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# Management of Pedagogical Supervision and Teacher Performance in the Teaching of English in Peru

## Abstract

*This research was done to determine the relationship between supervision and teacher practice in an English teaching center with a high student population in Lima Perú. This is a quantitative approach basic type study with a non-experimental transversal design where 5 and 7 point Likert-type-scale questionnaires were used to provide data that was analyzed with descriptive and inferential statistics. A non-probabilistic sample of intention or convenience was used to select the respondents. 210 teachers from different branches in Lima were selected to respond to the questionnaires. A descriptive analysis of the statistics was used to interpret the results on the supervisors functions and the teacher performance level in each one of the study areas after the supervisory service had been offered. To contrast the data for the hypothesis test to determine the relationship between supervision and teaching performance (content knowledge of the discipline, teaching skills, contextual knowledge, learner-focus teaching, professionalism), the Spearman correlation coefficient was used. A direct, meaningful and high correlation level was found. The results of the current study will benefit other English language centers management to implement changes and improvements to the supervision service that will result in better teaching performance and student achievement.*

**Keywords:** Pedagogical Supervision, Teaching Performance, Control and Monitoring, Pedagogical Accompaniment.

## Introduction

English is considered the universal language of the 21st century. It is seen as the lingua franca (Rodríguez, 2012). English proficiency is considered a fundamental competence that makes a person more competitive globally. When talking about salaries, the economic return for English language skills can be high (Cronquist and Fiszbein, 2017). In Latin America, learning opportunities, outside the educational system despite increasing, do not have the capacity to compensate for the deficiencies of the formal

educational system (Cronquist and Fiszbain, 2017). The demand for private language centers is increasing for children, youth and adults as is the demand for well-trained professional teachers. The quality of educational service has been a topic of utmost concern and interest in the last two decades by the private and public sector in Peru. In an effort to improve teaching, supervision may be one of the strategies that allow teachers to achieve the goal (Hoque et al., 2020). For this reason, a series of changes have been taking place, among which are those that

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affect the pedagogical supervision service as part of the administrative management of an educational center. Supervision, like other administrative processes, is managed and, as pointed out by Jones and George, 2014, cited in Manrique (2016), this involves "Planning, organizing, directing and controlling human and other talent to efficiently and effectively achieve the goals of an entity". The area of supervision of a center has its own objectives and goals within the strategic planning of the entire organization that must be measured to verify whether the achievements expected by the service are reached. Among the most important objectives of supervision is the development of teachers' capacities for the practice of learning-centered education (Sovero, 2012). The functions performed by pedagogical supervision are determinant to ensure that students receive a quality education within a pleasant environment with qualified and motivated teachers who facilitate adequate instruction; it fulfills the dual role of ensuring good teacher performance in the teaching service and that students reach the academic achievement offered by the center.

The traditional supervision model recognizes teacher evaluation as the supervisor's primary function, understood as control and monitoring functions with a business system approach concerned with quality control. The evaluative aspect of the supervisory function comes from organizational requirements to measure and evaluate the effectiveness of teaching (Glanz, 1998, cited in Nolan and Hoover, 2011). For some authors such as Nolan and Hoover (2011), pedagogical supervision is a function distinct from teacher evaluation that fulfills the role of control. Some refer to pedagogical supervision as a function of accompanying teachers only, pointing out that this vision of helping teachers to improve their teaching and promote increased academic achievement arises from a democratic theory of supervision (Glanz, 1998 cited by Nolan and Hoover, 2011). In this sense, supervision, regardless of its form, is an effort focused on helping teachers reflect on their practices, discover and learn more about what they do and why they do it, and to develop professionally (Sergiovanni, Starrat, & Cho, 2013 cited by Zepeda, 2017). Supervisors develop technical tasks by giving direct assistance to teachers, curriculum development, professional development, group development, and action research (Glickman, Gordon, & Ross-Gordon, 2018). From this perspective, the objectives of pedagogical supervision are formative and focus their efforts on teachers to promote growth, development, interaction, error-free problem solving and commitment to develop capacity (Zepeda, 2017).

There are also those who attribute both functions to supervision. In this sense,

supervision should aim to ensure that education develops in the best possible way through the execution of specific functions such as control, advice, information, innovation and evaluation and these should complement each other (Sovero, 2012).

The dilemma as to whether functions, control and monitoring, and accompaniment, should be carried out by the same person has not yet been resolved. The functions of supervision will depend on the philosophy of the author or the study center to which he refers, whether he opts for one position or the other, or whether he conceives that supervision should fulfill both functions. The two complement each other to the point that they can be exercised by the same person, but not without first recommending that a clear difference be made in the time and processes in which they are carried out so as not to confuse the teacher (Nolan and Hoover, 2011).

The dilemma lies in defining "how" both functions should be carried out. In many educational institutions, the same supervisor performs both. Often, supervisors move with some discomfort and ambivalence between two opposing positions or attitudes, that of the authority that exercises control and that of the colleague who empathizes and shows solidarity (Cuevas, 2019). In any case, the supervisor turns out to be the glue in a process by which a person or a group of people are responsible for creating a link between the needs of a teacher and the goals of the organization so that individuals in a school can work in harmony toward the vision of what the school should be (Glickman, Gordon, & Ross, 2018).

Educational supervision, in the various Latin American countries, is similar in its functions of monitoring, evaluating, informing, advising and mediating (Fajardo, 2019). Since the end of the 20th century, there has been an advance in several countries in the region to make the function of pedagogical accompaniment prevail in the work of supervision and to give teacher evaluation a more formative role (Fajardo, 2019). This trend is confirmed in Peru in both public and private education and this is also observed in English teaching centers. For public schools, following this trend, MINEDU issued Vice-Ministerial Resolution 290-2019 approving technical standard 026-01 MINEDU that establishes the provisions for the development of pedagogical accompaniment as a pedagogical supervision strategy in educational institutions of Regular Basic Education for the period 2020-2022. It is noted that, in this century, pedagogical supervision will be seen more predominantly as a means to reach teachers and help them improve their practice, not in a prescriptive manner, but in a collaborative way (Sullivan and Glanz, 2013).

Of the studies found, there is controversy in that some indicate that there is a relationship between pedagogical supervision and teacher performance while others mention the opposite, especially those in which there is an urgent need for improvement in the application of pedagogical accompaniment. The purpose of this study is to establish whether pedagogical supervision is related to teacher performance in English teaching in a school that is committed to training and ongoing professional development.

Professional teaching performance is the teacher's performance according to his or her pedagogical competencies in order to guide, guide and evaluate the student's learning process, for which he or she must have mastery of specific tasks and functions for the teaching function (Ponce, 2006, cited by Martínez, Guevara and Valles, 2016). Performance is understood as the observable pedagogical practice that is manifested when the teacher expresses his/her competence and has to do with the achievement of expected learning (Benítez, Cabay and Encalada, 2017, cited by Gálvez and Milla, 2018).

Of the teacher competencies and performances enunciated by Richards (2010) for language teaching, the following dimensions of the performance variable were taken into account: knowledge of the content that includes knowledge of the content of the discipline of English teaching, pedagogical and technological content, the latter being so important in the teaching of the 21st century; as a second dimension, teaching skills are considered, which includes both basic skills and the teacher's ability to be flexible with students when warranted. In this regard, Richards (2010) points out that the teacher from the beginning must acquire the basic teaching skills needed to present and navigate his or her lessons. From this perspective, the teacher executes the teaching and, to do so, needs a repertoire of techniques and routines at his or her disposal. As a third dimension of performance, knowledge of the social and physical context where teaching takes place is considered. Richards (2010) points out: "Teaching involves understanding the dynamics and relationships within the classroom and the specific rules and behaviors for each particular situation. Each school has its own way of doing things". Language teaching is always contextualized according to the space where it is taught. As a fourth dimension, we consider learner-centered teaching that encompasses the sense of community that the teacher facilitates taking into account that language classes operate as communities, each with a common understanding that is built over time (Senior, 2006, cited by Richards, 2010) as well as opportunities to personalize classes that refer to focusing one's teaching whenever possible on one's students,

their lives, concerns, goals and interests (Dyorneyei, 2001, cited by Richards, 2010) and finally, the fifth dimension is teacher professionalism that considers two aspects: institutional professionalism represented by the attainment of discipline credentials, which represents the vision of ministries of education, education organizations, regulatory bodies, school principals and others (Leung, 2009, cited by Richards, 2010) and independent professionalism which refers to the teacher's own vision and the processes by which the teacher reflects on his or her own values, beliefs and practices (Leung, 2009, cited by Richards, 2010).

## Methodology

The present research was carried out to determine if pedagogical supervision management (control, monitoring and pedagogical accompaniment) improves teaching performance (knowledge of discipline content, teaching skills, knowledge of the context, student-centered teaching and teacher professionalism) as well. The aim was to establish whether all the control and monitoring work carried out by supervisors at the sites and the activities they carry out to accompany teachers through feedback, follow-up, training, updating and professional development sessions, as well as focus groups to address academic issues and promotion of action research are related to each of the dimensions of the variable of teacher performance.

The research corresponds to a correlational level with a quantitative approach, with a basic study type of non-experimental cross-sectional design and the data represent variables that are already occurring and have not been manipulated. The study administered questionnaires applied to teachers from different sites of the English teaching center in order to determine the state of pedagogical supervision management and to establish if there was any relationship with the self-perception of the teachers' performance level.

The population was 831 teachers in the adult program. Non-probabilistic sampling by intention or convenience was used, which "Assumes a selection procedure guided by the characteristics and context of the research" (Hernández and Mendoza, 2018). The sample was composed of 210 English teachers in the city of Lima, from the sites that concentrate the highest percentage of teachers at the national level, with seniority from 1 to 30 years of service and language teaching experience.

A questionnaire was used to measure each of the two variables directed to teachers. The first one on the management of supervision with its components of control and monitoring functions developed by supervisors and the pedagogical

accompaniment given by supervisors with a Likert-type scale from 1 to 5: always (5), almost always (4), sometimes (3), almost never (2) and never (1). The second on their level of performance with 5 sections or components on areas that supervisors work with teachers in monitoring and accompanying their performance: knowledge of content, teaching skills, knowledge of the context, student-centered teaching and teacher professionalism. All with the purpose of establishing whether there was a correlation between supervisors' control and monitoring and accompaniment of teachers and teachers' performance in these areas. The questionnaire was answered on a Likert-type scale from 1 to 7: always (7), almost always (6), usually (5), frequently (4), sometimes (3), almost never (2) and never (1).

The instruments were submitted to the judgment of experts who confirmed a high degree of validity for both questionnaires (Hernández and Mendoza, 2018). "An instrument actually measures the variable it seeks to measure"; both questionnaires presented a high level of reliability and internal consistency by revealing using Cronbach's Alpha measurement that the pedagogical supervision management variable obtained 0.960 for the 26 items of the questionnaire and the teaching performance variable obtained measurement 0.974 at the 29 items of the corresponding questionnaire.

**Results**

**Pedagogical Supervision**

The results on pedagogical supervision show that slightly more than two thirds of the teachers responded that there is good pedagogical supervision at the school, which indicates that supervisors are performing a good level of supervision, while almost one third said that they are doing a regular job. Few consider that their work is deficient considering the level of the sample. The level of pedagogical supervision contains the levels of the dimensions of control and monitoring, and pedagogical accompaniment.

**Table 1.**

*Management of pedagogical supervision at the English Teaching Center*

Level	Frequency	Percentage
Deficient	18	9%
Regular	52	25%
Good	140	67%
Total	210	100%

When opening the results, it can be seen that in the first dimension, regarding control and monitoring, a good percentage of teachers

consider that supervisors do a good job in terms of scheduling their activities, carry out observations in an established manner, consider external factors that could influence teaching practice, carry out frequent and systematic control of work and evaluate teachers with quantitative and qualitative measures that allow for a description of what is observed in teaching practice, they carry out frequent and systematic monitoring of work and evaluate teachers with quantitative and qualitative measures that allow them to give a description of what is observed in teaching practice, they review the actions observed and the reaction of the students together with the teacher during feedback giving openness to share their points of view and give recommendations for improvement when necessary. Supervisors comply with established deadlines so that there is immediate feedback. They also keep track of class rosters and ensure that information is entered into the registers by teachers within a timely manner. In this dimension, 20% of the teachers consider the work of supervisors to be regular and, if we add to this the 4% who consider their work to be deficient, we see that almost a quarter of the teachers consider that supervisors need to improve in the work of control and monitoring, being crucial points to review class observations and feedback to teachers.

**Table 2.**

*Management of control and monitoring at the English Teaching Center*

Level	Frequency	Percentage
Deficient	8	4%
Regular	43	20%
Good	159	76%
Total	210	100%

In the dimension of pedagogical accompaniment, the results are not as high as in the control and monitoring counterpart. In this dimension, 55% of teachers consider that supervisors do a good job in promoting self-criticism through reflection of their practice, as well as professional development and improvement through reflection; they do a good job helping teachers to develop their professional competencies and skills, as well as to implement changes to improve their students' learning. They also encourage the teacher to conduct action research in their classes and help them form the sense for good decision making in class, as well as to see when they can be more flexible with students to facilitate learning.

These teachers feel that supervisors do a good job of offering them a variety of options for training and professional development according to their own interests and needs. They also give

good support to the teacher in promoting self-direction so that the teacher can learn to walk on his or her own in the search for professional excellence through self-criticism, all in a climate of trust within a collaborative relationship with both the supervisor and other colleagues. Twenty-six percent of the teachers indicate that they have a regular level in the pedagogical accompaniment service and, if we add to this that 19% consider the level to be deficient, this reveals that a certain number of teachers consider that supervisors can offer more and better accompaniment so crucial to give them formative support that balances the control and monitoring service.

It is observed that teachers perceive greater control compared to the level of accompaniment. It would be necessary to reinforce strategies to get closer to the teacher in a more collegial and horizontal relationship that allows them to work more closely together sharing and exchanging ideas that encourage the teacher to develop and grow professionally in an autonomous manner. Likewise, it could be said that supervisors need to be trained more in strategies to promote reflection and self-criticism.

**Table 3.**

*Pedagogical Accompaniment in the English Teaching Center*

Level	Frequency	Percentage
Deficient	40	19%
Regular	54	26%
Good	116	55%
<b>Total</b>	<b>210</b>	<b>100%</b>

Teachers' self-perception of their performance is quite high (82%). If we add to that that 12% consider themselves to have a good performance, it is a significant group of teachers who consider that they offer a good teaching service. As a counterpart, the groups of teachers who offer an average or poor service is quite small considering the sample. The level of performance contains the levels of the dimensions that measure this variable: content knowledge of the discipline, pedagogical and technological; teaching skills, knowledge of the context, student-centered teaching and professionalism.

**Table 4.**

*Teaching performance in the English Teaching Center*

Level	Frequency	Percentage
Deficient	2	1%
Promedium	10	5%
Good	26	12%
high	172	82%
<b>Total</b>	<b>210</b>	<b>100%</b>

Opening the results of the variable, it can be seen that a fairly large group of 86% of teachers consider having a high level of content knowledge for teaching English and 10% consider having a good level. This content knowledge includes knowledge about the components of the English language, sociocultural knowledge for the use of the language according to the context and strategies to promote the development of linguistic skills. This dimension also includes teachers' knowledge to handle problems that arise in class, prepare suitable materials aligned with the objectives of the sessions, and present the classes facilitating students' connection between their previous knowledge and the new information, and the development of critical thinking. Teachers assess students effectively following the center's guidelines and do so consistently. In addition, they employ technology effectively both for the preparation and use of virtual materials and for the use of the platforms available to them. It should be mentioned that all teachers at the center have an advanced command of the English language according to the Common European Framework of Reference, which contributes to a high level of content knowledge. Likewise, teachers attend multiple training sessions for language teaching offered by the supervisors of the same center. The percentages of teachers with average and deficient levels are quite low: 3% and 1%, respectively.

**Table 5.**

*Content knowledge at the English Language Center*

Level	Frequency	Percentage
Deficient	2	1%
Promedium	6	3%
Good	22	10%
High	180	86%
<b>Total</b>	<b>210</b>	<b>100%</b>

In teaching skills, similar to content knowledge, a high percentage of teachers consider that they have a high and good performance: 83% and 12%, respectively; added up to 95% of the sample. According to the data collected, a fairly high level of teachers consider that their presentations in class and the way they give instructions for tasks are clear, that they constantly monitor students during practice with the use of the language, promoting cooperative work, meaningful learning and project-based learning with the active participation of students. They also consider that they adapt the strategies they use in class in a timely manner and that they are flexible with the needs of each group of students. The percentage of teachers who perceive themselves as average (3%) or deficient

(1%) is quite small, which allows us to conclude that mostly the teachers at the school have a high mastery of their teaching skills.

**Table 6.**

*Teaching Skills in the English Teaching Center*

Level	Frequency	Percentage
Deficient	2	1%
Promedium	8	4%
Good	25	12%
High	175	83%
<b>Total</b>	<b>210</b>	<b>100%</b>

In the dimension knowledge of the school context, the number of teachers who perceive themselves as high is slightly lower compared to the number of teachers who consider them to have a high level of teaching skills and content knowledge. The difference appears to be distributed between the good and average levels. Adding the good and high levels, there is a considerable number of teachers who say they have a good command of the center's context (92%), which implies that the teacher personalizes the curricular content by sticking to the official program and knows how far to stick to it, knows the tools and spaces available at the center, creates an atmosphere of openness with students that facilitates active participation in class, ensures respect for the rules of coexistence among students and relates to colleagues by sharing good practices.

This implies that a high number of teachers manage their relationships with students and colleagues effectively and make good use of the center's infrastructure. On the other hand, these indicators could be further reinforced among teachers to achieve a greater number of teachers who move up to a high level and those of average and deficient to a good level considering the importance of knowing how to conduct oneself in the most effective way within the context in which one teaches.

**Table 7.**

*Knowledge of the context of the English Teaching Center*

Level	Frequency	Percentage
Deficient	6	3%
Promedium	11	5%
Good	30	14%
High	163	78%
<b>Total</b>	<b>210</b>	<b>100%</b>

Similar to the results obtained from the data on the context domain, the results for the student-centered teaching dimension slightly drop from the high level compared to the dimensions of content knowledge and teaching skills to the good

level and some from good to the average level without detracting from the fact that a good number of teachers consider having a considerable level of student-centered teaching, which added up to 92%. These teachers encourage group and peer work by encouraging interaction among students, connect class content with topics familiar to students by promoting the personalization of teaching and give students the opportunity to choose topics of their choice in order to make decisions in their learning. In order to further improve performance, more strategies for group and pair work could be reinforced, add more topics of student interest, and give more opportunity for choice and participation in decision making on certain content that is more appealing to students, all in teacher trainings to reinforce a little more student-centered teaching.

**Table 8.**

*Student-centered teaching in the English Teaching Center*

Level	Frequency	Percentage
Deficient	7	3%
Promedium	13	6%
Good	46	22%
High	144	69%
<b>Total</b>	<b>210</b>	<b>100%</b>

Almost similar to the results obtained in context knowledge and student-centered teaching, the dimension of professionalism drops slightly in the high level compared to the dimensions of content knowledge and teaching skills to move to the good level without detracting from the fact that both groups comprise a very high percentage (91%). A high number of teachers consider that they strive to achieve high standards in language teaching by becoming institutionally professionalized. Being up-to-date and fully prepared professionally contributes to having a wide repertoire of effective and innovative teaching strategies for student achievement. Professionalism is also developed internally by systematically and consciously reflecting on their beliefs, values and practice on a daily basis, demonstrating a constant search for professional growth and development, reorienting the direction of their practice according to the needs of the moment.

According to the data collected, more support could be given to teachers to increase the number of teachers who reach a high level of professionalism by encouraging them to achieve a higher percentage of teachers with a professional degree in the specialty, offering more training opportunities to develop more effective teaching strategies and expand their repertoire. Likewise, more work could be done with teachers

in a systematic way, promoting reflection on their teaching practice and encouraging them to strive for excellence.

**Table 9.**

*Professionalism of teachers at the English Teaching Center*

Level	Frequency	Percentage
Deficient	10	5%
Promedium	8	4%
Good	44	21%
High	148	70%
<b>Total</b>	<b>210</b>	<b>100%</b>

**Pedagogical Supervision Management and Teaching Performance**

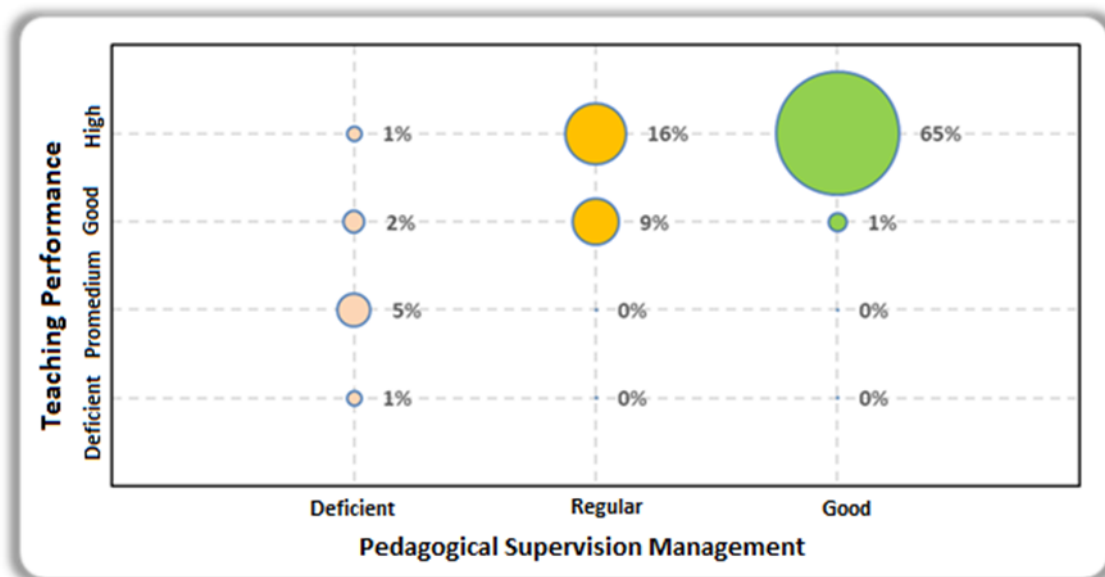
The result of the data analysis in Table and Figure 10 show that 1% of the teachers consider that the pedagogical supervision management is poor and that they have poor teaching

performance; while 65% of the teachers consider that there is good pedagogical supervision management and high teaching performance in teaching English at the school.

**Table 10.**

*Cross-tabulations of supervision management and teaching performance*

Pedagogical Supervision Management	Teaching Performance								Total	
	Deficient		Promedium		Good		High			
	n	%	n	%	n	%	N	%	n	%
Deficient	2	1%	10	5%	4	2%	2	1%	<b>18</b>	<b>8%</b>
Regular	0	0%	0	0%	19	9%	33	16%	<b>52</b>	<b>25%</b>
Good	0	0%	0	0%	3	1%	137	65%	<b>140</b>	<b>67%</b>
<b>Total</b>	<b>2</b>	<b>1%</b>	<b>10</b>	<b>5%</b>	<b>26</b>	<b>12%</b>	<b>172</b>	<b>82%</b>	<b>210</b>	<b>100%</b>



The hypotheses were tested using Spearman's Correlation Coefficient since the variables do not meet the assumption of normality in the data. The Kolmogorov-Smirnov normality

test was used to test the normality of the data, since the sample size is considered to be large (210 surveys).

**Table 11.**

*Data normality test*

Variable / dimension	Kolmogorov-Smirnov			Results
	Statistic	G1	Sig.	
<b>Management of Pedagogical Supervision</b>	,142	210	,000	No normal
<b>Teaching Performance</b>	,245	210	,000	No normal
Content Knowledge	,279	210	,000	No normal
Teaching skills	,265	210	,000	No normal
Contextual knowledge	,265	210	,000	No normal
Student-centered teaching	,247	210	,000	No normal
Professionalism	,274	210	,000	No normal

There is a relationship between pedagogical supervision management and self-perception of teacher performance in an English teaching center in Lima, Peru; the results show a degree of correlation between the variables by Spearman's Rho of 0.825, which means that there is a direct, significant and high relationship between both variables against the (degree of statistical significance)  $p = 0.000$  lower than the theoretical significance value  $\alpha = 0.05$ , so the null hypothesis is rejected, which means that there is a relationship between both variables.

**Table 12.**

*Pedagogical Supervision Management and Teacher Performance*

	Teaching Performance	
<b>Management of Pedagogical Supervision</b>	Spearman Correlation	.825**
	Sig. (p)	.000
	N	210

In the research on the relationship between pedagogical supervision management and each of the five dimensions of the variable teacher performance, it is evident that there is a direct, significant and high relationship when a Spearman correlation degree of 0.774 is obtained between pedagogical supervision management and self-perception of content knowledge, a Spearman correlation degree of 0.807 between pedagogical supervision management and self-perception of teaching skills, a Spearman correlation degree of 0.724 between pedagogical supervision management and self-perception of context knowledge, a Spearman correlation degree of 0.716 between pedagogical supervision management and self-perception of student-centered teaching, and a Spearman correlation degree of 0.724 between pedagogical supervision management and self-perception of teacher professionalism in the English language teaching center. The independent variable

pedagogical supervision management presents a degree of statistical significance  $p=0.000$  lower than the theoretical significance value  $\alpha = 0.05$  so the null hypothesis is rejected, with each of the five specific hypotheses as noticed in Tables 13 to 17.

**Table 13.**

*Correlation results of pedagogical supervision management and the dimensions of teacher performance*

Variable 1	Dimensiones de la variable desempeño docente	
<b>Pedagogical Supervision Management</b>	<b>Content Knowledge</b>	
	Spearman Correlation	.774**
	Sig. (p)	.000
	<b>Teaching skills</b>	
	Spearman Correlation	.807**
	Sig. (p)	.000
	<b>Knowledge of the context</b>	
	Correlación de Spearman	.724**
	Sig. (p)	.000
	<b>Student-centered English</b>	
	Spearman Correlation	.716**
	Sig. (p)	.000
	<b>Language teaching</b>	
	Spearman Correlation	.724**
	Sig. (p)	.000
N	210	

**Discussion of Results**

The present research focused on determining if there is a relationship between the pedagogical supervision management performed by the supervisors of the English teaching center where the study was conducted on the performance of teachers according to the two most accepted visions of supervision such as control and monitoring, and pedagogical accompaniment related in the literature to the functions of teacher evaluation and supervision.



The descriptive results of the research show that teachers perceive that supervisors fulfill both functions regardless of the teacher's experience or years of service. Likewise, on the teacher's side, their perception is investigated with reference to determinant performances for English learning and quality teaching for students with reference to the use of the contents of the discipline in class, their teaching skills, their knowledge of the context where they teach, how much impact it can have on learning, their competence in student-centered teaching, which is fundamental in language teaching due to the nature of the discipline, and the professionalism that guides their actions.

The results of this study indicate that the management of pedagogical supervision has a positive, direct, significant and high relationship with the perception of teacher performance. This indicates that both variables are aligned. There is a trend description between both variables. This allows us to see that teachers who tend to positively value control and monitoring, and the accompaniment of supervisors tend to positively value their performance, which allows us to suspect a causal relationship between the variable of pedagogical supervision and that of teacher performance that results in a better quality of teaching and therefore greater learning achievement by students.

The results of this study differ from the results of the research done by Hoque et al. (2019), whose analysis reveals that supervision does not cause impact on teacher performance concluding that teachers do not perceive supervision as an improvement process. Except in the case of direct supervision that does denote impact on the attitude of some teachers. On the contrary, the results of the present study do coincide with those of the research done by Salvatierra (2020), which show that pedagogical supervision management is positively related in a high magnitude with the level of teacher performance, where it is inferred that the higher the level of pedagogical supervision management, the higher the perceived level of teacher performance. In the same vein, Umaru (2018), in Uganda, found that efficient pedagogical supervision by the principal plays a vital role in supporting teacher performance. Leon (2019) points out that instructional supervision is identified with the expert preparation of instructors which is also observed in the present research by obtaining such a high level of correlation with content knowledge, teaching skills and knowledge of the context. For his part, Valdiviezo (2018) concludes that there is a significant relationship between specialized pedagogical accompaniment and teaching performance. Saleh, et al. (2016) found that educational supervision has a positive impact on teacher performance, which means that educational

supervision contributes to performance improvement in schools. The study by Shakuna et al. (2016), in Libya, showed that educational supervision was positively correlated with teacher performance in teaching English and further shows that training programs play an important role as mediators; thus, causing a greater indirect positive impact of educational supervision on teacher performance, having congruence with what Relaiza et al. (2021) and Guevara, et al. 2021 stated.

The current approach to pedagogical supervision, both in Peru and in Latin America, balances the functions of control and monitoring (planning, data collection and analysis, evaluation, feedback and document verification) with those of pedagogical accompaniment (reflection, inquiry, decision making, self-direction and cooperation), even giving greater preponderance to the latter. In the last 10 years, a great effort has been made to move from a prescriptive, controlling and critical supervision approach to a collaborative, guiding, reflective supervision that seeks to promote the training, growth and professional development of teachers for the benefit of student learning.

When analyzing the results at the descriptive level of the pedagogical supervision variable, it is noted that 67% of the teachers consider it good and 9% consider it deficient. When opening the dimensions, we find that 76% of the teachers consider the control and monitoring function to be good and only 4% find it deficient; while 55% of the teachers perceive the pedagogical accompaniment function as good and 19% as deficient. This relationship may be due to the fact that although supervisors do a better job of control and monitoring, without detracting from the work of supervisors, since the level is good, the function of accompaniment is not perceived in the same way by the same number of teachers.

This may imply that some supervisors are still more concerned with evaluating and monitoring than with helping teachers reflect on their practice, giving them guidance and working collaboratively with them. The importance of increasing the accompaniment of teachers could be reinforced with supervisors. On the other hand, when analyzing the results at the descriptive level of the teacher performance variable, a good percentage of teachers perceive themselves as "high" (82%). When opening the results of the dimensions, it can be seen that for the content knowledge dimension, 86% are perceived as high; for teaching skills, 83% are perceived as high; while for the levels of the last three dimensions, the percentage of teachers who consider themselves "high" decreases slightly: knowledge of the context 78%, student-centered teaching 69% and professionalism 70% are perceived as high. Something similar occurs with the results of the correlation levels, it is noted that

the level of correlation between the variables supervision management and performance of 0.825 is high.

When analyzing the level of correlation of the supervision management variable with each of the dimensions of teaching performance, it is noticed that the levels for the first two dimensions content knowledge 0.774 and teaching skills 0.807 are higher than for the other three dimensions: context knowledge 0.724, student-centered teaching 0.716 and professionalism 0.724. It is inferred that the management of pedagogical supervision has a slightly higher relationship with the what and how to teach English, included in the first two dimensions, and context knowledge can be further strengthened by reviewing the use of the school's infrastructure and interaction with students and other colleagues; student-centered teaching can be strengthened by reviewing strategies; and more support can be given to teachers to promote institutional professionalism and reflection on their profession so that supervision has a parallel relationship with all dimensions of performance.

## Conclusions

This research shows that the management of pedagogical supervision is directly and significantly related to the teaching performance of the English teaching center. It also reveals that teachers who perceive themselves as high performers consider that there is a good level of supervision. This leads to effective and efficient supervision management that improves teacher performance and thus increases student achievement. The management of pedagogical supervision is directly and significantly related to teachers' knowledge of discipline content, pedagogy and technology. Therefore, it is inferred that the supervisory function facilitates the consolidation of teachers' knowledge of what is taught, how and with what materials, whether physical or virtual, for students to learn English, as well as the mastery of teaching skills and strategies that facilitate the teaching-learning process. The management of pedagogical supervision is also directly and significantly related to the knowledge of the context in which English is taught in the center, which allows establishing that the intervention of the supervision contributes to the teachers' efficient use of the facilities, spaces and materials they have for teaching, and also to maintain a good level of relationship and interaction with the students and their colleagues, facilitating on the one hand the students' learning and building learning communities with their other colleagues. The management of pedagogical supervision is directly and significantly related to student-centered teaching so it is inferred that the

supervisory function contributes that teachers encourage interaction among students and help them connect their prior knowledge with new learning to make it more memorable. Finally, the present research also demonstrates that pedagogical supervisory management is also directly and significantly related to teachers' professionalism which allows establishing that the supervisory function contributes to teachers striving to achieve the highest institutional standards in teaching English, keeping up to date with the latest approaches to teaching, and making reflection a constant practice for the benefit of their students.

The present study was conducted with teachers at an English teaching center in the city of Lima. Although the center serves a large number of students, the study could be extended to other English language centers and to schools where English as a foreign language is taught in order to investigate whether the management of supervision in their centers is related and what impact it has on the performance outcomes of their teachers. The study could also be carried out in other Peruvian cities where English is taught to investigate whether supervision outside the capital city helps teachers improve their performance. The present study is a quantitative research, which presents limitations to collect more detailed information from teachers about their perception of the supervision of their work and the dual role of the supervisor as an authority and as an accompanying colleague, data that could be collected in a qualitative research in the future.

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