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Teaching performance perceived by a population of students associated with the level of satisfaction self-reported by the professors of the Degree of Dental Surgeon of the Facultad de Estudios Superiores Zaragoza of the Universidad Nacional Autónoma de México

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ABSTRACT

Objective: To describe the association between the teaching performance perceived by a population of students and the level of satisfaction self-reported by the professors of the bachelor's degree program in Dental Surgery of the Facultad de Estudios Superiores Zaragoza of the Universidad Nacional Autónoma de México. **Materials and methods:** Observational, prolective, cross-sectional, descriptive study, conducted in two phases. The first phase showed the self-reported job satisfaction of 123 academics; in the second phase, 120 students were surveyed to evaluate their 6 very satisfied teachers and 140 for the 7 dissatisfied ones, for which a survey adapted from the Department of Teaching Evaluation of the faculty was applied. **Results:** When associating the performance of the 6 teachers most satisfied with their job with the perception that their 120 students have of them, the results show that 2% (n = 2) consider that the academics have a poor performance vs. 44% (n = 53) who consider that they have an excellent performance. As for the 7 teachers identified as very dissatisfied, from the students' point of view, 10% (n = 14) consider the performance poor; and for 49% (n = 68), it is excellent. The job satisfaction self-reported by the 13 academics and the teaching performance

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perceived by their students did not show statistically significant differences. For the students, a teacher has excellent performance despite job dissatisfaction and poor performance even when he or she perceives himself or herself as very satisfied. **Conclusions:** The research results show no association between teaching performance and job satisfaction according to students. A teacher's attitude towards students does not always coincide with his or her level of job satisfaction.

Keywords: assessment, job satisfaction, professional competence, students.

INTRODUCTION

Teaching performance has been evaluated in Mexico since 1990; and it is considered a strategic instrument for the improvement of the educational system from which some of the educational changes are made in accordance with current policies. Within the dimensions that evaluate the teaching performance is the satisfaction with the work done, which has an impact on students. Teacher performance is a topic that is discussed in all educational institutions. Professors, during their work, transmit knowledge through didactic strategies. Likewise, job satisfaction and dissatisfaction are reflected in the attitude that the professor has towards the student in the classroom.

The term "teaching performance" has been conceptualized and studied by several authors and refers to the set of actions that professors perform both inside and outside the classroom. It also aims to promote student learning. Such activities should be aligned with the objectives and competencies defined in a curriculum based on the principles of the institutional educational model (1). However, Quintero and Orozco (2) point out that teaching performance is the ability to express the capacity and characteristics of a teacher to improve the learning process in relation to the capacity and effort made by the student.

To know whether teaching performance is adequate, results should be evaluated to plan and implement educational policies with the purpose of improving not only the quality of the educational system, but also salary compensation programs for professors, thus obtaining additional economic resources for higher education institutions (3), among others. Esquerre and Pérez (4) point out that the evaluation of teaching performance is a systemic process by which valid and reliable data are obtained, and which facilitates the assessment of the effect produced on the student.

In general terms, teaching performance refers to the capacity for teaching, participating in the learning process in a creative manner, constant updating, mastery of knowledge and teaching methods, as well as an attitude and behavior congruent with the ethical and academic principles of the institution (5) while the evaluation of teaching performance is understood as a process that issues value judgments on the quality of compliance with teaching responsibilities in teaching-learning and that influences students' development (6).

From an economic-administrative perspective, it is the consumer who evaluates the quality of the product offered by the supplier. In the educational environment, students act as evaluators, since they are the recipients of the "product" given by the professor. Therefore, the information provided is considered reliable and allows us to evaluate the educational effect on students (2, 7). By linking job satisfaction with academic performance in the classroom, in a real environment, it is possible to understand how teacher job dissatisfaction caused by factors such as class schedule, number of hours worked, teamwork dynamics, personal relationships with colleagues, personal references, among others, can affect the transmission of knowledge to students.

In the case of Universidad Nacional Autónoma de México (UNAM), the General Directorate of Educational Evaluation oversees teaching performance. However, when the process is coordinated, the evaluations are designed and implemented by the schools or faculties according to the specific characteristics of their populations, so there are no general guidelines covering the totality of the institution's professional training programs (8). Therefore, assessing the teaching performance from students' perspective allows us to have another look at the teacher's attitude in the classroom. This can help to develop strategies that foster teachers' self-realization in their work and, in turn, promote commitment, responsibility, psychological health, fullness of thought, etc., which improves the quality of education and contributes to the development of an educational project of excellence that benefits students.

Students can perceive whether the teacher is engaged in his or her work or is simply fulfilling his or her working hours. Therefore, it is important for the professor to consider aspects that may influence students' perception of their work, such as class management, methodology and evaluation. Thus, classroom management refers to the skills and techniques used by professors to keep students organized, attentive, and academically

productive in class. In essence, this includes everything professors can do to facilitate or enhance student learning, including factors such as behavior, setting, materials, and activities (9, 10). The purpose is to create a healthy and disciplined educational environment that fosters a good teaching-learning process with responsibility and hard work (11).

The teaching method is defined as the assignment, explanation, instruction and demonstration through activities to achieve student learning, i.e., the teaching objective (12). Finally, evaluation refers to the grade or the way in which the professor perceives the degree of competence or incompetence of the knowledge demonstrated by a student in an exam or an exercise, without leaving aside the perception of the student's qualities or circumstances to get a grade (13).

In this context, the purpose of this study was to compare the teaching performance perceived by a population of students and the level of satisfaction self-reported by the professors of the Degree in Dental Surgeon of the Facultad de Estudios Superiores Zaragoza (FES Zaragoza) of UNAM.

MATERIALS AND METHODS

An observational, prolective, cross-sectional, and descriptive study was conducted in two phases. In the first one, the self-reported job satisfaction of 123 academics of the Degree of Dental Surgeon of the FES Zaragoza (14) was determined by applying the questionnaire "Multidimensional scale of teaching job satisfaction", adapted from Barraza (15). Then, based on the 25th and 75th percentile of the total number of academics, six professors with the lowest scores (≤ 69) and seven with the highest scores (≥ 87) were selected to be assessed by their students.

In the second phase, based on a selection sampling, a total of 120 students were surveyed to evaluate six very satisfied professors and 140 for seven very dissatisfied professors, for which they applied an instrument adapted from the survey of the Department of Teacher Evaluation of the FES Zaragoza, which evaluates the performance of professors in the classroom (16). The questionnaire with twenty questions with Likert-scale responses comprises three dimensions: classroom management, teaching method, and learning assessment. The reliability of the questionnaire had a Cronbach's α of 0.98.

The questionnaire for students to evaluate their professors was self-administered anonymously within the faculty facilities. The questionnaires were collected the same day they were administered. The data were processed in the SPSS statistical package. v. 20, by which the descriptive statistics of the study variables were obtained. The statistical significance test for nominal qualitative variables was the chi-square test and for ordinal qualitative variables it was the Mann Whitney U test with a confidence level of 95% ($p < 0.05$).

Finally, the study was approved by the Ethics and Bioethics Committee of FES Zaragoza to avoid conflicts of interest by the authors.

RESULTS

The results of job satisfaction of the 123 academics surveyed showed that 25% (n = 31) are very dissatisfied, 48% (n = 59) report being satisfied and 27% (n = 33) mention being very satisfied (Table 1). From this total of professors, thirteen of them who obtained the highest and lowest scores in job satisfaction were taken to be subsequently assessed by their students.

Table 1. Self-perceived level of satisfaction by the professors of the Degree of Dental Surgeon of FES Zaragoza.

Variable	100%	n = 123	Very satisfied		Satisfied		Very dissatisfied	
			%	n	%	n	%	n
Perception of the salary earned								
Unfair*	54	66	8	10	25	31	20	25
Fair	46	57	19	23	23	28	5	6
Salary covers basic needs and entertainment								
Never	28	34	3	4	10	12	28	18
Sometimes	26	32	5	6	15	19	6	7
Always	46	57	19	23	23	28	5	6

Variable	100%	n = 123	Very satisfied		Satisfied		Very dissatisfied	
			%	n	%	n	%	n
Adequate facilities								
Never	18	22	2	2	2	2	15	18
Sometimes	36	44	6	8	23	28	6	8
Always	46	57	19	23	23	29	4	5
Training by the institution								
Never	16	20	1	1	4	5	11	14
Sometimes	32	39	2	3	19	23	11	13
Always	52	64	24	29	25	31	3	4
Permission for external courses								
Never	21	26	0	0	9	11	12	15
Sometimes	33	41	6	7	18	22	10	12
Always	46	56	21	26	21	26	3	4
There is job recognition								
Never	31	38	2	2	9	11	20	25
Sometimes	30	37	4	5	22	27	4	5
Always	39	48	21	26	17	21	1	1
Labor autonomy								
Never	3	4	0	0	0	0	3	4
Sometimes	12	15	1	1	5	6	7	8
Always	85	104	26	32	43	53	15	19
Promotion Opportunity								
Never	28	35	0	0	14	17	15	19
Sometimes	30	38	2	2	22	27	8	10
Always	42	50	25	31	12	15	2	2
Relationships between colleagues								
Never	10	13	0	0	3	4	7	9
Sometimes	18	22	3	4	7	9	7	9
Always	72	88	24	29	38	46	11	13
Teamwork is encouraged								
Never	24	29	1	1	5	6	17	22
Sometimes	37	46	6	7	27	33	5	6
Always	39	48	20	25	16	20	3	3
Availability of time for living together								
Never	7	9	0	0	2	2	6	7
Sometimes	20	24	2	3	10	13	6	8
Always	73	90	25	30	36	44	13	16
Opportunity for personal development								
Never	19	24	0	0	8	10	11	14
Sometimes	36	44	4	5	20	25	11	14
Always	45	55	23	28	20	24	3	3
Total	100%	123	27	33	48	59	25	31

In classroom management dimension, students were asked about the professor's clarity of the concepts of the subject, relation of the subject with practical experiences of the profession, resolution of doubts, pace of the class, use of oral language and behavior. It was found that 28% (n = 73) of the students consider that professors have a poor management of their class; 45% (n = 118) think that professors deliver a fair performance, while 27% (n = 69) believe that they do it in an excellent way.

In terms of the teaching method, 27% (n = 70) of students report that professors have a poor management since the structure, the coherence of activities, and the materials used do not allow to achieve the learning objectives, so the interest in the class is lost. On the other hand, 43% (n = 114) consider that professors deliver a fair performance; and 30% (n = 76) believe that they do it in an excellent way.

26% (n = 67) of students think that the learning assessment dimension carried out by professors is poor; 34% (n = 89) consider that they do it fairly; however, 40% (n = 104) believe that professors are excellent when assessing.

When associating the performance of six very job-satisfied professors with the perception that their 120 students have of them, results show that 2% (n = 2) believe that the academics have a bad performance versus 44% (n = 53) who consider that their performance is excellent. As for those seven professors identified as very dissatisfied, from the point of view of their 140 students, 10% (n = 14) consider teaching performance to be poor, and for 49% (n = 68) it is excellent (Figure 1).
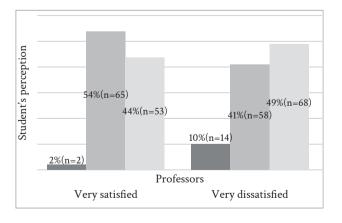

Figure 1. Assessment of teaching activity by a population of students and level of satisfaction self-reported by professors.

The job satisfaction self-reported by the thirteen professors with the highest and lowest job satisfaction scores, in relation to the teaching performance perceived by their students, did not show a statistically significant difference.

Therefore, for students, professors have an excellent performance despite their job dissatisfaction, and they may have a bad performance even when professors perceive themselves as very satisfied.

DISCUSSION

Internationally, it is recognized that educational quality is a serious problem in developing countries. In the case of Mexico, the Ministry of Public Education (SEP), in charge of educational policy, and the National Institute for the Evaluation of Education consider that educational quality is a consequence of teaching performance, on the grounds that, when students get higher scores on standardized tests —which are applied on a large scale nationwide—, educational level improves and the main elements for achieving this are professors (17-19).

The Ministry of Education (SEP), in its guidelines, states that teacher performance evaluation means to evaluate, on the one hand, the degree of fulfillment of their functions and responsibilities established by the institution and, on the other hand, the quality with which the function is carried out in terms of performance and goals achieved in a given time (20), so research studies conducted to assess teaching performance revolves around these purposes. An example of this is the study conducted by Zavala et al. (21) who evaluated teaching attitude along with the didactic and evaluation strategies that have an impact on the professional development of students under the criteria of the educational model of their institution, without considering other indicators that would allow them to know the teacher's satisfaction with the work done.

Among the studies that go beyond the concept of quality in terms of performance and achievements obtained in a certain period of time is that of Martínez-Chairez et al. (22), whose purpose was to show that educational quality not only depends on the performance of the professor, but that there are other factors that need to be considered. That study showed that there is no relationship between teachers' years of service and their students' scores on standardized tests, and there is no relationship between teacher performance and the context in which they work, and, above all,

between teacher performance and educational quality, an aspect that coincides with our study.

García and Medécigo (23), in an exploratory study to determine the criteria used by students to evaluate teaching effectiveness and ineffectiveness showed that, to determine this, they use the 'process' criterion, which includes teaching and mastery of the subject which the teacher displays when teaching. They also observed that teacher's punctuality and attendance are more relevant in determining teaching effectiveness than the way in which learning is assessed. The second place is occupied by the "presage", specifically the teacher's personality traits; and, finally, the "product", that is, the set of perceived learning results which were scarcely mentioned as a criterion for determining teaching effectiveness. In this sense, the authors of this research study highlight the need to include items that globally evaluate the course and the teacher, a statement that coincides with the results of our study.

Educational quality cannot be solved by only giving importance to the evaluation of the category "teacher performance" —which is generally quantitative—, but emphasis should be put on the qualitative aspects related to the subject, as pointed out by Díaz-Barriga (24): "teaching evaluation will remain trapped in the instruments that are currently known, which [...] leave the "teaching function" as a black box [...]. Finally, in the teaching evaluation, it will be necessary to clarify the purposes for which this task is performed: it is evaluated to judge, make decisions, sanction, or it is evaluated to improve the performance of the teaching work" (p. 74).

CONCLUSIONS

The results of this research study indicate that, from students' perspective, there is no association between teaching performance and job satisfaction. This is because it has been observed that there are teachers with poor performance who are very satisfied with their work and others with good performance who feel very dissatisfied. Therefore, a teacher's job satisfaction or dissatisfaction is not necessarily reflected in his or her attitude toward students in the classroom.

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