning (Oliveira & Costa, 2018; Soria et al., 2020).

On the planning of teaching, there is a significant relationship with the achievement of learning, coinciding with works on the subject. The need to plan, select, and use various instruments that assess partial information assimilation and knowledge, skills, and attitudes (Hebles et al., 2017). Students consider a good teaching performance if they show respect, comply with and organize what is planned, and show mastery in their pedagogical activities (Romero & Martínez, 2017). The teaching process is the activities carried out by the teacher, whose purpose is to propose to the student's situations that allow them to learn, which apart from transmitting knowledge, must promote values, attitudes, strategies, and the importance of planning the teaching process to improve educational quality (Hašková et al., 2019; Jordán et al., 2018).

Regarding pedagogical development in the classroom, this is significantly related to learning achievement, finding similarity with studies carried out. Academic achievement is related to teaching quality and positive pedagogical practice (Durán & Durán, 2015). Human quality must be added to the pedagogical rates so that the knowledge imparted transcends (Merellano et al., 2016). Students can identify the characteristics of their teachers, their strategies, the way of teaching, which motivates them to learn and achieve their achievements (Moreno, 2018). The most critical capacity of the teacher is to adequately and pertinently explain the content of the course and that the degree of learning in students is related to the perception they have of the pedagogical quality of the teacher (Fajčiková & Fejfarová, 2019; Sánchez et al., 2019).

Regarding the evaluation of learning, there is a significant relationship with the achievement of knowledge, coinciding with works on the subject. A good evaluation process should allow, among other things, to obtain data that will enable assessing the achievement and progress of the learning that is expected to be achieved in the students (Pérez et al., 2018). Evaluation is an indicator that allows obtaining updated information on the

development of pedagogical activities and the quality of learning (Jordán et al., 2018). Learning can be optimized through evaluations and constant feedback that allows the improvement of pedagogical activities and learning (Mohiuddin et al., 2019; Valparaiso, 2015; Van et al., 2020).

Regarding professional responsibility, this is significantly related to learning achievement, existing similarities with studies carried out. The best experiences have been given while practicing the profession lead to permanent professional and personal growth, an increase in the quality of teaching, and an improvement in student learning (González & Subaldo, 2017). The teacher's substantial evidence in his performance in aspects related to his profession and teaching will allow him to have a better reach to students (Costa et al., 2016; Pazmiño, 2016). The teacher must consistently demonstrate his commitment to preparing and fulfilling his activities (Bakar, 2018). Professional and personal responsibility are related to growth, development, change, and improvement in the development of their pedagogical activities, which must be evidenced before students and the need for professional development of teachers that values the response capacity of students to create spaces that promote the expected achievement of learning (Guzzardo et al., 2020; Tejedor, 2018).

The research carried out is innovative and makes contributions by proposing an instrument where the student self-evaluates their learning processes and, in this way, reflects on their commitment to the teaching that is imparted to them. Furthermore, to the extent that the instrument developed can be applied to a more significant number of respondents, the results will be more detailed and valuable for the institution's decision-making.

That is why it is suggested that both teachers and students have permanent training programmed by their institution: the first in the pedagogical and research field and the second in learning techniques that allow them to regulate the contents of what they are assimilating. Furthermore, it is suggested to start qualitative research on the subject as the most significant amount of information on the topic is quantitative.

## 5. CONCLUSIONS

Based on the results and concerning the general objective, it is concluded that teaching performance has a significant relationship with learning achievement in university students. In this research, the specific case was to evaluate the Design Workshop subject of the Architecture career of the César Vallejo University, Chimbote campus, 2020. This indicates that the improvement of teaching performance will impact the academic performance and achievement of learning of the students. For this, the teacher must show experience in developing the content they teach, their teaching processes to be transparent and demonstrate adequate professional responsibility. Within current teaching processes, planning becomes an aspect of being highlighted.

The research results indicate a direct relationship between teaching planning and improving learning achievement. The teacher must dedicate the necessary time to preparing the topics to be taught.

The results about the pedagogical development that the teacher displays in the classroom show the need for institutions to have trained teachers with proven experience in the field of their profession who offer capacities to facilitate learning, foster student participation, and promote critical development thinking. In this way, better achievement of knowledge can be guaranteed.

One of the characteristics of a good assessment is the improvement of student learning and performance. Therefore, teachers are required to constantly promote student participation in assessment activities by using strategies and instruments that allow them to make corrections and improve their teaching skills.

Finally, the issue of the teacher's professional responsibility should be highlighted, which in the educational field implies showing experience from the field of their profession and their previous pedagogical experiences. Aspects that will affect the improvement of their pedagogical practice and the progress of the level of achievement of student learning because one of the main aspects to improve the quality of an institution's education is the professional capacity of its teachers.

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