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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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Students' Participation in Teacher Performance Evaluation

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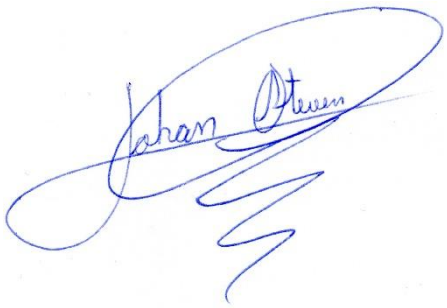
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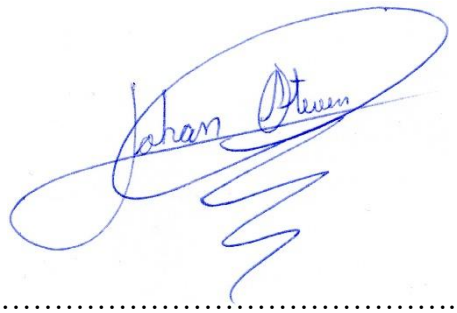
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DEDICATION

TO:

God for giving me the strength and will to keep going day by day and guide me through this process, my parents and my brother as the pillars who supported me in every moment of my education and my life because without their support and advice, I would not have been the person I am now.

Johan.

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Tema: Students' Participation in Teacher Performance Evaluation

Autor: Johan Quispe

Tutor: Mg. Ana Jazmina Vera de la Torre

ABSTRACT

This descriptive study analyzed students' perspectives on their participation in teacher hetero-evaluation at the Universidad Técnica de Ambato. A total of 66 students, composed of 22 males and 44 females from the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) program, participated in the study. Data were collected through a 24-item survey divided into three sections, each using a Likert scale of agreement. The instrument was validated through expert review by five English professors from the PINE program, and statistical reliability was confirmed using Aiken's V (0.94) and Cronbach's Alpha (0.929). The research was guided by three questions derived from the specific objectives: to describe the types of student participation according to educational theory, to analyze students' current level of participation in hetero-evaluation, and to identify the indicators students believe should be included when evaluating teacher performance. Regarding the first objective, the findings showed that Roger Hart's Ladder of Participation helped identify the different types of student involvement in teacher hetero-evaluation, from passive roles to active participation. The model was used to guide the survey design and provided a clear structure for understanding how participation can develop. For the second objective, results indicated that students are currently at Level 5 *Consulted and Informed*. They are allowed to give opinions but do not take part in decision-making. However, many students expressed a desire to be more involved and work with university authorities to improve the evaluation process. Finally, for the third objective, students suggested key indicators they believe should be part of teacher evaluations, including clear explanations, engaging lessons, respect, fairness, and constructive feedback. These ideas reflect both academic quality and emotional support, showing that students can contribute meaningfully to creating better evaluation tools.

Keywords: hetero-evaluation, student participation, teacher performance, feedback, improvement.

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RESUMEN

Este estudio descriptivo analizó las perspectivas de los estudiantes sobre su participación en la heteroevaluación docente en la Universidad Técnica de Ambato. Un total de 66 estudiantes, conformado por 22 hombres y 44 mujeres del programa de Pedagogía de los Idiomas Nacionales y Extranjeros (PINE), participaron en el estudio. Los datos se recopilaron mediante una encuesta de 24 ítems dividida en tres secciones, cada una utilizando una escala Likert de acuerdo. El instrumento fue validado a través de la revisión de cinco docentes expertos en inglés del programa PINE, y su confiabilidad estadística fue confirmada mediante el coeficiente V de Aiken (0,94) y el Alfa de Cronbach (0,929). La investigación se baso por tres preguntas derivadas de los objetivos específicos: describir los tipos de participación estudiantil según la teoría educativa, analizar el nivel actual de participación de los estudiantes en la heteroevaluación y determinar los indicadores que los estudiantes consideran deben incluirse al momento de evaluar el desempeño docente. En relación con el primer objetivo, los resultados mostraron que la Escalera de Participación de Roger Hart ayudó a identificar los diferentes tipos de participación estudiantil en la heteroevaluación, desde roles pasivos hasta formas de participación activa. Este modelo se utilizó para guiar el diseño de la encuesta y ofreció una estructura clara para entender cómo puede desarrollarse la participación. Respecto al segundo objetivo, los resultados indicaron que los estudiantes se encuentran actualmente en el Nivel 5 – Consultados e Informados. Aunque se les permite dar su opinión, no participan en la toma de decisiones. Sin embargo, muchos estudiantes expresaron su deseo de involucrarse más y trabajar junto con las autoridades universitarias para mejorar el proceso de evaluación. Finalmente, en cuanto al tercer objetivo, los estudiantes propusieron indicadores clave que consideran deben formar parte de las evaluaciones docentes, incluyendo explicaciones claras, clases dinámicas, respeto, equidad y retroalimentación constructiva. Estas ideas reflejan tanto la calidad académica como el apoyo emocional, lo que demuestra que los estudiantes pueden contribuir de manera significativa a la creación de instrumentos de evaluación más eficaces.

Palabras clave: heteroevaluación, participación estudiantil, desempeño docente, retroalimentación, mejora.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research Background

The following section presents research findings from various academic sources that provide a theoretical foundation for the study of students' participation in teacher performance evaluation.

In a study conducted by Velásquez (2022) explored the association between teacher performance evaluation and student academic satisfaction. This study utilized a quantitative approach with a correlational design, surveying 61 teachers and 1,703 students. The results indicated a weak but significant association between teacher performance evaluation and student satisfaction, suggesting that as teacher performance ratings improve, student satisfaction also increases. These findings highlight the need for continuous assessment and refinement of teacher evaluation processes to enhance their impact on student learning experiences. Additionally, the study suggests that students' perceptions of teaching quality influence their motivation and engagement, reinforcing the importance of feedback mechanisms in education.

Vargas (2024) conducted a study focusing on the relationship between teacher performance and student satisfaction in language centers at private universities. Using a quantitative, non-experimental cross-sectional design, the study surveyed 339 students. The findings revealed a strong positive relationship between teacher performance and student satisfaction, emphasizing the importance of enhancing teachers' competencies and skills to improve educational quality. This research aligns with previous studies, such as Ortiz and Abrera (2021) in the Philippines, which found that students perceive a direct link between teacher effectiveness and overall learning outcomes. The study by Vargas also suggests that ongoing professional development and teacher training programs are critical in maintaining high levels of student satisfaction and academic success.

Avilés and Ledesma (2024) analyzed the impact of teacher performance evaluation on teaching improvement in Ecuador. The study used mixed-method data collection techniques, including student surveys and teacher interviews. The results showed that students found their teachers' explanations clear and understandable. However, areas for improvement were identified in the use of teaching materials and teachers' availability to assist students outside class hours. Similarly, Röhl et al. (2025) conducted a meta-analysis examining the impact of student feedback on teaching quality

in primary and secondary education. Their findings reinforce the idea that structured and well-supported student evaluations significantly enhance teaching effectiveness, particularly when educators receive guidance on how to interpret and apply the feedback.

Further research by Zurita (2021) examined student participation in teacher performance evaluation at the Univalle Dental Clinic. Using a qualitative descriptive approach with interviews and surveys involving both students and teachers, the study concluded that active student participation in teacher evaluations significantly contributes to improving educational quality and refining teaching practices. This aligns with findings from Berrio et al. (2022) in Mexico, who examined both teacher and student perspectives on evaluation processes. They found that including student input leads to more targeted improvements in teaching methodologies, ultimately benefiting both educators and learners. The studies suggest that student participation in evaluation should be encouraged across different educational contexts to ensure continuous improvements in pedagogical strategies.

In a study conducted by Flodén (2017), the researcher examined university teachers' perceptions of student feedback and its influence on their teaching decisions. This study utilized a survey distributed to faculty members to assess how feedback impacts instructional practices. The results indicated that most teachers viewed student feedback positively and recognized its potential to improve teaching quality. However, the study also found that teachers who received negative feedback experienced emotional distress and, in some cases, made unnecessary adjustments to their teaching methods to satisfy students. These findings highlight the importance of providing educators with structured support to interpret and apply student feedback effectively, ensuring that it leads to meaningful improvements in the learning environment.

A study by Hutchins (2024) investigated the impact of formative feedback from students and colleagues on teachers' professional growth. This research employed a mixed-method quasi-experimental design, combining surveys and interviews with educators to analyze how feedback influences their instructional development. The findings revealed that teachers who actively seek and engage with feedback demonstrate a strong commitment to continuous improvement. Additionally, the study emphasized that incorporating student feedback into teacher evaluations enhances the accuracy and fairness of assessments, ultimately strengthening accountability measures in educational institutions. These results suggest that a well-integrated feedback system can significantly

contribute to the professional development of educators and improve overall teaching effectiveness.

In a comparative study conducted by Ulker (2021) between Turkey and the United States, the researcher explored how student evaluations contribute to improving teaching quality. Using semi-structured interviews with university instructors from both countries, the study analyzed teachers' perspectives on the role of student feedback in shaping their instructional strategies. The findings indicated that student evaluations can be a valuable tool for enhancing education, provided that concerns regarding evaluation design, administration, and post-evaluation processes are adequately addressed. The study suggests that implementing well-structured evaluation practices allows institutions to maximize the benefits of student feedback while ensuring that assessments remain constructive and fair.

Bulgarelli et al. (2023) investigated teacher performance evaluation at the Universidad LCI-VERITAS, based on students' perceptions. This applied quantitative research designed and implemented a new participatory evaluation instrument. The study demonstrated that student-driven evaluation tools enhance educational quality and strengthen teachers' professional competencies. These findings resonate with Havik and Westergård (2020) in Norway, who explored how student perceptions of classroom interactions influence engagement and emotional involvement in learning. The evidence suggests that giving students a voice in teacher assessments not only benefits educational institutions but also encourages a more inclusive and responsive learning environment.

THEORETICAL FOUNDATION OF THE VARIABLES

Independent Variable: Students' Participation

1.1 Educational Theories

Educational theories help explain how people learn. They show how knowledge is gained, organized, and remembered. These theories are important because they help teachers create better ways to teach. According to Bartolomei (2021), these theories offer a set of concepts that observe, describe, explain, and guide the learning process of individuals and everything related to this process. Among them, three main theories emerge.

The first main learning theory is behaviorism, developed by John B. Watson and later expanded by B.F. Skinner. It says that learning happens through rewards and punishments. When a person gets a reward for doing something, they are more likely to do it again. On the other hand, if they get a punishment, they are less likely to repeat the action (Giannoukos, 2024).

The second important theory is cognitivism, created by Jean Piaget. This theory focuses on how the brain processes and organizes information. Piaget believed that people learn by making connections between new ideas and what they already know (Asiimwe & Hilary, 2023).

Lastly, the third major theory is constructivism, developed by Jean Piaget and Lev Vygotsky. This theory says that people learn best when they build knowledge through their own experiences and that learning happens in different stages as people grow and develop, in other words, learning is stronger when people interact with others who can guide them, such as teachers or classmates (Ozer, 2004).

Constructivism

Constructivism as a learning theory emerged in the early 20th century in Switzerland and the Soviet Union, developed primarily by Piaget and Vygotsky. Piaget introduced his theory of cognitive development in 1936, explaining that children construct knowledge through hands-on experiences and active exploration. Around the same time, Vygotsky, working in the Soviet Union, formulated his sociocultural theory, emphasizing the role of social interaction and cultural influences in learning (Tsulaia, 2023).

Its foundation was influenced by the progressive education movement which in the early 1900s advocated for experiential learning over rote memorization (Tsulaia, 2023). Constructivism arose as a response to traditional behaviorist methods, which viewed learning as passive absorption of information. This shift aimed to create a more student-centered education system that considers more critical thinking and deeper understanding from the students (Giannoukos, 2024). This theory which is often seen as a response to both behaviorism and cognitivism, proposes that learning is an active, social, and cognitive process in which learners build their own understanding. Similarly, emphasizes that knowledge is not simply transmitted from teacher to student, but rather, it is constructed through interactions with the environment and others. As Bartolomei

(2021) explains, constructivism *indicates that learning is not obtained passively but actively*. Students construct knowledge through experience, reflection, and social interaction.

Vygotsky's Social Constructivism

Lev Vygotsky's theory of social constructivism introduces a social dimension to the constructivist approach. He argued that cognitive development is fundamentally linked to social interaction, and that learning is a communal activity that happens in a social context, emphasizing the importance of language and collaboration in learning processes. According to Bartolomei (2021), he suggested that the process of socialization plays a key role in learning, as well as connections with prior knowledge. Through social interactions, learners are exposed to new ideas and ways of thinking, which challenge and expand their understanding. This idea is encapsulated in his concept of the Zone of Proximal Development (ZPD), which refers to the gap between what a learner can do independently and what they can do with the help of a more knowledgeable individual (such as a teacher or peer).

1.2 Student-Centered Learning

An educational approach refers to a set of principles and beliefs about the nature of learning that guides how teaching and learning occur. It encompasses the strategies and techniques educators use to help students acquire knowledge and skills. Different approaches are based on various theories about how people learn (Hoque, 2016). In this case, student-centered learning is an educational approach that positions students as active participants in their learning process, encouraging their involvement in decision-making and knowledge construction.

Constructivism authors emphasized the importance of student activity in knowledge construction. However, it was humanist psychologist Carl Rogers (1969) who solidified this approach in education in his influential book *Freedom to Learn*, Rogers emphasized that meaningful education arises when students actively engage with content that holds personal relevance. He identified key qualities of experiential learning, including personal involvement, self-initiation, and self-evaluation. Rogers argued that the role of educators should shift from authoritative figures to facilitators who create a positive learning environment, clarify learners' purposes, provide resources, and balance intellectual and emotional components of learning (Delgado, 2019).

This model contrasts with traditional methods where the teacher is the primary transmitter of information. Fidalgo-Blanco et al. (2022) argue that this approach is essential for improving educational quality and adapting to the diverse needs of students. Additionally, this approach requires students to take on a leading role, interacting with their peers to build a learning community. Mendoza and Rodríguez (2020) highlight that this interaction is crucial in today's knowledge society, where critical and reflective students are needed.

Characteristics of Student-Centered Learning

The concept of student-centered learning has evolved with the digitalization of education. According to Kharkovskaya et al. (2021), digital transformation has influenced how this approach is implemented, requiring new strategies and methodologies. The primary function of this approach is to increase student autonomy and responsibility in learning. Gidi and Ortiz (2022) emphasize that teacher-student interaction is essential for creating an effective learning environment in educational settings. Some distinctive characteristics of student-centered learning include:

Active participation: Students engage in meaningful activities that promote deep learning.

Collaboration: Teamwork and collective knowledge construction are encouraged.

Reflection: Students analyze and evaluate their own learning process for continuous improvement.

Adaptability: The approach adjusts to students' individual and contextual needs.

This approach is closely related to active learning, as both promote direct student participation in activities that require critical thinking and problem-solving. Grasselli (2019) states that implementing student-centered strategies enhances how students learn and how teachers teach, transforming the educational process into a more enjoyable and effective experience.

1.3 Active Learning

Active learning is an educational approach that encourages students to participate actively in their learning process through analysis, reflection, and practical application of

knowledge (Peña, 2025). Rooted in John Dewey's philosophy, this method emphasizes learning through experience and social interaction (Dewey, 1938). Dewey believed that students learn best when they are fully engaged with meaningful content. Other influential figures, such as Benjamin Bloom and Jean Piaget, also contributed to this approach by promoting higher-order thinking and cognitive development, respectively (Arrieta & Ramírez, 2024). Together, their theories support a shift from passive knowledge reception to an active, student-centered learning experience.

This approach creates a deeper understanding of concepts, as students are motivated to question, discuss, and actively seek solutions to problems. Moreover, this approach emphasizes interaction with the environment and peer collaboration as means for a better understanding of the content, reinforcing the idea that learning is a social and dynamic process (Arrieta & Ramírez, 2024).

Theoretical Foundations and Historical Context

Active learning is grounded in the educational theories of John Dewey, Jean Piaget, and Lev Vygotsky. Dewey (1938) emphasized learning through direct experience, while Piaget highlighted cognitive development through interaction with the environment. He introduced the concept of the Zone of Proximal Development (ZPD), stressing the importance of social interaction and guided learning. Although this approach has been discussed for decades, its relevance has grown with the rise of constructivist theories since the 1970s, which shifted educational models toward greater student participation. In today's complex world, this approach is essential for developing critical thinking, adaptability, and problem-solving skills (Arrieta & Ramírez, 2024).

Implementation of Active Learning in Education

Dewey (1916) promoted an educational model based on real-life experiences, arguing that students learn best through active involvement rather than passive memorization. His work at the University of Chicago Laboratory School emphasized the role of education in preparing thoughtful, socially responsible citizens by connecting learning to real-world contexts (Guerrero-Quiñonez et al., 2023). Implementing active learning fosters critical thinking, creativity, and problem-solving skills, as students engage with content through meaningful interaction, both individually and collaboratively (Cárdenas et al., 2023). Strategies such as problem-based learning, teamwork, and debates allow students to build knowledge through exploration and

dialogue (Molina-Patiño et al., 2023). Widely applied from primary to higher education, these methods have proven to enhance information retention and reasoning abilities, helping learners become more autonomous and adaptable in diverse educational settings (Peña, 2025).

Etymology of Active Learning

Regarding etymology, the term *active learning* comes from *learning,* derived from the Latin *apprehendere,* meaning *to assimilate* or *to grasp,* and *active,* from the Latin *activus,* referring to action or movement. This suggests a dynamic and participatory form of learning that contrasts with passive absorption of information (Cárdenas et al., 2023). This linguistic origin reinforces the idea that active learning requires movement, interaction, and conscious effort from the learner.

Active learning is fundamentally tied to the belief that education should be an engaging, exploratory, and reflective process rather than a passive reception of facts. The etymology of the term underscores the importance of students taking control of their learning journey through involvement and interaction with the content, their peers, and their instructors (Molina et al., 2023). This approach aligns with modern pedagogical frameworks that emphasize experiential learning, critical thinking, and problem-solving as essential components of the educational experience.

Function and Purpose of Active Learning

The function of active learning is to empower students to become agents of their own education. By actively participating, they develop essential skills such as problem-solving, analytical thinking, and collaboration, which are fundamental for academic and professional success (Arrieta & Ramírez, 2024). The primary purpose of active learning is to achieve deeper and more meaningful learning that prepares students for changing contexts, ensuring that they can adapt to new information, industries, and challenges in an increasingly complex world (Molina et al., 2023).

Active learning also plays a crucial role in increasing motivation and engagement among students. When students take an active role in their education, they tend to develop a greater sense of ownership over their learning process. This increased engagement leads to better academic outcomes, higher retention rates, and a more positive attitude toward learning (Peña, 2025). Furthermore, active learning encourages students to take

intellectual risks, experiment with ideas, and develop independent thinking skills that will benefit them beyond the classroom.

Among the characteristics of active learning are active participation, collaboration, reflection, and practical application of knowledge. These elements help students connect theoretical knowledge with real-world applications, making learning more meaningful and applicable (Peña, 2025).

1.4 Students' participation

Students' participation is the active engagement of learners in social interactions and collaborative activities that support their cognitive development. Vygotsky (1978) argued that the most effective learning occurs when students are actively involved in tasks within their educative environment, with support from a more knowledgeable other, such as a teacher or peer. Additionally, student participation becomes vital as it encourages interaction, collaboration, and guidance, which are crucial for cognitive development (Pino, 2025).

Similarly, he states that students' participation refers to the active engagement of learners in educational processes, including classroom activities, decision-making, and evaluation practices. It goes beyond attendance and passive listening, emphasizing interaction, collaboration, and personal investment in learning. This concept is essential for increasing democratic values, motivation, and deeper learning experiences in educational settings (Bergmark & Westman, 2018).

Additionally, research highlights that student participation enhances academic performance, self-confidence, and critical thinking skills by allowing students to take responsibility for their learning (Fernández et al., 2022). When students actively contribute to discussions, evaluations, and decision-making, they develop a stronger connection to their education, making learning more meaningful and effective (Fernández et al., 2022).

Etymology of the Term *Participation*

The word *participation* comes from the Latin *participatio*, meaning *the act of taking part in something.* This term reflects the essence of this practice, where students actively engage in evaluation processes traditionally reserved for teachers and educational administrators (Herranz, 2019). The concept of participation extends beyond mere

involvement; it implies meaningful engagement, where individuals contribute their perspectives and influence decision-making processes.

In the educational context, participation signifies more than just answering surveys or rating teachers; it encompasses discussions, reflections, and constructive feedback aimed at improving teaching and learning experiences. By emphasizing student participation in evaluation, institutions acknowledge the importance of learner agency and ensure that educational reforms are informed by those most affected by teaching practices.

Students' Participation in the Teacher Evaluation Process

Vygotsky (1978) believed that learning is a social process, where interaction with others plays a crucial role in developing higher-order thinking skills. In his view, active participation in learning activities allows students to make sense of new concepts and engage in deeper understanding. He emphasized that students are not passive recipients of knowledge but active participants who engage in the learning process through collaboration, discussion, and shared problem-solving.

Similarly, Herranz (2019) argues that student participation in evaluation and grading processes positively impacts both learning and educational practice. Moreover, he explains that there are pedagogical and ethical reasons to promote this participation, proving beneficial for both students and teachers. When students contribute to the evaluation process, they become more engaged in their education and develop a stronger understanding of assessment criteria, which in turn enhances their ability to self-evaluate and reflect on their academic progress.

History and Evolution of Students' Participation in Teacher Performance Evaluation

Although Vygotsky's Theory of Social Interaction laid the basis for students' participation in the educational process, the practice of engaging students in teacher evaluation originates from educational movements aiming to democratize and make education more participatory. In the past, teacher evaluations were typically conducted by administrators and faculty peers, often neglecting the perspectives of students who directly experienced the teaching process. However, as educational theories evolved and highlighted the importance of student agency, institutions began to incorporate student

evaluations as a means of making teaching more accountable and responsive to learners' needs (Guerrero-Quiñonez et al., 2023).

The earliest recorded instance dates to 1910 at the University of Wisconsin, where E.C. Elliott, an American educator and administrator, developed one of the first rating scales to assess teaching effectiveness. Elliott, who later became the president of Purdue University, was instrumental in pioneering systematic approaches to evaluating faculty performance (Quansah et al., 2024). By the 1920s, institutions like the University of Washington and Purdue University adopted similar practices, leading to widespread implementation across North American universities by the late 1960s (Fry, 2023).

In the 1980s, research focused on the reliability and validity of student ratings. It revealed that when student evaluation is properly designed, it can provide valuable insights into teaching quality (Quansah et al., 2024). The 1990s and early 2000s saw the global adoption of student evaluations, with discussions emerging in German-speaking countries, China, and Latin America about their implementation and effectiveness (Henriquez et al., 2022). These evaluations have since become integral to higher education systems worldwide, aiming to enhance teaching quality and accountability.

Implications of Students' Participation in Teacher Performance Evaluation

Including students in teacher evaluation acknowledges them as active agents in their educational process, this participation allows them to express their opinions about the teaching they receive while fostering greater responsibility and commitment to their learning. When students perceive that their voices matter, their motivation and engagement in academic activities tend to increase. Additionally, integrating student feedback into teacher evaluation can help instructors recognize areas for improvement, adjust their pedagogical strategies, and create a more student-centered learning environment (Herranz, 2019).

Function and Purpose of Students' Participation in Teacher Performance Evaluation

The primary function of student participation in teacher evaluation is to provide direct feedback on teaching effectiveness. The purpose has two functions: first, to inform teachers about aspects of their practice that need improvement; second, to empower students, making them aware of their active role in the educational process while fostering

a culture of dialogue and continuous improvement (Herranz, 2019). This feedback loop helps educators refine their instructional approaches, ultimately enhancing the overall quality of education.

From a Constructivist perspective, learning is considered a dynamic process that occurs through dialogue and collaboration, meaning that students' active participation in evaluating teaching practices is not just beneficial, but essential. By providing feedback, students engage in a socially mediated process that helps shape their educational experiences while fostering a culture of shared responsibility between instructors and learners.

Furthermore, student participation in teacher evaluation serves as a tool for institutional accountability as institutions use student feedback to assess teaching effectiveness, guide faculty development programs, and ensure that educational objectives are being met. Additionally, involving students in the evaluation process helps bridge the gap between instructors and learners, encouraging mutual understanding and cooperation in achieving educational goals (Sonlleva, 2019).

Characteristics of Students' Participation in Teacher Performance Evaluation

From a constructivist point of view, the characteristics that define student participation in teacher performance evaluation are:

Voluntariness: Students should feel free to express their opinions without coercion (Sonlleva, 2019). Their participation should be encouraged but not mandated to ensure authentic feedback.

Anonymity: To ensure honest responses, evaluations must remain anonymous (Herranz, 2019). Confidentiality encourages students to provide candid assessments without fear of repercussions.

Relevance: Evaluation questions and criteria should be pertinent and reflect significant aspects of teaching (Sonlleva, 2019). This ensures that feedback is meaningful and actionable.

Constructive Feedback: Comments should be specific and improvement-oriented, avoiding destructive criticism (Herranz, 2019). Evaluations should focus on identifying strengths and areas for growth rather than assigning blame.

Effective Use of Results: Collected information should be used to implement real improvements in teaching practices (Sonlleva, 2019). Institutions must ensure that student feedback leads to tangible enhancements in instructional methods.

Levels of Students' Participation

The level of participation in teacher performance evaluation can be defined through Roger Hart's Ladder of Participation. Hart (1992) developed the Ladder of Participation as a model to understand the different levels of involvement that children and youth can have in decision-making processes. It ranges from non-participation (manipulation, decoration, tokenism) to meaningful involvement (consulted, shared decisions, student-initiated actions). In educational settings, this model has become a key tool for analyzing how much agency students are given and how their voices are integrated into institutional processes.

Non-Participation

These involve manipulation rather than genuine participation:

1. **Manipulation**

   At the first level, manipulation happens when adults use students to support their own goals and pretend that these goals came from the students. In reality, students do not understand what they are involved in or why and just follow the example of others. Their participation is only symbolic and gives a false image of student engagement (Organizing Engagement, 2024). For example, students are used to support teacher evaluation (e.g., completing forms) but without knowing how their input will be used or what it means, which limits the impact of their involvement.

2. **Decoration**

   Decoration takes place when students are included in events or projects just to fulfill a process. The students are not told the reasons behind the activity and have no role in planning or decision-making. Although there is no deception like in manipulation, students are still not meaningfully involved (Organizing Engagement, 2024). For example, students may be included in surveys or evaluation processes simply to make the process appear inclusive, even though they have no real influence.

3. **Tokenism**

Tokenism is when students are allowed to share their opinions, but their ideas are not seriously considered. They have little control over what they say or how it is used. Students may think they are participating, but their voices have little to no impact on outcomes (Organizing Engagement, 2024). This often happens when students are invited to share opinions, but decisions are made without discussing their feedback, resulting in minimal or no influence over the outcome.

Degrees of Participation

These are transitional stages toward genuine involvement.

4. **Assigned but Informed**

In this stage, students are given specific roles in a project or activity, and they are told clearly what the activity or project is about, why they are involved, and what is expected of them. Although the project is led by adults, students understand and agree to take part (Organizing Engagement, 2024). In teacher evaluation, this can be seen when students complete evaluations and are told how their responses contribute to improving teaching, ensuring their input has a known purpose.

5. **Consulted and Informed**

Students are asked for their ideas and suggestions and are told how their input will be used. Adults still make the final decisions, but students know their opinions are valued. This creates a respectful and informative environment where students can contribute meaningfully (Organizing Engagement, 2024). For instance, this level is reached when students help identify what aspects of teaching should be evaluated and why, showing that their insights help shape the evaluation criteria.

6. **Adult-Initiated, Shared Decisions with Students**

At this level, adults start the project or decision-making process but work closely with students to make shared decisions. Both adults and students have an active role in deciding what to do and how to do it. This level shows real

cooperation and mutual respect (Organizing Engagement, 2024). In practice, students co-design evaluation forms with teachers and administrators, showing their joint involvement in shaping the evaluation tools.

Genuine Participation

Students take leadership roles, either with or without adult support.

7. **Student-Initiated and Directed**

Students lead the projects or activities themselves. They plan, make decisions, and guide the process. Adults are available for support if needed, but do not take control. This level gives students freedom and encourages leadership (Organizing Engagement, 2024). A clear example would be when students suggest their own teacher evaluation framework and present findings to the teachers, showing complete ownership of the process.

8. **Student-Initiated, Shared Decisions with Adults**

This top level of the ladder shows full participation. Students start the project and invite adults to join. Both sides work together to make decisions, showing trust and mutual respect. This is the highest form of participation, where students are truly empowered (Organizing Engagement, 2024). At this stage, students and teachers co-lead the evaluation design, implementation, and reflection process, creating a fully collaborative and balanced model.

Dependent Variable: Teacher Performance Evaluation

2.1 Education

Education has been defined by many educational theorists throughout history. For example, Dewey (1938) argued that education is not confined to formal schooling but extends throughout life, as it shapes individuals' capacity to engage critically with their environment and participate actively in society. Moreover, he emphasized that education should be a process of continuous growth, fostering problem-solving skills, creativity, and critical thinking, which are essential for navigating both personal and societal challenges. is a lifelong and dynamic process that enables individuals to acquire knowledge, skills, values, and attitudes essential for personal growth and societal progress.

Doharey et al. (2023) explained that education is not confined to formal schooling but extends into informal and non-formal learning experiences, all contributing to the intellectual, moral, and social development of an individual. It is, as Adesemowo and Sotonade (2022) described, a continuous journey that shapes our capacity to navigate the world, it is a multifaceted force for personal and collective development. It is not only about acquiring information but also about cultivating the skills needed to engage with the world effectively. This view aligns with the argument that education equips individuals to contribute meaningfully to economic, political, and social systems.

Additionally, Doharey et al. (2023) argue that education is an evolving process that goes beyond the classroom, helping individuals develop the ability to think critically, adapt to new environments, and make decisions that benefit both themselves and the broader community. This transformative process is what allows individuals to engage actively in society, building the skills and mindset necessary for lifelong learning and growth.

2.2 Educational Quality

From a pedagogical perspective, Dewey's (1916) Theory of Experiential Learning emphasized that quality education should prioritize experiential learning, where students actively engage in problem-solving and critical reflection. Dewey's principles support the idea that quality education is not merely about content delivery but about creating learning environments that foster curiosity, creativity, and democratic participation.

Based on this concept, educational quality is referred to as a multifaceted concept that encompasses various dimensions to ensure effective learning experiences. According to Premalatha (2022), quality education involves learners who are healthy, well-nourished, and ready to participate and learn, supported by their families and communities. It also includes environments that are safe, protective, and gender-sensitive, providing adequate resources and facilities. The content should be reflected in relevant curricula and materials for acquiring basic skills, especially in literacy, numeracy, and life skills. Processes involve trained teachers using child-centered teaching approaches in well-managed classrooms, facilitating learning and reducing disparities. Outcomes encompass knowledge, skills, and attitudes linked to national education goals and positive societal participation.

2.3 Evaluation

Evaluation refers to the assessment of educators' competencies, skills, and actions in their professional practice, focusing on their ability to facilitate student learning effectively (Avilés & Ledesma, 2024). Ralph Tyler, considered the father of educational evaluation, defined this concept in his work *Basic Principles of Curriculum and Instruction*. Tyler (1949) viewed evaluation as a systematic process to determine whether educational objectives are being met, emphasizing measurable outcomes and continuous assessment. His approach laid the foundation for modern evaluation methods, including standardized testing and formative assessment, shaping how educators assess student learning and curriculum effectiveness. This evaluation process extends beyond the simple transmission of knowledge and includes elements such as lesson planning, student interaction, assessment methods, and the creation of a positive academic environment (Shamim, 2024).

The term *evaluation* comes from the Old French *valeur*, meaning *value*, referring to *the action of estimating the quality or importance of something*. In Latin, the word *valere* was associated with the idea of having strength or being competent, suggesting that evaluation seeks to determine the effectiveness or validity of a process or outcome (Castro & Martínez, 2014). In the educational context, its meaning has evolved from mere knowledge measurement to an integral process of analysis and feedback. Today, evaluation is not only limited to students' results but also encompasses the methodology used by the teacher, the learning environment, and student interaction (Pacheco et al., 2020).

Purpose of Evaluation

The main purpose of evaluation is to improve teaching quality by identifying areas for improvement and implementing appropriate strategies. Additionally, it helps determine the achievement level of educational objectives and contributes to teachers' professional development by providing valuable information for their academic and pedagogical growth (Pacheco et al., 2020). Evaluation also facilitates the adaptation of educational programs to students' needs and promotes a more effective learning environment (Castro & Martínez, 2014).

Characteristics of Evaluation

Some essential characteristics of teacher performance assessment include:

Systematicity

It is conducted in an organized and planned manner, ensuring that the results obtained are reliable and comparable across different periods (Pacheco et al., 2020).

Comprehensiveness

It considers various dimensions such as pedagogical, disciplinary, and communicative aspects. An effective evaluation should analyze not only the teacher's knowledge but also their ability to create meaningful interactions with students (Pacheco et al., 2020).

Participation

It involves different educational stakeholders, such as students, teachers, and academic authorities, who provide a broad perspective on teacher performance and contribute to a fairer and more objective evaluation (Castro & Martínez, 2014).

Models of Evaluation

Traditional Evaluation Model

This model is based on the direct observation of the teacher in the classroom, as well as the review of lesson plans and students' learning outcomes. It relies on predefined criteria and performance standards established by the educational institution or school system. Rojas et al. (2021) explain that this approach focuses on aspects such as technological knowledge and compliance with regulations, primarily evaluating the teacher's formality, planning, and preparation.

Competency-Based Evaluation Model

This approach assesses the teacher's specific competencies in areas such as lesson planning, classroom management, effective communication, learning assessment, and teamwork. González de Álvarez (2023) points out that this model

aims to identify strengths and areas for improvement in relation to the competencies required for teaching, promoting self-assessment and peer assessment as tools for continuous improvement.

Formative Evaluation Approach

Formative evaluation focuses on the teaching-learning process and aims to provide continuous feedback and guidance to improve teacher performance. Rojas et al. (2021) highlight that this approach identifies areas for improvement, sets professional development goals, and provides support and resources for the educator's growth, considering evaluation as an academic space for reflection and continuous improvement.

Impact Evaluation Approach

The Impact Evaluation Approach is a method used to assess the changes directly caused by a specific program or intervention. According to Rogers (2014), this approach examines both positive and negative, intended and unintended effects to understand the true impact of an action.

White and Raitzer (2017) explain that this evaluation focuses on establishing a clear cause-and-effect relationship between the intervention and observed outcomes. They emphasize that this approach measures how a teacher's performance affects students' learning and overall teaching quality by using academic achievement indicators, student retention rates, and student satisfaction to evaluate the teacher's contribution to education.

360° Evaluation Model

The 360-degree evaluation model is a method used to assess a person's performance by collecting feedback from different people around them. Hussain and Matore (2024) explain that this model includes opinions from supervisors, coworkers, subordinates, and students. This helps to create a complete and fair evaluation.

The purpose of this model is to measure important skills like communication, teamwork, and leadership. Mukhopadhyay (2016) states that using different sources for feedback reduces bias and gives a clearer picture of a person's strengths and areas that need improvement. In schools and universities,

the 360-degree model is useful for evaluating teachers. Baptiste (2009) points out that students, school leaders, and other teachers give feedback to help educators improve their teaching methods.

2.4 Teacher Performance Evaluation

Evaluating teacher performance is fundamental to ensuring educational quality, particularly in higher education institutions (Velásquez, 2022). From a constructivist perspective, Piaget (1950) argued that learning is an active process where students build new knowledge upon their existing cognitive structures. Therefore, the evaluation of teacher performance is not just about assessing the content delivered but also about evaluating how well the teacher facilitates an environment in which students are encouraged to construct their own understanding

According to UNESCO (2018), quality assessment in universities involves various factors, including academic reputation, student graduation rates, faculty qualifications, and curriculum relevance. Moreover, institutions implement evaluation criteria such as student satisfaction, institutional infrastructure, and teaching methodologies to ensure continuous improvement in education (Velásquez, 2022).

Methods for Teacher Performance Evaluation

Evaluation is essential to ensuring quality education and promoting the professional development of educators. These are some of the most used methods and techniques in this process:

Peer Evaluation

Peer evaluation involves teachers within the same institution or academic field assessing each other's performance. Through classroom observations, review of educational materials, and sharing of experiences, colleagues provide an objective and collaborative evaluation. This approach encourages mutual learning and strengthens teaching practices. As noted by Martínez and De Oca (2024), peer evaluation helps create a culture of collaborative learning within educational institutions.

Self-Evaluation

Self-evaluation enables teachers to reflect on their own performance, identify strengths and weaknesses, set professional development goals, and track their progress over time. This process encourages critical introspection and helps teachers recognize areas for personal and professional growth. Martínez and De Oca (2024) argue that self-evaluation is essential for fostering responsibility and commitment to one's professional development.

Hetero-evaluation

Hetero-evaluation is a process in which an external person, such as a supervisor, colleague, or student, assesses an individual's performance, skills, or knowledge. In the educational field, this type of evaluation is commonly carried out by students toward their teachers to analyze and improve teaching quality and methodologies used. In line with constructivism, hetero-evaluation encourages reflection not only on what students learn but also on how they learn and engage with content. This reflective process allows educators to refine their methods and align their teaching strategies with the developmental needs of their students, thereby fostering an environment conducive to cognitive and social growth (Piaget, 1950).

This approach provides an external and objective perspective on teaching practices, facilitating the identification of strengths and areas for improvement in the teaching-learning process. It also allows institutions to maintain a standard of quality in education, ensuring that teaching strategies remain aligned with students' needs and institutional goals (Jara-Arias, 2020).

History and Etymology of Hetero-evaluation

The term *hetero-evaluation* consists of the Greek prefix *hetero-*, meaning *other* or *different*, and *evaluation*, derived from the French *évaluation*, which refers to *the act of valuing or measuring*. In the educational context, hetero-evaluation has evolved as a key tool to ensure the quality of the teaching process, allowing the integration of different perspectives in assessing teacher performance (Jara-Arias, 2020).

Student-based hetero-evaluation, where learners assess teacher performance, emerged in the 1920s in the United States through early efforts by psychologists Herman Remmers and Edwin Guthrie to improve teaching quality. Although external evaluation methods

had existed for decades, these student-led evaluations gained prominence as a key tool in modern education systems, helping ensure that teachers remain responsive to students' evolving needs (Jara-Arias, 2020).

Function and Purpose of Hetero-evaluation

The primary function of hetero-evaluation is to provide an external assessment of a teacher's performance, offering an objective perspective that complements other forms of evaluation, such as self-evaluation (when the teacher reflects and assesses his own performance) and co-evaluation (when teachers assess their performance with each other). This evaluation method helps maintain transparency and fairness in assessing educational quality. Its purpose is to identify strengths and areas for improvement in teaching practices, thereby contributing to educational quality and teachers' professional development. Additionally, hetero-evaluation supports decision-making processes related to promotions, tenure, and professional recognition within educational institutions (Instituto Nacional de Evaluación Educativa, 2018).

Implications of Hetero-evaluation in Education

The implementation of hetero-evaluation in teacher performance assessment has several implications:

Continuous improvement

By receiving feedback from external sources, teachers can reflect on their practice and make adjustments that contribute to the continuous improvement of their educational work. This process encourages adaptability and innovation in teaching methods, allowing educators to refine their instructional strategies to optimize student learning (Jara, 2020).

Active student participation

Involving students in evaluating their teachers promotes a culture of shared responsibility in the educational process, fostering greater participation and commitment among students. When students provide feedback, they become more engaged in their own learning experiences and contribute to shaping a more student-centered educational environment (Jara, 2020).

Teacher professional development:

The feedback obtained through hetero-evaluation can serve as a basis for designing training and professional development plans aimed at strengthening teachers' pedagogical skills. By identifying strengths and weaknesses in teaching performance, institutions can offer targeted support, such as workshops, mentoring programs, or further education opportunities (Jara, 2020).

Instruments in Hetero-evaluation

Various instruments are used to conduct hetero-evaluation depending on the institution, allowing information to be gathered on teacher performance:

Questionnaires and surveys

Structured tools that collect students' opinions on various aspects of teaching practices, such as clarity in explanations, methodology used, and interpersonal relationships. These tools provide valuable quantitative and qualitative data, allowing institutions to analyze trends in student perceptions over time (Instituto Nacional de Evaluación Educativa, 2018).

Evaluation rubrics

Tools that establish specific criteria and performance levels, facilitating a more objective and detailed evaluation. For example, a heteroevaluation rubric may consider aspects such as content mastery, punctuality in presentations, and the ability to answer questions. Well-structured rubrics help eliminate subjectivity in assessments and ensure consistency in the evaluation process (Instituto Nacional de Evaluación Educativa, 2018).

Classroom observation

A process in which an external evaluator attends class sessions to analyze teaching practices directly, taking notes and recording specific behaviors that will later be analyzed. This method provides first-hand insights into teacher-student interactions and instructional effectiveness. Observations can be conducted by academic peers, administrative staff, or trained evaluators to ensure a comprehensive assessment of teaching performance (Instituto Nacional de Evaluación Educativa, 2018).

Evaluation Criteria in Hetero-evaluation

The criteria for hetero-evaluation can be defined through Charlotte Danielson's Framework for Teaching. Danielson (2022) created the Framework for Teaching to provide a structured model for evaluating teacher performance. Her framework includes four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. It is widely used in education systems for guiding teacher development and designing evaluation tools that reflect both pedagogical effectiveness and professional behavior.

The first domain, Planning and Preparation, refers to the teacher's ability to:

- **Define clear learning objectives:** This refers to the teacher capacity to set specific, understandable goals about what students are expected to learn. These objectives guide the lesson and make it easier to assess if learning was achieved.
- **Appropriate selection of methods and materials**: The teacher chooses teaching strategies, tools, and materials that match the lesson's goals and help students learn more effectively, based on their level and context.
- **Select appropriate strategies based on students' characteristics and needs:** The teacher not only knows the subject matter well but also understands their students, including their learning styles, prior knowledge, and individual needs, adapting their classes to them.

The second domain, Classroom Environment, assesses how the teacher:

- **Manage the classroom:** The teacher sets clear rules for behavior and responds to disruptions fairly and constructively, helping to maintain a positive learning environment.
- **Create a respectful, safe, and productive learning environment:** The teacher promotes a respectful and inclusive atmosphere where students feel safe, valued, and encouraged to participate without fear of being judged.
- **Organize time and resources**: The classroom is arranged in a way that supports learning, and class time is used effectively so that all planned activities can be completed in an orderly manner.

The third domain, Instruction, evaluates:

- **Clarity of communication:** The teacher explains concepts in a clear and simple way, using relevant examples such as analogies, metaphors to support understanding, and make the content relatable to students' lives and prior knowledge to ensure students follow the lesson.
- **Use of strategies that promote active student participation:** The teacher involves students in learning by using techniques like group work, discussions, questions, or hands-on activities that encourage them to stay engaged.
- **Learning assessment and giving meaningful feedback:** The teacher regularly checks how well students are learning and gives helpful feedback to guide their improvement and support their progress.

Finally, the fourth domain, Professional Responsibilities, examines:

- **Teacher's reflection on their own practice:** The teacher thinks or asks students critically about their own class and changes it based on the students' needs.
- **Communication with students in a professional way:** The teacher keeps in contact with students when needed, shares information about academic progress or concerns, and builds partnerships to support learning.
- **Compliance with institutional expectations:** The teacher acts responsibly, follows the institution's rules, participates in academic activities, and demonstrates a strong ethical commitment to their role.

1.2 Objectives

General Objective

- To analyze students' perspectives on their participation in teacher hetero-evaluation.

Specific Objectives

- To state theoretically the types of student's participation in teacher hetero-evaluation.
- To analyze students' level of participation in teacher performance hetero-evaluation.

- To identify the indicators that learners consider should be included when evaluating teacher performance through hetero-evaluation.

1.3 Fulfilment of Objectives

All three research objectives were successfully achieved through the application of a validated survey conducted with 66 students from the PINE program at Universidad Técnica de Ambato. The first objective, which aimed to state theoretically the types of student participation in teacher hetero-evaluation, was fulfilled through an extensive review of academic literature. This included Roger Hart's Ladder of Participation, Vygotsky's theory of social constructivism, and principles of student-centered learning. These frameworks helped classify student involvement from passive to genuine forms of participation and served as the basis for interpreting the level of student engagement in teacher evaluations.

The second objective, which focused on analyzing students' level of participation in teacher performance hetero-evaluation, was achieved by collecting students' opinions about their role in the evaluation process. The results indicated that students are at Level 5 of Hart's model, "Consulted and Informed." While their feedback is requested, they are not involved in making decisions about the structure or content of the evaluations. However, students expressed a strong desire to move toward deeper, more collaborative roles, such as co-designing evaluation tools and actively influencing evaluation criteria, signaling a clear interest in reaching more advanced levels of participation.

Finally, the third objective was met by examining students' preferences regarding specific indicators for evaluating teacher performance. The results showed that students highly value aspects such as engaging lesson delivery, respectful and inclusive classroom environments, clear explanations, and constructive feedback. Their responses aligned closely with Charlotte Danielson's Framework for Teaching, confirming that learners are capable of identifying comprehensive and relevant indicators that reflect both academic and emotional aspects of teaching.

CHAPTER II. METHODOLOGY

2.1 Materials

Human, material, technological, and bibliographic resources were used for this research. The human resources were the students from the Universidad Técnica de Ambato, who took part in answering the survey. The material resources included digital papers, videos, and documents that helped build the theoretical framework and provided information about the dependent and independent variables. Technological resources, such as laptops and cell phones were important for accessing the online survey. Finally, the SPSS program (Statistical Package for the Social Sciences) was used to organize and analyze the survey data.

2.2 Instruments

A survey was used to collect information and data to obtain students' perspectives on their role in teacher performance hetero-evaluation at Universidad Técnica de Ambato. Surveys are essential tools in descriptive research, as they allow researchers to gather detailed and measurable data about specific populations or educational practices. By using a well-structured survey, it is possible to understand students' attitudes, opinions, and perceptions about their involvement in the evaluation process, especially regarding the creation and importance of criteria used to assess teacher performance (Zurita, 2021).

The survey was applied to 66 students from the superior levels (sixth, seventh and eight semester) at Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) program in the Universidad Técnica de Ambato, which was designed to answer the three main research questions of this investigation: What is the level of participation that students want in teacher performance hetero-evaluation? What are the criteria students consider most relevant when evaluating teacher performance through hetero-evaluation? What is the students' perception of the current format of hetero-evaluation at Universidad Técnica de Ambato?

The instrument was divided into three key sections. The first section focused on students' awareness and participation in the hetero-evaluation process. The second section explored students' perceptions in defining the indicators for teacher evaluation. The third section gathered opinions on the current format of hetero-evaluation at the PINE program when assessing their teachers. This structure ensured that the survey provided direct

responses to the research questions and allowed for a better understanding of student involvement in improving evaluation practices at university level.

2.3 Population

Table 1.

Population

Gender	Participants	Percentage
Male	**22**	**33%**
Female	**44**	**67%**
Total	**66**	**100%**

Source: Own elaboration based on survey data.

2.4 Procedure

The research was carried out progressively and rigorously, following a detailed procedure to ensure a deep analysis of the topic. The first phase of this process consisted of a delicate bibliographic review focused on student participation and teacher performance evaluation, particularly the hetero-evaluation process applied to allow students to evaluate their teachers. The review aimed to collect accurate, up-to-date, and relevant information to define the variables and support the construction of the research instrument. Among the sources consulted, one of the most useful sources was the *Ladder of Participation* theory by Roger Hart, which served as the basis for defining the level of participation of students in evaluation processes. Similarly, the *Framework for Teaching* provided by Charlotte Danielson was useful as it served to the definition of the aspects for students to evaluate their teachers. In addition, various methodological texts from academic databases like Google Scholar, Scopus, and Research Gate were consulted. These sources contributed to refining the concepts of student participation, teacher performance, and hetero-evaluation in the university context.

Following the bibliographic research, the next step was the construction of the first draft of the survey instrument aimed at analyzing students' perspectives on their role and participation in the hetero-evaluation of teachers at the Technical University of Ambato. The survey design was directly built by the operationalization of variables derived from the theoretical framework, which helped transform the specific objectives of the study into three research questions. These questions focused on areas such as the

types of participation, the level of participation students in teacher evaluations, their perspectives on the criteria that should be included.

Survey items were written in simple and direct language to ensure full understanding by students and were based on a Likert scale of agreement ranging from 1 (Totally disagree) to 5 (Totally agree). Through this phase, several revisions were made based on expert feedback to guarantee clarity, relevance, and alignment with the study objectives. Once validated, a pilot test was carried out with 10 students from the eighth semester in the PINE program. Their feedback was essential for refining the final version of the survey. The responses from the pilot were manually put into the Statistical Package for the Social Sciences (SPSS) software to evaluate the reliability of the instrument using Cronbach's alpha. The resulting coefficient was 0.929, indicating a high level of internal consistency and reliability for the survey items.

For content validation, Aiken's V method was applied with the participation of five academic experts from the Universidad Técnica de Ambato, who evaluated the instrument's clarity, pertinence, and coherence. The total Aiken's V coefficient obtained was 0.94, indicating a high level of validity for the survey items. Once the validation process was completed, the survey was administered to the students from sixth, seventh, and eighth semester in the PINE program. The topic and objective of the survey were briefly explained to ensure that students understood the purpose of their participation. To facilitate survey distribution, a link to the online survey was sent to the president of the course, who then shared it with their classmates.

The survey was structured into four sections: the first collected general demographic information, while the remaining three sections contained questions aligned with the research objectives, focusing on the types of participation, level of participation, and indicators in teacher hetero-evaluation. Students were encouraged to respond honestly and thoughtfully, as their input was essential for the study's analysis. After collecting the data, it was processed and analyzed using the Statistical Package for the Social Sciences (SPSS) software. The responses obtained through Google Forms were exported, and the data sheet was carefully reviewed to ensure all questions were correctly placed in the program. The quantitative data analysis was performed using appropriate statistical techniques, with the calculation of the mean as the primary measure.

Based on the analyzed data, specific conclusions and recommendations were formulated. These findings not only contributed to the improvement of teacher performance evaluation at the university but also provided perspectives for the academic community. The comprehensive research process, including the bibliographic review, survey design and validation, data collection, and data analysis, demonstrated the study's rigor and ensured the credibility of its results.

2.5 Research Approach

Mixed Approach

This study employed a mixed approach, using both qualitative and quantitative methods (Röhl et al., 2025; Zurita, 2021). This means it included both words (opinions and ideas) and numbers (data and statistics) to better understand the topic. The qualitative part involved collecting personal information from students, such as their opinions, experiences, beliefs, and behaviors, through a survey. These responses helped the researcher understand how students felt and what they thought about their role in evaluating teachers. The qualitative approach was very helpful in descriptive research because it allowed the study to explore students' views in more detail and gave meaning to their answers. It helped the researcher see things from the students' point of view and better understand their actions and decisions (Zurita, 2021).

At the same time, the quantitative part focused on collecting and studying numbers from the survey answers. This part helped identify patterns and trends, such as what is the level of participation in teacher hetero-evaluation and their perspective on the criteria of evaluation and the current format of hetero-evaluation. These numbers also showed how student feedback may have influenced how teachers were evaluated. The use of numbers made the results clearer and easier to compare. It also made the research more accurate and dependable (Röhl et al., 2025).

Using both methods together gave the study more depth and helped balance different types of information. While the qualitative method gave meaning and personal views, the quantitative method offered facts and figures. This combination allowed for a better understanding of the students' participation in teacher evaluations. According to Röhl et al. (2025), using both methods can give a complete view of how evaluation works in education. Similarly, Zurita (2021) explained that combining qualitative and

quantitative data helped researchers better understand how students take part in evaluations and how effective those evaluations are.

2.6 Type of Research

Descriptive

This study used a descriptive research, cross-sectional research design to understand and explain students' perspectives on their participation in teacher performance hetero-evaluation. A descriptive approach helped to collect and analyze information to describe what students think and feel about this topic. This kind of research does not try to find cause-and-effect relationships. Instead, it focuses on observing, describing, and understanding the current situation as it is (Zurita, 2021). The cross-sectional nature of the study means that data were collected at a single moment, which allowed the researcher to identify trends and shared opinions within the participant group without the need for long tracking.

The main goal of descriptive research is to give a clear and complete picture of the group being studied. In this case, it focused on students from the Pedagogía de los Idiomas Nacionales y Extranjeros Program at Universidad Técnica de Ambato. The study collected data through surveys, which asked students about their experiences and opinions. The responses were then carefully reviewed to identify trends, patterns, and common ideas.

Since descriptive research does not involve changing any conditions or controlling variables, the researcher simply reported what was happening during the process. The study included both qualitative and quantitative data, which helped build a fuller understanding of how students see their participation in teacher evaluation. By using this method, the research could reflect real student opinions and show how they experience the hetero-evaluation process in their academic setting.

Research Questions:

- What are the different types of student participation in teacher hetero-evaluation according to educational theory?
- What is the level of participation that students have in teacher performance hetero-evaluation?

- What are the indicators learners consider when evaluating their teachers (hetero-evaluation)?

CHAPTER III . RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The current chapter reports the analyzed data of the survey that was administered to the 66 students from sixth, seventh, and eighth semester at Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) program who willingly participated in the study. The main aim was to analyze learners' perspectives on the teacher performance evaluation. Specifically, the survey aimed to answer the following three research questions:

- What are the different types of student participation in teacher hetero-evaluation according to educational theory?
- What is the level of participation that students have in teacher performance hetero-evaluation?
- What are the indicators learners consider when evaluating their teachers (hetero-evaluation)?

Table 2.

Level of participation in Teacher Performance Evaluation

Item	**Mean**
1) When I evaluate my teachers, I do not tend to give similar scores as my classmates. [Manipulation]	3,42
2) I believe I should participate in teacher evaluation mainly because it is required. [Decoration]	4,02
3) I believe my teacher evaluations have an impact on the way my professors teach. [Tokenism]	**3,21**
4) I think I should be informed of the aspects I am evaluating before evaluating my professors. [Assigned but informed]	4,23
5) I think it's important to be asked about the indicators that should be included in teacher evaluation. [Consulted and Informed]	**4,42**
6) I think authorities and students should work together making the indicators for teacher evaluation. [Adult initiated, shared decision with students]	4,20
7) I believe students should be given the opportunity to give suggestions of indicators to evaluate their teachers. [Student-Initiated and Directed]	**4,33**

8) I think students should start committees to talk about the indicator for teacher evaluation.. [Student-Initiated, Shared Decisions with Adults]	4,15

Note: The following rating scales were used to determine the measurements: 1. Totally Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Totally Agree.

Analysis and interpretation

Research Question: What are the different types of student participation in teacher hetero-evaluation according to educational theory?

Educational theory identifies several types of student participation in academic processes, among which Roger Hart's (1992) Ladder of Participation is one of the most widely accepted frameworks. This model outlines eight levels of participation, ranging from non-participation to genuine, student-led involvement. These levels are: Manipulation, Decoration, Tokenism, Assigned but Informed, Consulted and Informed, Adult-Initiated Shared Decisions with Students, Student-Initiated and Directed, and Student-Initiated Shared Decisions with Adults. The first three levels represent forms of symbolic or superficial involvement, while the latter five reflect increasingly meaningful and empowered student roles.

In the context of teacher performance hetero-evaluation, these types help distinguish how much influence students have in shaping the evaluation process. For instance, being "consulted and informed" means students are asked for input but do not make decisions; at higher levels, such as "student-initiated shared decisions with adults", students collaborate with faculty to design and implement evaluation criteria. These types are not just theoretical but serve as practical categories for assessing the degree of student voice and agency within institutional structures.

In this study, Hart's model was used as the foundation for constructing survey items that reflect each level of participation. By aligning each item with a specific type from the ladder, the research aimed to explore how familiar or comfortable students are with different participation roles in the evaluation process. This theoretical framework provided the basis for understanding participation not as present or absent, but as a continuum of involvement, a perspective essential for analyzing the evolution and quality of student engagement in teacher hetero-evaluation.

Research Question: What is the level of participation that students have in teacher performance hetero-evaluation?

The study revealed that students are positioned at *Level 5 – Consulted and Informed on Roger Hart's Ladder of Participation,* showing that they are transitioning from partial to more genuine involvement in the hetero-evaluation process. This is supported by the highest mean score (M = 4.42), where students agreed they should be informed about the aspects they are evaluating, but not taking a more influential role in the process. Furthermore, a high mean score for the item stating that students should be allowed to suggest indicators (M = 4.33) reinforces the idea that students not only value being informed but also want to take a more active role in shaping the evaluation process. This indicates a clear interest in moving toward higher levels of participation, such as Level 6 – Adult-Initiated, Shared Decisions with Students or Level 7 – Student-Initiated and Directed, where students take more responsibility and initiative in collaboration with institutional authorities.

In contrast, the lowest mean score (M = 3.21), which reflects students' belief that their evaluations influence how teachers teach, reveals uncertainty about the actual impact of their participation. This suggests that although students are willing to engage more deeply, they still perceive limitations in how their input translates into meaningful change. Such a result indicates the presence of tokenistic elements, where participation may exist but lacks real influence. Overall, the results show that while students value and desire more active involvement in hetero-evaluation, they also expect their contributions to be taken seriously and to result in visible improvements in teaching practices.

Table 3.

Indicators for Teacher Evaluation

Item	**Mean**
9) I think teachers should be evaluated on their capacity to give clear explanations when teaching. [Planning and Preparation]	**4,55**
10) I believe teachers should be evaluated on their ability to use different class materials. [Planning and Preparation]	4,45
11) I think teachers should be evaluated on their capacity to adapt activities to challenge learners. [Planning and Preparation]	4,38

12) I think teachers should be evaluated on solving class problems positively. [Class Environment]	**4,56**
13) I believe teachers should be evaluated on their capacity to create positive relationships with students. [Class Environment]	4,50
14) I believe teachers should be evaluated on their ability to organize the classroom. [Class Environment]	4,39
15) I think teachers should be evaluated on their ability to present concepts in engaging ways. [Instruction]	**4,58**
16) I believe teachers should be evaluated on their ability to encourage student participation. [Instruction]	4,45
17) I think teachers should be evaluated on providing learners with useful feedback. [Instruction]	4,55
18) I believe teachers should be evaluated on their capacity to adapt lessons to students with difficulties. [Professional Responsibilities]	**4,52**
19) I think teachers should be evaluated on sharing information about students' academic progress. [Professional Responsibilities]	4,35
20) I believe teachers should be evaluated on how they follow school rules and act responsibly. [Professional Responsibilities]	**4,52**

Note: The following rating scales were used to determine the measurements: 1. Totally Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Totally Agree.

Analysis and Interpretation

Research Question: What are the indicators learners consider when evaluating their teachers (hetero-evaluation)?

The study revealed that students identify a clear set of indicators they consider essential for evaluating teacher performance, organized around Charlotte Danielson's Framework for Teaching. In the domain of Planning and Preparation, students gave the highest importance to the teacher's ability to give clear explanations (M = 4.55), emphasizing their preference for clarity and coherence in instructional delivery. This suggests that students value well-structured lessons where content is accessible and easy to understand, which supports their overall learning process.

In the domain of Classroom Environment, the highest-rated indicator was the ability to solve classroom problems positively (M = 4.56). This highlights students' recognition of the importance of a teacher's conflict-resolution skills in maintaining a respectful and supportive atmosphere. Likewise, in the Instruction domain, students rated

the engaging presentation of concepts as the most important indicator (M = 4.58), which was also the highest score across all domains. This result demonstrates students' strong preference for interactive and stimulating teaching that captures their attention and motivates participation. Finally, in the domain of Professional Responsibilities, the top-rated indicators were adapting lessons to students with difficulties and acting responsibly according to institutional rules (both M = 4.52), indicating students' appreciation for inclusive practices and teacher accountability.

Taken together, these findings show that students prioritize indicators that reflect clarity, engagement, emotional intelligence, and professional commitment. While all the evaluated indicators received high scores, the data suggest that students are especially attentive to how teachers present content, manage classroom dynamics, and support all learners. This reinforces the idea that hetero-evaluation should emphasize not only instructional quality but also the relational and ethical dimensions of teaching.

3.2 Discussion

Research Question: What are the different types of student participation in teacher hetero-evaluation according to educational theory?

The classification of student participation in teacher hetero-evaluation was guided by Roger Hart's (1992) Ladder of Participation, which provides a conceptual framework for understanding the varying degrees of student involvement in educational processes. This model identifies eight distinct levels of participation, ranging from non-participation (such as manipulation and decoration) to genuine participation (including student-initiated actions and shared decision-making with adults). In the context of hetero-evaluation, this ladder enables institutions to critically assess whether student involvement is authentic or merely symbolic.

Understanding these levels is essential in a learner-centered approach to education, as advocated by theorists like Rogers (1969), who emphasized that meaningful learning occurs when students are active participants in their own educational experience. Involving students in teacher evaluation not only promotes accountability but also affirms their role as co-constructors of the learning environment. According to Rogers, true participation must empower students to influence outcomes, not just express opinions, reinforcing the importance of aiming for the upper levels of Hart's model.

From a constructivist perspective, student participation is more than procedural—it is developmental. When students engage in reflective practices such as evaluating their teachers, they are exposed to cognitive and social experiences that support deeper learning through interaction. This view is further supported by Bartolomei (2021), who emphasizes that participatory learning environments enhance engagement, autonomy, and responsibility.

Research Question 2: What is the level of participation that students have in teacher performance hetero-evaluation?

The findings indicated that students are currently involved in the hetero-evaluation process at a level where they are informed and occasionally consulted, but not yet fully empowered to influence decisions. This reflects a transitional stage between passive involvement and genuine participation. Students expressed an awareness of their role in evaluation and showed a clear interest in being informed about what they are evaluating and how their input contributes to the process. This aligns with Level 5 – Consulted and Informed of Roger Hart's Ladder of Participation, where students are invited to share their views and are told how those views will be used, although final decisions remain in adult hands.

From a constructivist perspective, this level of engagement emphasizes on the social nature of learning, which states that when students are included in reflective processes such as evaluation, their cognitive development is enhanced through meaningful interaction and collaboration. This view is reinforced by Bartolomei (2021), who notes that learning is most effective when students engage in socially mediated, reflective activities that allow them to co-construct understanding and take ownership of their learning environment.

However, while students recognize their role, they also express a desire for more influence in how evaluations are designed and used. This concern aligns with the observations of Herranz (2019), who argues that student participation should not be limited to responding to pre-designed surveys but should include involvement in the creation and interpretation of evaluation criteria. The lack of perceived impact of student feedback reveals a partial disconnection between participation and agency, and what Kemmis and Carr (1988) would describe as a lack of active participation. In such cases, student voices may be included, but without clear mechanisms for integrating that

feedback into institutional decision-making, the process risks becoming symbolic rather than transformative. As emphasized by Rogers (1969), participation must go beyond consultation. Students need to feel that their contributions shape outcomes, reinforcing their role as co-creators of educational quality. Similarly, active learning theories emphasize the importance of engaging students in processes that are relevant and empowering. In this case, hetero-evaluation becomes a space not only for feedback but also for reflection, shared responsibility, and professional growth for both students and teachers.

Research Question 3: What are the indicators learners consider when evaluating their teachers (hetero-evaluation)?

The results of this study showed that students place significant importance on specific aspects of teaching performance that go beyond formal requirements and reflect meaningful classroom experiences. Among the most valued indicators are the teacher's ability to explain content clearly, present lessons in engaging ways, provide useful feedback, and solve classroom issues positively. These preferences show that students do not evaluate teachers solely based on academic knowledge, but also on their ability to communicate effectively, create a supportive classroom environment, and promote active engagement in the learning process.

This aligns with the principles of student-centered learning proposed by Rogers (1969), which emphasizes the importance of meaningful learning experiences, self-involvement, and the emotional connection between students and content. When students identify qualities such as clear communication and engaging instruction as key evaluation criteria, they are essentially affirming their need to be intellectually and emotionally invested in the learning process. These preferences also support the ideas of constructivist learning theories, which emphasized the importance of social interaction and teacher guidance in helping learners build understanding through active participation and feedback.

Moreover, the emphasis on useful feedback and inclusive teaching practices directly reflects the vision of quality education outlined by Charlotte Danielson's Framework for Teaching. The domains of instruction and professional responsibility—especially those involving responsiveness to student needs, adaptation of content, and clear communication—are consistent with the indicators students prioritized in this study.

According to Danielson (2022), effective teaching requires not just the delivery of content but also the creation of environments that support student growth, curiosity, and critical thinking.

Additionally, this emphasis on meaningful teacher behaviors aligns with the principles of active learning, which highlight the importance of strategies that involve students in problem-solving, reflection, and collaborative tasks (Arrieta & Ramírez, 2024). By prioritizing these indicators, students demonstrate an awareness of what fosters deep learning and sustained academic engagement. As such, their perspectives contribute to redefining the standards of teacher performance to include not only knowledge transmission but also interpersonal and adaptive teaching skills.

In conclusion, students consider a variety of indicators when evaluating teacher performance, reflecting a nuanced understanding of quality teaching. Their priorities align closely with constructivist, student-centered, and active learning frameworks, confirming the importance of moving toward evaluation systems that reflect these pedagogical values. Recognizing and integrating these student-identified indicators can contribute to a more effective and contextually relevant evaluation process, fostering both student learning and teacher development.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After reviewing the answers from 66 students in the PINE program, the following conclusions were made about students' perspectives on their participation in the hetero-evaluation at Universidad Técnica de Ambato.

Firstly, there are several types of student participation in teacher hetero-evaluation, based on educational theory, especially Roger Hart's Ladder of Participation (1992). This model outlines eight levels, from passive forms of involvement like manipulation and decoration, to more meaningful levels such as consultation, shared decision-making, and student-initiated actions. The ladder helped to clearly identify the ways students can be included in evaluation processes, not only by answering surveys but also by contributing to the design and improvement of those evaluations. In this research, the model was used to guide the creation of survey items and to understand the range of participation roles students may experience. The findings show that students are familiar with being consulted and informed, but they also showed interest in having more influence and working with teachers or authorities to make changes. This shows that participation is not limited to one fixed form but can grow if students are given more opportunities to share their ideas and take part in decision-making. The use of Hart's ladder provided a helpful structure for recognizing that student involvement in evaluation is not just about collecting opinions, but about building a more inclusive and collaborative academic environment.

Second, students' current level of participation in teacher evaluation corresponds to Level 5 – Consulted and Informed of Roger Hart's Ladder of Participation. This indicates that while students are given opportunities to express their opinions, they are not yet involved in making decisions that shape the evaluation process. Their role is neither superficial nor merely symbolic, as seen in lower levels such as Manipulation or Tokenism, but represents a transitional phase toward more meaningful involvement. The findings suggest that students are ready to move beyond consultation and wish to collaborate with university authorities in defining evaluation criteria and improving the system. This demonstrates a clear desire to progress toward higher levels of participation, where decision-making is shared between students and institutional actors, aligning with student-centered and participatory learning principles.

Finally, students identified a set of key indicators they believe should be prioritized in teacher hetero-evaluations. These include clarity in presenting content, the ability to design engaging and interactive lessons, effective classroom management, and providing constructive feedback. They also emphasized fairness, responsibility, and support for students with learning difficulties. These preferences reflect a broad understanding of quality teaching, which balances academic clarity, emotional support, and professional conduct. The indicators most valued by students align with the domains outlined in Charlotte Danielson's Framework for Teaching and echo the principles of constructivist and active learning theories. By incorporating these student-identified indicators, the evaluation process can become more responsive to learners' real experiences and contribute more directly to the improvement of teaching quality.

4.2 Recommendations

Based in the first objective, it is recommended that the university officially adopt Roger Hart's Ladder of Participation as a reference to guide how student involvement in teacher evaluation is planned and understood. The model can help academic authorities and teachers reflect on what kind of participation they currently allow and what steps they can take to reach higher levels. It would be useful to include the ladder in teacher training sessions and in student orientation materials to help both groups understand the difference between being consulted and being truly involved. The university could also organize reflection spaces with students and teachers to evaluate current practices using the ladder as a tool. These actions would help promote a more participatory culture, where student involvement in evaluation is not just accepted but supported and developed over time, in line with democratic and student-centered education values.

In relation to the second research objective about analyzing the current level of student participation in the hetero-evaluation of teacher performance, the findings indicated that students are currently at *Level 5 – Consulted and Informed* on Roger Hart's Ladder of Participation. This suggests that although students are heard, they do not yet take part in decision-making processes. To support their transition toward more active and genuine participation, it is recommended that the university implement gradual steps toward shared decision-making. One effective strategy would be to establish mixed working groups composed of student representatives (e.g., class delegates or student council members) and academic staff. These groups could meet periodically, once or twice per academic year, to review the hetero-evaluation instrument and discuss possible

improvements. This approach would not only foster collaboration and mutual understanding but also move students from being consulted toward being active contributors in institutional processes.

Finally, concerning the third objective, which focused on identifying the teacher performance indicators that students consider most important, the findings revealed that students highly value clarity in explanations, engaging and motivating lessons, respectful treatment, emotional support, and fairness. In response, it is recommended that the university revise the current hetero-evaluation form to include more specific and observable items aligned with these priorities. The instrument should go beyond administrative or procedural aspects and include questions that directly address teaching quality as perceived by students, for example, whether the teacher explains topics clearly, encourages participation, and fosters a respectful and inclusive classroom environment. Additionally, incorporating brief open-ended comment sections under each evaluation area would allow students to provide more detailed, meaningful feedback based on their personal experiences.

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Annexes

Annex 1

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 24 de marzo 2025

Magister
Ximena Calero
Presidenta
Unidad de Titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg.Vera de la Torre Ana Jazmina, en mi calidad de **Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: " Students' Participation in Teacher Performance Evaluation" propuesto por el estudiante Quispe Pérez Johan Steven, portador de la Cédula de Ciudadanía, 1850618420 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato, el cual se llevará a cabo dentro del mismo marco académico de la carrera mencionada.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

UNIVERSIDAD TÉCNICA DE AMBATO
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS EXTRANJEROS
COORDINACIÓN

Mg. Vera de la Torre Ana Jazmina
Coordinadora de la Carrera
1801249341
0998254544
aj.vera@uta.edu.ec

Annex 2

Cronbach's Alpha validation

Reliability Statistics

Cronbach's Alpha	N of items
,929	24

Note: Reliability statistics with Cronbach´s Alpha of 24 questions with Likert Scale

Annex 3

Survey upon request

Annex 4

Teachers' validation

Validated by: Marjorie Chumbo Caceres	ID: 1802696458	Date: 28/04/2025
Signature:	Email: elsamchumbo@uta.edu.ec	
Place of work: UTA	Academic degree; PhD	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Elsa Hernández	ID: 1802616027	Date: 29th April, 2025
Signature:	Email: eda.hernandez@uta.edu.ec.	
Place of work: UTA.	Academic degree; PHD.	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Juan Carlos Silva	ID: 1804377065	Date: 29/04/2025
Signature:	Email: jc.silva@uta.edu.ec	
Place of work: UTA	Academic degree; Master's in TEFL	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Mg. Diego Cumbe	ID: 1803694569	Date: 29-04-2025
Signature:	Email: dm.cumbe@uta.edu.ec	
Place of work: UTA	Academic degree; Master degree in TEFL	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Mg. Xavier Salca	ID: 1802447548	Date: 01-05-2025
Signature:	Email: manuelxsalcag@uta.edu.ec.	
Place of work: Universidad Técnica de Ambato	Academic degree; Magister.	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Annex 5

Aiken's validation

Max	4
Min	1
K	3

V = V of Aiken
$\bar{X}$ =Average judge rating
k = Range of ratings (Max-Min)
l = lowest possible score

Relevance: The item is appropriate to represent the specific component or dimension of the construct.
Coherence: The statement of the item is understood without difficulty, it is concise, exact and direct.
Pertinence: The item corresponds to the theoretical concept formulated.

Aiken V values such as V= 0.70 or higher are adequate (Charter, 2003).

			J1	*J2*	*J3*	*J4*	*J5*		*Media*	*DE*	*V Aiken*	*vg*
ITEM 1	When I evaluate my teachers, I do not tend to give similar scores as my classmates. [Manipulation]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	4	4		4	0,0	1,00	Valido
		Coherence	4	4	4	4	4		4	0,0	1,00	Valido
ITEM 2	I believe I should participate in teacher evaluation mainly because it is required. [Decoration]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	4	4		4	0,0	1,00	Valido
		Coherence	4	4	4	4	4		4	0,0	1,00	Valido
ITEM 3	I believe my teacher evaluations have an impact on the way my professors teach. [Tokenism]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	4	4		4	0,0	1,00	Valido
		Coherence	4	4	4	1	4		3,4	1,3	0,80	Valido
ITEM 4	I think I should be informed of the aspects I am evaluating before evaluating my professors. [Assigned but informed]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	4	4		4	0,0	1,00	Valido
		Coherence	4	4	4	1	4		3,4	1,3	0,80	Valido
ITEM 5	I think it's important to be asked about the indicators that should be included in teacher evaluation. [Consulted and Informed]	*Relevance*	4	3	4	4	4		3,8	0,4	0,93	Valido
		Pertinence	4	3	4	4	4		3,8	0,4	0,93	Valido
		Coherence	4	3	4	4	4		3,8	0,4	0,93	Valido
ITEM 6	I think authorities and students should work together making the indicators for teacher evaluation. [Adult initiated, shared decision with students]	*Relevance*	4	3	4	4	4		3,8	0,4	0,93	Valido
		Pertinence	4	3	4	4	4		3,8	0,4	0,93	Valido
		Coherence	4	3	2	3	4		3,2	0,8	0,73	Valido
ITEM 7	I believe students should be given the opportunity to give suggestions of indicators to evaluate their teachers. [Student-Initiated and Directed]	*Relevance*	4	3	4	4	4		3,8	0,4	0,93	Valido
		Pertinence	4	3	4	4	4		3,8	0,4	0,93	Valido
		Coherence	4	3	4	4	4		3,8	0,4	0,93	Valido
ITEM 8	I think students should start committees to talk about the indicator for teacher evaluation.. [Student-Initiated, Shared Decisions with Adults]	*Relevance*	4	4	4	1	4		3,4	1,3	0,80	Valido
		Pertinence	4	4	4	1	4		3,4	1,3	0,80	Valido
		Coherence	4	4	4	1	4		3,4	1,3	0,80	Valido
ITEM 9	I think teachers should be evaluated on their capacity to give clear explanations when teaching. [Planning and Preparation]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	4	4		4	0,0	1,00	Valido
		Coherence	4	4	4	4	4		4	0,0	1,00	Valido
ITEM 10	I believe teachers should be evaluated on their ability to use different class materials. [Planning and Preparation]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	4	4		4	0,0	1,00	Valido
		Coherence	4	4	4	4	4		4	0,0	1,00	Valido
ITEM 11	I think teachers should be evaluated on their capacity to adapt activities to challenge learners. [Planning and Preparation]	*Relevance*	4	4	3	4	4		3,8	0,4	0,93	Valido
		Pertinence	4	4	3	4	4		3,8	0,4	0,93	Valido
		Coherence	4	4	4	4	4		4	0,0	1,00	Valido
ITEM 12	I think teachers should be evaluated on solving class problems positively. [Class Environment]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	4	4		4	0,0	1,00	Valido
		Coherence	4	4	4	4	4		4	0,0	1,00	Valido
ITEM 13	I believe teachers should be evaluated on their capacity to create positive relationships with students. [Class Environment]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	4	4		4	0,0	1,00	Valido
		Coherence	4	4	4	4	4		4	0,0	1,00	Valido
ITEM 14	I believe teachers should be evaluated on their ability to organize the classroom. [Class Environment]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	4	4		4	0,0	1,00	Valido
		Coherence	4	4	4	4	4		4	0,0	1,00	Valido
ITEM 15	I think teachers should be evaluated on their ability to present concepts in engaging ways. [Instruction]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	4	4		4	0,0	1,00	Valido
		Coherence	4	4	4	4	4		4	0,0	1,00	Valido
ITEM 16	I believe teachers should be evaluated on their ability to encourage student participation. [Instruction]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	4	4		4	0,0	1,00	Valido
		Coherence	4	4	4	4	4		4	0,0	1,00	Valido
ITEM 17	I think teachers should be evaluated on providing learners with useful feedback. [Instruction]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	4	4		4	0,0	1,00	Valido
		Coherence	4	4	4	4	4		4	0,0	1,00	Valido
ITEM 18	I believe teachers should be evaluated on their capacity to adapt lessons to students with difficulties. [Professional Responsibilities]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	4	4		4	0,0	1,00	Valido
		Coherence	4	4	4	4	4		4	0,0	1,00	Valido
ITEM 19	I think teachers should be evaluated on sharing information about students' academic progress. [Professional Responsibilities]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	1	4		3,4	1,3	0,80	Valido
		Coherence	4	4	4	1	4		3,4	1,3	0,80	Valido
ITEM 20	I believe teachers should be evaluated on how they follow school rules and act responsibly. [Professional Responsibilities]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	4	4		4	0,0	1,00	Valido
		Coherence	4	4	4	4	4		4	0,0	1,00	Valido
ITEM 21	I believe teacher evaluation should focus more on how teachers inspire students to learn than teaching skills. [Instrumentalization of Evaluation]	*Relevance*	4	4	3	1	4		3,2	1,3	0,73	Valido
		Pertinence	4	4	3	1	4		3,2	1,3	0,73	Valido
		Coherence	4	4	3	1	4		3,2	1,3	0,73	Valido
ITEM 22	I think having the same teacher evaluation for all subjects makes the evaluation unfair. [Decontextualization of Judgments]	*Relevance*	4	4	3	1	4		3,2	1,3	0,73	Valido
		Pertinence	4	4	3	1	4		3,2	1,3	0,73	Valido
		Coherence	4	4	3	1	4		3,2	1,3	0,73	Valido
ITEM 23	I think authorities should include students in the decision of indicators for teacher evaluation. [Lack of Active Participation]	*Relevance*	4	2	4	4	4		3,6	0,9	0,87	Valido
		Pertinence	4	2	4	4	4		3,6	0,9	0,87	Valido
		Coherence	4	2	4	4	4		3,6	0,9	0,87	Valido
ITEM 24	I believe teacher evaluations should give teachers specific advice to improve, not just number scores. [Absence of Meaningful Feedback]	*Relevance*	4	4	4	4	4		4	0,0	1,00	Valido
		Pertinence	4	4	4	4	4		4	0,0	1,00	Valido
		Coherence	4	4	4	4	4		4	0,0	1,00	Valido
TOTAL											0,94	Valido

Annex 6

Turnitin report

turnitin

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CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research Background

The following section presents research findings from various academic sources that provide a theoretical foundation for the study of students' participation in teacher performance evaluation.

In a study conducted by Velásquez (2022) explored the association between teacher performance evaluation and student academic satisfaction. This study utilized a quantitative approach with a correlational design, surveying 81 teachers and 1,703 students. The results indicated a weak but significant association between teacher performance evaluation and student satisfaction, suggesting that as teacher performance ratings improve, student satisfaction also increases. These findings highlight the need for continuous assessment and refinement of teacher evaluation processes to enhance their impact on student learning experiences. Additionally, the study suggests that students' perceptions of teaching quality influence their motivation and engagement, underscoring the importance of feedback mechanisms in education.

Vargas (2024) conducted a study focusing on the relationship between teacher performance and student satisfaction in language centers at private universities. Using a quantitative, non-experimental cross-sectional design, the study surveyed 339 students. The findings revealed a strong positive relationship between teacher performance and student satisfaction, emphasizing the importance of enhancing teachers' competencies and skills to improve educational quality. This research aligns with previous studies, such as Ortiz and Abuzin (2021) in the Philippines, which found that students perceive a direct link between teacher effectiveness and overall learning outcomes. The study by Vargas also suggests that ongoing professional development and teacher training programs are critical in maintaining high levels of student satisfaction and academic success.

Avilés and Loksomo (2024) analyzed the impact of teacher performance evaluations on teaching improvement in Ecuador. The study used mixed-method data collection techniques, including student surveys and teacher interviews. The results showed that students found their teachers' explanations clear and understandable. However, areas for improvement were identified in the use of teaching materials and teachers' availability to assist students outside class hours. Similarly, Rôhl et al. (2023) conducted a meta-analysis examining the impact of student feedback on teaching quality

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STUDENT'S PARTICIPATION IN TEACHER PERFORMANCE EVALUATION

ORIGINALITY REPORT

7%	6%	2%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repositorio.uta.edu.ec Internet Source	2%
2	Submitted to Universidad Tecnica De Ambato-Direccion de Investigacion y Desarrollo , DIDE Student Paper	2%
3	repository.out.ac.tz Internet Source	<1%
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ANA JAZMINA VERA DE LA TORRE