

MENDIVE



REVISTA DE EDUCACIÓN

Review article

Teacher performance during the pandemic and its effects on education

El desempeño docente durante la pandemia y sus efectos en la educación

Desempenho docente durante a pandemia e seu impacto hoje

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Received: November 26, 2022

Accepted: January 31, 2023.

ABSTRACT

During the pandemic, teachers reinvented themselves in their work, and the need arose to adapt to the demands of remote education. The aim of this article is to analyse teaching performance during the pandemic and its impact today. The following databases were used to search for information: Scopus, SciELO, ERIC, EBSCO and Academic Onefile. The contents were analysed using Gowin's V methodology, which allowed us to ask the following questions: What happened to teacher performance during the pandemic? What factors influenced teacher performance? What dimensions of teacher performance were prioritised? What is the relationship between managerial leadership and teacher performance? The studies indicate that teacher performance is key to improving the quality of education in an institution. During the pandemic, it was focused on the pedagogical use of technological resources that allowed for the development of learning with students, which is why there was a slight decrease in teacher performance. It is concluded that teaching performance was centred on the empowerment of digital resources and the importance of their evaluation by peers and principals, through the dimensions proposed in the framework of good teaching performance, under two approaches: formative and critical-reflective. Other factors that determined teacher performance were: the pedagogical leadership of the principal, considered as a paradigm and promoter of the organisational culture, and the incentive policy that helped to improve teacher performance because it motivated them intrinsically and extrinsically.

Keywords: student well-being; quality of education; teaching; basic education; formal education; teacher effectiveness; pedagogical skills; pandemic.

RESUMEN

Durante la pandemia los docentes se reinventaron laboralmente. Surgió la necesidad de adaptarse a las exigencias de la educación remota. El objetivo de este artículo es analizar el desempeño docente durante la pandemia y su impacto en la actualidad. Para la búsqueda de información se utilizaron las bases de datos: Scopus, SciELO, ERIC, EBSCO y Academic Onefile. Los contenidos fueron analizados usando la metodología de la V de Gowin, que permitió plantear las interrogantes: ¿qué ocurrió con el desempeño docente durante la pandemia?; ¿qué factores influyeron en el desempeño docente?; ¿qué dimensiones del desempeño docente se priorizaron?; ¿qué relación hay entre el liderazgo directivo y el desempeño docente? Los estudios señalan que el desempeño docente es clave para mejorar la calidad educativa de una institución; durante la pandemia estuvo focalizado en el uso pedagógico de los recursos tecnológicos que permitieron desarrollar aprendizajes con los estudiantes, motivo por lo cual se tuvo un leve decrecimiento. Se concluye que el desempeño docente se centralizó en el empoderamiento de los recursos digitales y la importancia que tiene su evaluación por pares y los directores, a través de las dimensiones propuestas en el marco del buen desempeño docente, bajo dos enfoques: el formativo y el crítico-reflexivo. Otros factores que determinaron el desempeño docente fueron: el liderazgo pedagógico del director, considerado como paradigma y promotor de la cultura organizacional y la política de incentivos, que ayudó a mejorar el desempeño laboral docente porque los motivó intrínseca y extrínsecamente.

Palabras clave: bienestar del estudiante; calidad de la educación; docencia; educación básica; educación formal; eficacia del docente; habilidades pedagógicas; pandemia.

RESUMO

Durante a pandemia, os professores reinventaram-se em seu trabalho, e surgiu a necessidade de se adaptar às exigências da educação à distância. O objetivo deste artigo é analisar o desempenho do ensino durante a pandemia e seu impacto nos dias de hoje. As seguintes bases de dados foram usadas para buscar informações: Scopus, SciELO, ERIC, EBSCO e Academic Onefile. O conteúdo foi analisado utilizando a metodologia V de Gowin, o que nos permitiu fazer as seguintes perguntas: O que aconteceu ao desempenho dos professores durante a pandemia? Que fatores influenciaram o desempenho dos professores? Que dimensões do desempenho dos professores foram priorizadas? Qual é a relação entre a liderança gerencial e o desempenho dos professores? Os estudos indicam que o desempenho dos professores é fundamental para melhorar a qualidade da educação em uma instituição. Durante a pandemia, ele foi focado no uso pedagógico de recursos tecnológicos que permitiram o desenvolvimento da aprendizagem com os alunos, razão pela qual houve uma ligeira diminuição no desempenho dos professores. Conclui-se que o desempenho do ensino foi centrado no empoderamento dos recursos digitais e na importância de sua avaliação por pares e diretores, através das dimensões propostas no âmbito do bom desempenho do ensino, sob duas abordagens: formativa e crítico-reflexiva. Outros fatores que determinaram o desempenho dos professores foram: a liderança pedagógica do diretor, considerada como paradigma e promotora da cultura organizacional, e a política de incentivos que ajudou a melhorar o desempenho dos professores porque os motivou intrínseca e extrínsecamente.

Palavras-chave: bem-estar do estudante; qualidade da educação; ensino; educação básica; educação formal; eficácia do professor; habilidades pedagógicas; pandemia.

INTRODUCTION

The two years of unpredictable pandemic shook the educational systems of all countries, they also brought with them structural changes in the performance of the education worker (Rivera-Gutiérrez and Higuera-Zimbrón, 2021, p.1). Few countries were prepared to face remote educational service during the pandemic years. This inequity brought consequences that will cost between ten and fifteen years to recover educational quality; Thus, European and Latin American teachers, when transitioning from face-to-face education to teleworking, reinvented themselves, because within their training the pedagogical administration of digital resources was hardly contemplated, the effect of which has been to widen the gap with respect to job performance. (Lara *et al.*, 2022).

The maxim of teacher training, during and after the pandemic, was self-training, assumed by the emerging and unexpected need, whose recurring and most visited sites were YouTube tutorials (Sánchez *et al.*, 2021). Along the same lines, the decentralized organizations also showed interest in improving the digital performance of teachers, organizing sporadic courses that contributed to the critical situation, a fact that was further exacerbated by the economic and technological deficiencies of families that did not allow for equity in education. time to provide the educational service.

The teacher is aware that his performance in the last two years has not been optimal, but the context requires that he be monitored, valued and that he develops in a pleasant environment; In this sense, it should not be separated from the accompaniment by the coordinators and directors of the school for the achievement of quality learning. These factors are key to the effectiveness and efficiency of learning (Ferreira and Barbosa, 2020; Aretio, 2021; Lara *et al.*, 2022;

Ngwenya, 2021; Martínez *et al.*, 2020; Cerón *et al.*, 2020).

Likewise, society and institutions have always dented the performance of teachers; For example, inappropriate behavior, inadequate social relationships, poor academic performance are solely responsible for the teacher, when teacher work effectiveness has many factors such as the effective leadership of directors who act as fuel in teaching performance or that the teacher shows their worries, anxieties and challenges that were mostly neglected (Leiton *et al.*, 2022; Cardoso-Pulido *et al.*, 2022; mulyani *et al.*, 2020; gardener *et al.*, 2021; Vasquez *et al.*, 2021; Cipriani *et al.*, 2021).

Meanwhile, education is a social, didactic, complex and integral process, which is why it is urgent to reveal the real influence that teacher performance has on the development of students, on pedagogical quality and on the development of society. Thus, educational comparisons before and during the pandemic reveal a general decrease, both in the labor productivity of the educator and in the academic performance of the students; This reality has created frustrations in teaching performance because there is the natural intention of the educator to do an efficient job, but the context and the shortcomings show complex obstacles (Nuñez, 2021; Gonzáles, 2022).

Teachers who received pedagogical support had high levels of teacher performance (Lara *et al.*, 2022). In the same sense, the pedagogical work of the educator and the motivations of the students towards the desire to learn the subjects showed that the role of the teacher is a predominant factor that influences the pleasure of learning (Gonzalez- Bañales *et al.*, 2022). The development of teachers turns towards the understanding and application of digital competences, as a transversal competence, which requires strengthening and internalizing, otherwise it generates

frustration and anxiety in teachers (Huamán *et al.*, 2021).

The objective of this article is to analyze the teaching performance during the pandemic and its current impact on regular basic training teachers, in the minor modality, from Ibero-American countries in the last three years; For this, the search for relevant and updated information was made in online databases.

DEVELOPMENT

Scopus database, Scientific Electronic Library Online (SciELO), ERIC, EBSCO and Academic Onefile. To select the articles, the following Boolean operators were considered: teacher AND performance, teacher AND performance, performance AND teacher, teaching AND performance; whose temporal periodicity took into account from 2020 to 2022 and in three languages: Spanish, English and Portuguese.

To give it scientific rigor, four guidelines were used to choose the binding articles: that the conclusions be the result of concrete and verifiable tests, whether quantitative or qualitative, that is, they are empirical investigations; the population and sample inclusion of teachers, object of study; the social and pedagogical impact of the articles and the date of publication of the background, all published during the last three years.

The contents of the articles found were analyzed using the Gowin's V methodology proposed by Nobak and Gowin (2002), who helped to raise central questions based on the theories and conceptualizations described: what happened to teacher performance during the pandemic?; What factors influenced teacher performance?; What dimensions of teacher performance were prioritized? What is the relationship

between managerial leadership, the incentive system, and teacher performance?

Teacher performance during the pandemic

The human resources management strategy shaped teacher performance during the COVID-19 crisis and forced organizations to make internal and external changes; in the opposite direction, the activities would stop being carried out and precisely the work performance was one of the factors that had to adapt to the new demands, the challenge was greater when the employees showed stress, helplessness and lack of security (Hernández *et al.* 2020, Bienkowska *et al.* 2022).

The management of human resources was key for schools to strengthen the leadership of the governing body, which had to propose, promote and evaluate the impact of new strategies related to the well-being of the worker and the empowerment of technological resources. The decisions adopted by the higher governing bodies were late, for the same reason that they had not been adequately planned, when the pandemic arrived unexpectedly and it was the schools themselves that attempted rapid changes with internal resources (Bieñkowska *et al.* 2022).

Teaching performance in virtual environments is a complex process through which work performance is evaluated, as well as teaching skills, compliance with responsibilities and the potential for present and future development; it was one of the determining factors during and after the pandemic since it has gone through needs such as the strengthening of digital skills by the teacher himself and by the higher governing bodies (Rivera-Gutiérrez and Higuera-Zimbrón, 2021).

On the other hand, Piñón *et al.* (2022) affirmed that the use of Information and

Communication Technologies (ICT) and teacher performance had difficulties when using the technologies because they argued that they had not been trained in a timely manner; In addition, they show fatigue at the end of each day and explain that under this modality the work effort is greater. Under this postulate, the work performance of the worker was inclined primarily to understand and pedagogically apply digital resources to face school learning and a natural neglect was observed for the strategies and the evaluation system of teaching-learning.

For their part, Loayza *et al.* (2022) complemented the conceptualization of teacher performance by pointing out that in addition to being linked to professional development, it is a social need because it has educational improvement purposes, which has gaps in its stages: the initial teacher training collides when it begins its work and On the other hand, continuous training is not related to the demands and sudden changes that occur and if there is no systematic educational plan, the problem will continue. These approaches have a foothold within the educational field because it is conceived as a social science that seeks the well-being of its users and, to become visible as such, requires the commitment of social actors and especially those who lead the sector, being able to develop a plan of real and sustainable teacher training.

For Lara *et al.* (2022) many teachers were forced to train to give continuity to the educational service and the contingency plans included teacher training in the use, development and application of virtual environments and personal motivation. Under this view, performance evaluation cannot be excepted, which also became more flexible around the effective application of technological resources in school learning and how the emotional aspect of the worker evolved, which became the axes of the teaching work. This sudden digital transformation and the massive use of the Internet demanded more activity and fluency

in work performance, without which the learning process would not have been possible (Sánchez Soto *et al.*, 2021).

Along the same lines, Ramos and Pérez (2021) mentioned that teachers had to adapt their usual practice to emerging needs with greater creativity to understand and use technologies at the service of information and communication. At the same time, these strengths were accompanied by a lack of sufficient technological resources and their applications. On the other hand, families showed an economic, social and technological crisis, so the work performance of teachers in distance education had many limitations.

Another characteristic of teacher performance during the pandemic was the optimization and visible results of peer evaluation; that is, among the teachers themselves, which allowed us to understand the vitality of measuring work performance during remote education. This strategy allowed the teacher to recover pedagogical leadership and consequently self-efficacy and teacher performance (Cabello, 2020; Abreu and Barbosa, 2022; Akman, 2021).

Par excellence, the pedagogical leadership was assumed by the directors, but remote education relatively isolated the students from the directors and germinated a more direct interrelation between teacher-student. This fact allowed that those directly authorized to carry out a performance evaluation would be the same teachers, very comparable to what the General Directorate of Regular Basic Education (2012) highlights in the interaction between peers, collaborative work, the transfer of work systems in order to improve pedagogical practice.

For their part, Vargas (2021) and Cerón *et al.* (2020) highlighted initial teacher training to train reflective teachers in their practice. They explain that this crucial factor contains mostly theoretical discourses and that the

cognitive approach that wanders in Higher Education classrooms, in charge of teacher training, predominates; therefore, it is far removed from the pedagogical practice itself. They affect generative reflection to promote a consonance between speculation, praxis and the quality of training institutions. This approach reveals the disarticulation between the initial and continuous training of the teacher, the lack of will to make political, technical and, above all, academic decisions. A particular case that can be replicated is the pre-professional practices undertaken by active teachers in basic education, in order to learn more about the reality of the classroom. This aspect has a powerful influence on the performance of the educator and helps to associate theory and practice, which in themselves are different, but complementary.

Approaches that support teacher performance

There are two models of teacher performance. On the one hand, the theoretical proposal of Restrepo (2004), who promoted the deconstruction of daily teaching from action research within the educational field, whose central axes were: critical reflection of daily practice, the theories that support its existence, the strategies, the rites, the routines, thus becoming the construct of pedagogical knowledge. Minedu (2018) called this approach the critical-reflexive approach. On the other hand, it is known that teacher performance is subject to evaluation for training purposes, administrative compliance, or simply for punitive purposes. The formative evaluation model consists of the subject evaluated reflecting on their progress and difficulties, learning to identify successes and errors and rebuilding their learning, regulating their learning and seeking autonomy (Scriven 1967, cited in Guerra y Conzuelo, 2015; Sadler 2010; Anijovich and Cappelletti, 2017). There is a lot of coherence in the previous approaches regarding the theories that explain teacher

performance, which cannot be limited to just one; The teacher needs to be evaluated by someone pedagogically and technically authorized for reflection and critical regulation of their development to take place.

In addition, the intentions of reorienting or reforming teacher training have been in all educational systems for decades and, in order for it to evolve, they constantly resort to new approaches such as formative, socio-constructivism and critical-reflexive, which seek self-assessment of practices . , criticality and reflective dialogue, the construction of knowledge and not its transmission, the deconstruction of practice, self-training, the promotion of the learning process and collective work against technical individualism (General Directorate of Regular Basic Education, 2012). . These approaches and their characteristics have only remained in transit, they have not been fully realized because they have not been adapted to the context or to the demands of the teaching-learning process, they did not have the technicians or the experts to transmit it; but if executed, they would have positive effects on teachers and students, as the authors proclaim.

Teacher performance dimensions

Loayza *et al.* (2022) expressed that teacher performance is a key factor for the reform of world education, which needs to be strengthened through the involvement and fulfillment of the corresponding functions. Spectator and passive teachers are insignificant; to specify the idea, he proposes four dimensions (Table 1).

Table 1- The four dimensions of teacher performance

Dimensions	Content/features
Preparation for student learning.	Referring to the organizational mode of tasks, whose starting point is the knowledge of the year and within the multicultural approach, the selection of the art of teaching and learning and the empowerment of learning. This planning must start from a real context with hybrid models of learning and the support of ICT, as well as considering alternative plans when what was planned does not arise.
Teaching for student learning.	This dimension refers to the appropriate educational didactics that does not exclude the cultural heterogeneity of the students. The training institution must become the permanent support of students in situations of vulnerability and the teacher, the promoter of the practice of values and translator of school expectations. These aspects will be the conditions to train students with inclusive, competent thoughts, makers of their lives and adaptable to different scenarios.
Participation in the management of the school articulated to the community.	Referred to the articulation of learning centers for the development of the world of knowledge. It also takes into account the assertive communication that is established in the school with all the educational actors for the active construction of the PEI.
Development of professionalism and teaching identity.	He sees the education worker as the professional with identity and a great promoter of collaborative and team work, who assumes responsibilities when the products are adverse or positive. This dimension reinforces the in-service training system for teachers to ensure social promotion and improvement of pedagogical practice.

Note: Loayza et al. (2022)

For its part, Minedu (2018) proposes five dimensions of teacher performance (Table 2), all of them linked to the teaching environment for student learning within the

Framework of Good Teacher Performance. These categories are very appropriate for those responsible for performance evaluation to collect, systematize, analyze and assess the work performance of the education professional.

Table 2- The five dimensions of teacher performance

Dimensions	Content/features
Actively involves students in the learning process.	It is the degree of involvement that the teacher exerts in his students during the class. In addition, it means giving meaning and utility to what you learn; Here the intrinsic motivation becomes relevant, translated into the interest that the student assumes through a receptive attitude, attentive listening, responses with gestures, enthusiasm and perseverance when they carry out the tasks and the interactions flow around the topic developed.
Promotes reasoning, creativity and/or critical thinking.	It is valued when the educator implements the development of complex thoughts in the students, for this he proposes learning actions and determines pedagogical interrelationships that promote creativity, understanding of the fundamentals, determination of theoretical connections, application of strategies and taking well-founded positions. The three complex thoughts are: the reasoning referred to solving novel dilemmas, executing inferential reasoning, arriving at conclusions and constituting with pertinent meanings; inventiveness or creativity understood as the ability to engender new ideas or conceptualizations, demonstrate new ways of associating ideas and; critical thinking, whose nature lies in the assumption of positions based on the previous interpretation of topics, concepts, situations, problems or ideas.
Evaluates the progress of learning to provide	This dimension values the accompaniment carried out by the teacher of the learning

feedback to students and adapt their teaching.	system of the schoolchildren and the actions carried out during the interaction to provide pedagogical support. The supervision carried out by the teacher regarding the advances and setbacks of the students in the achievement of learning is evaluated here; In the same way, the effectiveness of the feedback process given to the students and the adaptation made to routine activities are valued.
It fosters an environment of respect and closeness.	With this dimension it is appreciated if the teacher promotes a space of respect in the classroom, which is translated as a good treatment between the two basic actors of education. It also estimates the perspective that the teacher shows towards his students, the cordial and warm actions at all times. Empathy cannot be ignored as a social skill that acts as energy to live together in an affective and safe space.
Positively regulates student behavior.	This category estimates the teacher's actions to regulate the attitudes of students, showing a positive paradigm and contributing to the autonomous management of human behavior, which serves as the foundation of healthy coexistence. It also values the impact that clear and agreed rules of coexistence have for students inside and outside the classroom.

Note: Minedu (2018)

Directive leadership and teacher performance

Teacher performance is the result of the condition of the original training and the process that is provided. There are two specific factors that also contribute to this purpose: one of them is the pedagogical leadership of the management staff (Vásquez *et al.*, 2021; Mulyani *et al.*, 2020) that, in the face of positive and significant practices of efficient driving with a focus on managerial leadership, the teacher

development is better, which is materialized in school effectiveness.

Under the same optics, Barbachán *et al.* (2020) point out the characteristics of the leading manager: positive behaviors in the work environment, punctuality as the main value, optimism for work, discipline in all actions, institutional commitment and the culture of permanent innovation. These authors explain that these particularities are transmitted to the staff and, consequently, the result will be optimal work performance.

The contribution of Aquino *et al.* (2021) is fundamental when they explain that if principals vary their leadership practices, the school experiences substantial improvements in teacher performance, regardless of age or gender. They detail that the managers who assume permanent changes in their management are those who generally have postgraduate studies. The contributions of the aforementioned authors have a strong foothold in the educational reality, directive leadership is a trigger to deploy, transmit and replicate practices inside and outside the classroom; The teacher who observes pedagogical qualities in his leader will continue this path, even reflecting the expectations becoming an active member of the institution's pedagogical team.

For Lozano and Miranda (2021), teacher training and its practice are sides of the same coin that should never be separated. This principle should also apply to directors, who lead the pedagogical management of a training institution. Through qualitative research with the hermeneutic method, he interpreted the discourse and triangulated the findings; The author showed that the continuous training of the teacher outlines the performance inside and outside the classroom, to achieve this purpose he resorts to the contribution of Toyotism and collaborative work that materializes in the learning communities.

Within this framework, Kanya *et al.* (2021) sought to establish the influence of the school director with leadership, organizational culture and teaching competence, thus demonstrating a strong one-to-one relationship between them and mainly the significant improvement in teaching performance, which translates as a quality of the teachers and the institution. Linked to this approach, Limon (2022) emphasizes a vital function of the director, who acts as a great mediator of organizational commitment that serves to strengthen management with a directive leadership approach and the work performance of teachers. He finished his studies indicating that these factors empower and enrich acting or team work.

Based on the previous statements, a subdimension of the variable emerges: the organizational culture which, according to Abreu and Barbosa (2022), is understood as the system of participatory beliefs and values that are actively developed within an organization that is definitely directed. and places the behavior of its members; The school is obliged to establish participatory, sustainable and realistic patterns, so that this factor has implications for the performance of all its members.

Another trait to improve teacher performance is proposed by Martínez *et al.* (2020). For them, the evaluation of teacher performance must take place in the classroom; that is, in the teacher's performance, which reflects more real data of the teacher's practice and serves to provide immediate feedback. They are opposed to teachers being evaluated through an exam because it is not contextualized to labor praxis. It should be noted that all educational systems at national and decentralized levels are opting for an *on-site performance evaluation*, since it provides verifiable elements and rational evidence, both strengths and weaknesses, but with the professional guarantees of who is going to do it.

It should also be mentioned that there is a correlation between the pedagogical scaffolding and the educator's exercise, since it provides information to improve institutional management and positively affects the integral well-being of the direct and indirect educational actors of the institution. To corroborate its effectiveness, the accompaniment must respond to the previous monitoring process, which serves to collect information and, in this way, offer better attention to the pedagogical practice to the teacher (Lara *et al.*, 2022). This contribution requires not only the predisposition of the monitor, but also the sharpness, neatness and knowledge of theories, approaches and experiences carried out in the educational field and without excluding the influences on school learning that have the emotional state of the educator. .

The incentive system and teacher performance

The salary and incentive system is also another component that influences the teacher's work. In this regard, Ngwenya (2021) suggests that improving the conditions of teaching work implies improving performance. In his research, he indicates that a large percentage of his sample always regrets their low salaries and the absence of a stimulus plan, that they do not satisfy their basic personal and family needs and that, therefore, they do not improve their performance in schools because they find an extrinsic demotivation.

Along the same lines, Loyola (2020) and Delgado *et al.* (2022) mentioned that a policy of salary incentives differentiated by rural and urban areas has effective and significant consequences on the labor practice of educators and students. Then, it makes a comparison of performance results with other schools in Colombia that lack incentives and shows a great difference; For this reason, they propose as a high-impact evaluation model that is becoming

widespread in various regions of the country. They also explain a clear contrast between the linear and circular economy as tradeoffs that help the education system.

Regarding what was outlined above, the ideas of Ngwenya (2021) are binding for Latin America, since the remuneration of the education worker is postponed and neglected. This imbalance generates disparities in the cost of living, while in North America the economic gaps have been narrowing. An incentive policy should not be limited only to the monetary aspect, but implies intrinsic stimuli such as scholarships for postgraduate studies, trips, tours, internships, exchange of experiences, which act as incentives in the teacher's work development.

CONCLUSIONS

Teacher performance was basically focused on the empowerment of digital skills and resources, in addition to the importance of peer and hierarchical evaluation through the proposed dimensions related to scope, skills, and observable actions of the Good Teacher Performance Framework. , which regulates guidelines and proposals for training, updating, evaluation and teacher progress in the educational system, from two approaches: the formative and the critical-reflexive.

The director's pedagogical leadership, considered as a paradigm and promoter of the organizational culture where all pedagogical members feel a sense of belonging and identity, was decisive for the evaluation of teacher performance. At the same time that it has added values, the same performance must be given in the classroom, because the teachers are directly responsible for the pedagogical interaction where the reciprocity of observations makes it possible

to focus more realistically on the strengths and weaknesses of each educator.

The incentive policy has very positive impacts on teacher performance, through two human motivations: intrinsic and extrinsic, which combine perfectly in a policy of incentives, which are not necessarily economic, but can motivate teachers to continue growing professionally. with postgraduate studies or enrich your practice through international internships.

The limitations of this research are linked to the fact that, in the two years that humanity suffered from the COVID-19 pandemic, there was no intellectual production related to the subject matter presented.

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Conflict of interests:

The authors declare not to have any interest conflicts.

Contribution of the authors:

The authors participated in the design and writing of the work, and analysis of the documents.

Quote as

Monterroso-Vargas, M., Huayta-Franco, Y., & Guzman -Meza, M. (2023). Teacher performance during the pandemic and its effects on education. *Beg. Education Magazine*, 21 (2), e3281. <https://mendive.upr.edu.cu/index.php/MendiveUPR/article/view/3281>



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