

Professional Profile and Teaching Profile of the Elementary Education Teacher in the State Schools of the Province of Puno, Perú

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ABSTRACT

This study aims to demonstrate that the professional profile is significantly related to the didactic profile, likewise it is intended to outline the professional traits of the educator, taking into account that teachers use methodological strategies that they select according to the degree of knowledge and studies they have completed throughout his professional life. The set of capacities and competences that was analyzed to guide the aspects of the professional profile variable are: professional training (basic, continuous), didactic and pedagogical knowledge (development and selection of strategies) and labor development (service time, classroom management). In this context, today more than ever; the educational system deserves substantial changes, among which is the pedagogical aspect, since this involves the teacher's way of teaching; Therefore, creative and innovative teachers are required to plan teaching through strategies that dynamize the class; in such a way that meaningful learning occurs. The analysis of the didactic profile was oriented based on three aspects: a) Forms of organization of teaching, b) Methodological approaches to learning, and c) Learning support resources, as appropriate mechanisms for the evolution of teacher training and improvement models, considering that the advances in

didactics must be introduced in the teaching work, stimulating the motivation to learn to teach and improve didactic and pedagogical aspects. So too; It constitutes a source of reflection for educational actors, in terms of their initial training, training, improvement and application of didactic strategies.

Keywords: professional profile, didactic profile, didactic strategies, primary level

INTRODUCTION

In this decade, in all educational fields, what is meant by quality of education has been discussed? It is assertive to say that in order to improve it, significant transformations must be produced in the educational system, professionalize the action of educational institutions and the role of the teacher, developing these three perspectives constitutes a challenge for the coming years. Knowing the great importance of transforming the teacher and substantially modifying the ways of teaching, the teacher must outline professional traits that include knowledge of the formative structure (professional training), didactic and pedagogical knowledge, which allows reviewing their performance and positioning themselves at in tune with the demands of

their students, while using strategies to decisively and imaginatively execute curricular activities, participatory research and all those tasks that contribute directly and indirectly to forming the professional model demanded by the community, without neglecting the development employment that is achieved with the experience of service time, daily management in the classroom and management in some cases.

The general objective that it frames is to determine the significance of the relationship of the variables: Professional profile and didactic profile of the classroom teacher of the Sixth grade of primary education of the state educational institutions of the department of Puno. Likewise, the specific objectives are framed:

- Determine the statistical value of the didactic profile variable deployed in the sixth grade classroom of primary education through didactic strategies and their respective attributes: form of organization of teaching, methodological approach to learning and learning support resources.
- Estimate the didactic profile in the sixth grade teacher of primary education of state educational institutions, through mastery of the conceptual components of didactic strategies, forms of organization of teaching, methodological approach to learning and support resources for learning.
- Outline the professional traits of the educator who works as a teacher in the sixth grade classroom of primary education in state educational institutions.

LITERATURE REVIEW

Over the years, various authors have investigated issues related to the professional profile and didactic profile of the primary education teacher, among which are the investigations that are presented below.

Flores-Castillo (2009) in his research describes the perceptions that basic teachers

of the first and second cycle of Basic Education have about themselves of the competences that they mobilize in the processes of: preparation for teaching, the creation of a favorable environment for student learning, teaching for the learning of all students and in their professional responsibilities, and how the teachers of the first cycle of Basic Education are evaluated by their hierarchical superiors in those same competences.

Castillo (2010) indicates that the members of the school must use their autonomy to adapt to the challenges that the environment produces, plan change and introduce innovations that allow them to be in continuous improvement and collaborate together using consensus for the appropriate solution of problems. the problems that arise.

Dextre-Villanueva (2011) studied the professional profile and the didactic profile of primary school teachers. It affirms that teachers use methodological strategies that they select according to the degree of knowledge they possess and studies they have carried out, in order to increase the assimilation of knowledge of children.

MINEDU (2013) mentions that the main *raison d'être* of the educational system is for students to learn and for no one to be left behind. For this reason, it proposes as a vision of the future for national education, achieving learning that: (a) Allows the development of capacities to act in the world, facing all kinds of challenges, on a personal, social, productive, and civic level. (b) They make it possible to continue learning throughout life, that is, to learn to learn independently, effectively and permanently, which means expanding and progressing in the development of competencies.

MINEDU (2014) indicates that profound changes are necessary in teaching practice, in the mechanisms to professionalize teaching work and revalue the pedagogical knowledge of teachers in society. This is the challenge that the Peruvian State, teachers and society need to face in a concerted,

collaborative and sustained manner. In this orientation, it is necessary to previously agree on a prospective vision of the teaching profession with the various actors involved in the exercise, promotion, development and regulation of teaching.

López-Gil and Bernal-Bravo (2019) indicate that in today's society that is characterized by being digital, a rethinking of teacher training is required, for which reason teachers have new training demands for the development of digital skills.

García-Valles (2020) mentions that one of the factors that influence inclusive processes in schools is the initial teacher training. It also indicates that it is relevant to identify the necessary skills for a future teacher who will carry out inclusive processes, which is related to the teaching profile.

Sosa-Díaz and Valverde-Berrocoso (2020) in their research identified different profiles of teachers and provided evidence on factors

that influence the way ICT technologies (information and communication technologies) are used in teaching practice.

Sanjuán-Zapata (2021) has studied the teaching skills of novice primary school teachers to contribute to their development and facilitate the establishment of a teaching profile. After a comparative analysis between the competencies of the antecedent literature, it proposes a specific competency model, based on competencies: planning, organizational, scientific, communicative, digital, methodological, didactic, tutorial, evaluative, collegiate and transversal.

MATERIALS & METHODS

I. Sample information:

The entire sample is made up of 26 teachers of sixth grade of primary education from state educational institutions in the department of Puno in the academic year, as presented in Table 1.

Table 1. Number of teachers of sixth grade of primary education of the various educational institutions of the city of Puno, in the academic year.

N°	I.E.P	N° TEACHERS SURVEYED
1	I.E.P N° 70005 "Corazón de Jesús"	5
2	I.E.P N° 70623 "Santa Rosa"	2
3	I.E.P N° 70003 "Sagrado Corazón de Jesús"	3
4	I.E.P N° 70064 "San Martín de Porres"	2
5	I.E.P N° 700718 "Villa del Lago"	3
6	I.E.P N° 70045 "Chanu Chanu"	2
7	I.E.P N° 70081 "San Juan Bosco"	2
8	I.E.P N° 70024 "Laykakota"	5
9	I.E.P N° 70803 "Colibri"	1
10	I.E.P N° 70026 "Porteño"	1
	TOTAL	26

Note: I.E.P. means primary educational institution.

II. Methodology:

A survey was applied to determine the relevant aspects that delimit the professional profile and the didactic profile, to process the data and effectively measure the variables, scales were designed for each study variable, as defined below:

Table 2. Scale of the professional profile variable

SCORE	JUDGMENT	DECISION	NATURE OF THE TEACHING STRATEGY
1 – 19	You are starting your professional practice or maintaining the same starting conditions.	It is recommended to start developing the features of the professional profile.	IN TRAINING
20 - 38	It is developing and deepening features of the professional profile.	It is recommended to generate new traits.	GRADUATED

The didactic profile will be measured through its only subvariable: didactic strategies that in this scale are of a static nature (those whose impact on the student's activity generates passivity and receptivity)

and dynamic (those whose impact on the student generates activity and autonomy; Within these strategies are those promoted or mediated by the group and those that generate autonomy as such.

Table 3. Scale to estimate the didactic strategies of the regular basic classroom teacher

SCORE	JUDGMENT	DECISION	NATURE OF THE TEACHING STRATEGY
-48 a 1	Strategy that guides the passivity of the student.	It is recommended to change strategy.	STATIC
1.5 a 26	Group driven strategies, requires support to activate.	It is accepted and recommended to use it with strategies that guide autonomy.	
26.5 a 54	Strategy that guides the student towards autonomous decision.	It is accepted and it is recommended to strengthen it.	DYNAMICS

The scores of the scales refer to the choice of priorities in the use of the attributes that configure the didactic strategies subvariable that are: forms of organization of teaching, which implies the management of the communication process that is carried out with a specific purpose and the given context of a learning session.

Table 4. Scale of the subvariable didactic strategies and their attribute-forms of organization of teaching

STATIC	DYNAMICS	
Static	Group driven	Autonomy generators
Exhibition	Debates	Problem-based learning
Questionnaire	Collaborative group work	Project method
Question technique	Brainstorming	Workshops
Demos	Philips 66	

Then, the methodological approach to learning is considered, which is defined according to the theoretical nature or conception of learning that the teacher has and applies during the development of the learning session.

Table 5. Scale of the subvariable didactic strategies and their attribute-methodological approach to learning

STATIC	DYNAMICS	
Behavioral learning methodology	Group driven	Autonomy generators
Machine learning methodology	Collaborative learning methodology	Problem-Based Learning Methodology
Repetitive learning methodology	Cooperative learning methodology	Meaningful learning methodology
----	Learning methodology based on group dynamics	Constructive learning methodology
----	----	Structured learning methodology in complex thinking

Finally, the learning support resources are considered, they constitute an articulated system of components that intervene in the educational event, for the purposes of support and/or feasibility of contents, facilitating the teaching and learning process.

Table 6. Scale of the subvariable didactic strategies and their attribute-learning support resources

STATIC	DYNAMICS	
Static	Group driven	Autonomy generators
The teacher's word	Internet blog	Graphic representations
Plates and photographs	Group posters	Bibliography, texts
Videos	----	Web wiki 2.0

All these attributes have the objective of facilitating the intercommunication between the student, the tutors or teachers, to favor through reasoning a comprehensive approach of ideas and knowledge.

RESULT

I. Result for the first hypothesis of the study: Significant relationship between the professional profile and the didactic profile

of the classroom teacher of the sixth grade of primary education.

The strategies used by the majority of teachers in the sample of this research are dynamic teaching strategies in 73%. In this regard, didactic strategies could be classified as dynamic, if they contribute to activating cognitive processes that allow the student to face challenges and establish relationships, comparisons, rearrangements, re-creations, conceptual elaborations and

development of complex thinking. Within this category are those oriented by the group, in which the teacher relies on the transfer of learning carried out by the group, followed by the 27% who applied static

didactic strategies, which are those that bring little activity from the student, that is, that rather limit the confrontation of the student towards new searches and solutions.

Table 7. Didactic strategies used by teachers of the sixth grade of primary education

TEACHING STRATEGIES	FREQUENCY	PERCENTAGE
Static	7	27%
Dynamics	19	73%
TOTAL	26	100%

SOURCE: Survey applied to sixth grade teachers of state educational institutions in the department of Puno.

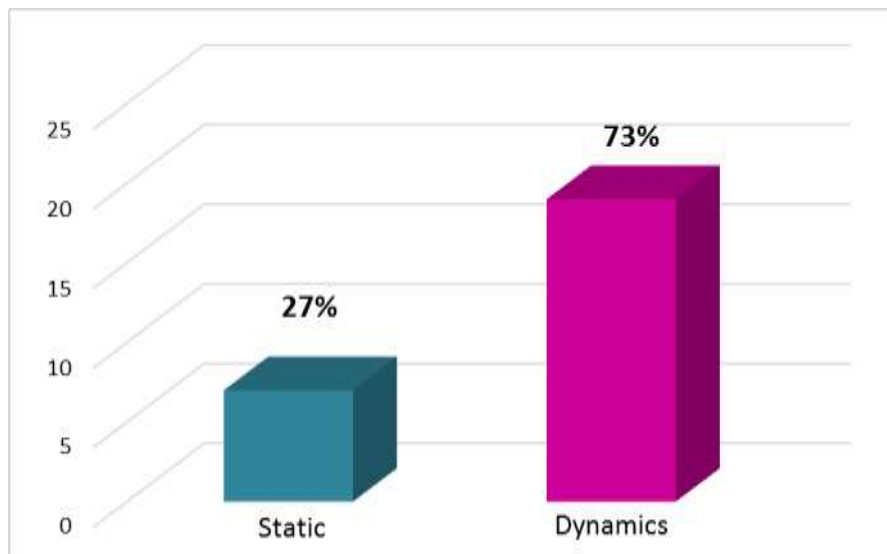


Figure 1. Didactic strategies used by teachers of the sixth grade of primary education

SOURCE: Survey applied to sixth grade teachers of state educational institutions in the department of Puno.

II. Result for the second study hypothesis: Determine the didactic profile deployed in the classroom through the attributes, forms of organization of teaching, methodological approaches to learning and learning support resources.

It is revealed that the forms of organization of teaching are an important part of the didactic strategies that the teacher selects or designs; and the strategy selected by the teacher is based on their professional profile, since the strategy to achieve significant learning is a kind of structured and integrated system of techniques, procedures, means, resources, actions, creations, etc. which teachers use to achieve meaningful learning in students.

Given the results of the study, these methodological approaches show that they are chosen by the teacher and determine the success of student learning and therefore

determine their school success. That is why the main challenge for educational institutions will be to generate specific environments for training or deepening professional skills to manage the complexity of processes in a changing society, with a critical sense, creativity, sensitivity to changes and with immediate reaction capabilities.

III. Result for the second study hypothesis: Outlining the professional traits of the classroom teacher of the sixth grade of primary education.

The results show that 81% of the teachers surveyed are in the category of teachers in training and 19% of them are in the category of trained teachers because they are developing and deepening features of the professional profile.

Table 8. Results of the professional profile of the teachers of the sixth grade of primary education

TEACHING STRATEGIES	FREQUENCY	PERCENTAGE
Graduated	5	19%
In training	21	81%
TOTAL	26	100%

SOURCE: Survey applied to sixth grade teachers of state educational institutions in the department of Puno.

The general features of the teacher's profile, on professional training, didactic-pedagogical knowledge and work experience collected by the questionnaire give as a result that the mastery of didactic strategies could be influenced by three aspects: place of professional studies, work experience, work situation and motivation to continue preparing in didactics.

The above, leads to understanding that the educator has to assume the role of promoter of the incorporation of content, so it will be convenient to handle a much broader horizon of knowledge than that corresponding to their area. This is mastering didactic strategies that can visualize forceful dynamics to generate greater learning achievements in students. The results obtained in the questionnaire show that 54% have a university education and 46% have been trained in a higher pedagogical institute.

Undoubtedly, experience is a path of constant professional enrichment, but together with this goes continuous training. When talking about the employment situation of the teacher, the results show that 35% are hired and 65% are appointed. Job instability demands great insecurity, harming the teacher's didactic profile, but in contrast, being appointed should improve the teacher's didactic profile, but it is not. The security that being appointed gives some teachers of this reality gives them the guarantee not to continue preparing, this brings a negative consequence for the teacher's didactic profile, when it should contribute to strengthening it.

Regarding the teacher's motivation to continue preparing in didactics, the results show that 100% of teachers allude to the need to prepare in didactic strategies and 34% prefer to prepare alone.

Table 9. Didactic strategies used by teachers of the sixth grade of primary education

TEACHING STRATEGIES	FREQUENCY	PERCENTAGE
Static	7	27%
Dynamics	19	73%
TOTAL	26	100%

SOURCE: Survey applied to sixth grade teachers of state EDUCATIONAL INSTITUTIONS in the department of Puno.

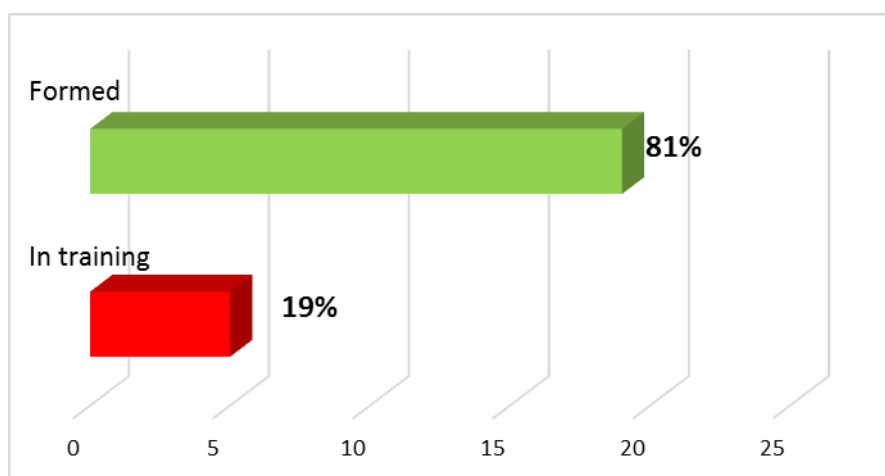


Figure 2. Didactic strategies used by teachers of the sixth grade of primary education

SOURCE: Survey applied to sixth grade teachers of state EDUCATIONAL INSTITUTIONS in the department of Puno.

DISCUSSION

The results found show that the most used strategies are the so-called dynamic didactics, which is a methodological strategy selected according to the level of teacher training (Dextre-Villanueva, 2011). The knowledge and practice of didactic strategies is also part of a specific competency model that the primary education teacher must have (Sanjuán-Zapata, 2021).

Likewise, it has been found that the forms of organization of teaching are an important part of the dynamic strategies selected or designed by the teacher, in addition, organizational skills must be part of the training skills of primary education teachers (Sanjuán-Zapata, 2021).). The organization includes the mobilization of processes such as preparation for teaching, creation of learning environments and teaching for learning (Flores-Castillo, 2009), in addition, autonomy must be used to adapt to challenges, plan changes and innovate for a continuous improvement for teaching (Castillo, 2010).

It has also been found that most of the teachers surveyed are in training, therefore, as teachers improve their degree of knowledge from the studies they have carried out, then they will select and use better methodological strategies (Dextre-Villanueva, 2011). In the national context, it is always necessary to improve teacher training to achieve learning to face reality (MINEDU, 2013), requiring profound changes in teaching, teacher professionalization and its pedagogical reevaluation (MINEDU, 2014). Currently, teacher training must cover the current demand such as digitalization or the use of information and communication technologies (López-Gil and Bernal-Bravo, 2019; Sosa-Díaz and Valverde-Berrocso, 2020) and also competencies of the teaching profile that facilitate processes inclusive (García-Valles, 2020).

CONCLUSION

1. The didactic and professional profile of the classroom teacher is characterized by a non-significant relationship. Since the majority of teachers state that they use dynamic strategies, however, their professional profile is categorized as teachers in training; that belongs to those teachers who are beginning their professional practice. This situation could have a cause, in that the sample of teachers is divided into two parts; in one, there are the appointed teachers and with years of experience, who have not bothered to continue preparing themselves in didactics, the other is made up of young teachers recently graduated from their higher education centers. All these aspects have contributed to their failure to achieve a professional profile of a trained teacher.
2. The didactic and professional profile of the primary level teacher is characterized by their initial training, the same that took place in pedagogical institutes. Likewise, the work experience of teachers is moderately high and their employment situation is stable when they are appointed. All these aspects have contributed to a lack of perception about the scope of their didactic knowledge.

Declaration by Authors

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