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Professional Development of Teachers and Their Identity in Society

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Abstract

Purpose: *the objective is to carry out an analysis of the professional development of the teacher and his identity before society, the methodology applied is the realization and systematic review through the PRISMAS methodology using the words of professional development and identity teacher. Theoretical framework:* *The professional development of the teacher and his Identity before society comes to make the fundamental complement of professional growth in the different branches and as a person before society, in which he is predisposed to focus or teach with a vocation in the fields of education, research and management. pedagogical, meeting the needs of society. Method/design/approach:* *An exhaustive search of information was carried out using various filters, in various databases, excluding articles that do not correspond to the topics of analysis and that are repeated in them. Results and conclusion:* *According to the data obtained, professional development is found in various branches. Originality/value:* *Education changes its way of teaching and learning from face-to-face to a Remote Education, the development of digital competence, the socio-emotional behavior of students, parents and teachers, the form of social isolation, due to the Covid-19 pandemic, where teachers learn to use and manage the different resources and technological means through synchronized work where they interact with students using technological resources and Asynchronous where there is no direct interaction with students.*

Keywords: *Professional Development, Teacher Identity and Teacher Performance*

Introduction

We are in a technological and globalized world where professional development comes to make the acquisition of knowledge, qualities and skills, this leads to being a competent, efficient and able to assume different challenges that are presented in their professional life, it is also important the professional development of people who are able to create their own source of work with the creation of a micro or small company which would give access to a position, as well as being a competent, efficient and effective, ethical, moral and above all professional who are professionals of vocation of service to society although it usually does not happen 100% for the simple fact that wrong decisions are made when choosing at the beginning of their studies due to family pressure, For economic resources, for these reasons there are many professionals who do not exercise their career. According to López (2003, p. 33) vocational identity is considered as a crisis of the

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adolescent because it is a process of development in his future life, because of the various decisions he will make throughout his life and that will be accompanied by his interests, attitudes and values.

Blanchard (2021, p. 3) the I. P. is based on the question Who am I? And they must be answered at each stage of personal and social life this will help emotional wisdom, likewise personal and social experiences will develop in the person the attitudes of how to think, feel and do selecting the best to transmit to their students. Blanchard (2021, p. 4) Due to various factors, whether personal or family, they decided to become teachers in order to direct, guide and teach children, adolescents and young people throughout their professional career.

For Andreucci and Morales consider 5 aspects of P.I. according to the social, political, economic context, relationships with people in a given time and space. (2020, p. 444.). On the other hand, Miranda and Vargas (2019, p. 2,) mentions that the fundamental basis of an educational quality is the teacher, therefore Miranda et al and Alves dimension the I. P. in intrapersonal and interpersonal I mean that it is influenced from within and outside.

Alenca y Mogarro mentions that to have a successful teaching is based on content and technicality. Likewise, identity is oriented to two psychological and social aspects, the first identity is not based on transformations, it is the construction of the person in the same way Bubar (Recently) considers that the identity of the person is formed through life and not defined at birth (2021, p.3).

In the same way, Alves and Mogarro the I. P. is based on the mastery of translinguistic practice and culture (page 346), and also how to enhance language learning in students. Likewise, Alves et al divides professional development into 4 aspects which are normative (materializes the person), intrapersonal (based on reflection on the person / facts) interpersonal (the development of their skills and internalizes the values, norms and professional culture (2020, p. 04).

The teaching processes based on communication in both the student and the teacher must be natural, simple, assertive, the teacher for the theories and concepts of teaching is taxed in his students, and in the same way the students imitate (Calderón, 2020, p. 89)

Campos, Chisvert and Palomares, (2019, p. 422), considers that learning is substantial towards students when new procedures are used to develop competencies through digital culture/civilization and the new generations that intensify the collaborative personality.

At present it is visualized that the governments of the day for decades have taken health as a political service taking advantage of paying favors provided in their campaigns as candidates and not as a priority of giving a humanitarian service, at present we can visualize this sector (the provision of health) is not prepared so much in professionals, infrastructure, among others, recent events such as the pandemic that is coming arise in the deficiency in health care, in terms of infrastructure, hospitals, care centers in precarious conditions, obsolete equipment and non-empathetic professional personnel for the care of patients affected by this Covid-19 pandemic which has claimed many lives, leaving families decomposed, emotionally affected, and above all

affected the most vulnerable people.

On the other hand, at the beginning of the pandemic the rulers did not make the appropriate decisions such as closing the borders in a timely manner, which have allowed infected migrants to enter from their place of origin, at the suggestion of the World Health Organization, employers chose to restrict the labor market, in the government of President Engineer Martín Alberto Vizcarra Cornejo in the company of the Council of Ministers on March 13, 2020 through a Message to the Nation It is decided to declare a state of emergency at the national level for a period of 15 days, likewise empowers both the public and private sectors new ways of presenting services of workers various means and mechanisms of attention to society in this way academic work is suspended both in educational institutions, Higher institutes and universities, to safeguard the lives of professionals and students in order to reduce the massive contagion of this pandemic so that it does not continue to spread and cause human losses. From the point of view Maguiña, Gástelo and Tequen (2020) emphasizes that the quarantine of countries consists of social distancing to avoid more infections, since this virus is pronounced in the body from the sixth day and spreads quickly.

In this time of pandemic, in Peru the weaknesses and shortcomings in the Education sector have been evidenced, leaving children, adolescents and young people restricting the normal educational development in their learning, as a result of this the Ministry of Education of Peru through the entities choose to create the new way of concretizing Education with the program "Aprendo en casa" through TVPERÚ and National radio in its first Later private companies such as channels chose to broadcast the class sections in order to maintain their tune of viewers, in the same way in rural areas where teachers had to reinvent themselves in different ways to continue teaching their students and not lose the school year and in turn not be harmed in their learning process of teaching - learning knowledge.

The program I learn at home requires students to have different technological equipment such as radio, television, laptop, tablet, cell phones, internet, etc.; since without them they could not have access to the program because they do not have the service such as the Internet, what we cannot understand how it is possible in the XXI century our compatriots who live in rural and marginal urban areas do not have, with basic services such as electricity, drinking water and sewage.

In our country there are more than 7 to 8 million inhabitants who do not have drinking water and sewerage service, the capital Lima is one of the most vulnerable cities because it has a population of emigrants from all regions, which are settled in the preferred and areas declared unsuitable for urban housing, However, due to the lack of housing, they were forced to take possession of these lands inaccessible both for urban transport and others.

If that happens in the capital we can define that in other regions it happens as equal or worse where almost the governments of the day have never worried. Therefore, when we talk about the regions, students have to leave their communities carrying some technological devices in order to search in

the highest places to find a good signal and be able to capture the transmissions of the programs and thus be able to carry out the teaching-learning activities.

On the other hand, it has been detected teachers who were not in a position to assume the challenges in the management of technological equipment, faced with this reality the Ministry of Education opts for updating the management of technological equipment to which many teachers had to train and learn new methods according to their needs and create various ways to continue teaching.

Likewise, we must limit ourselves to this teaching-learning gap where teachers who have reinvented the way of getting education by creating a diversity of educational and motivational methods, such as the creation of a robot that fulfilled the function of a teacher dictating their classes, another particularity and peculiar teaching through a motorcycle bull in its back a blackboard is exhibited where its session of Class, such teaching methods, allows the teacher to interact with students respecting the sanitary protocol.

As for the teaching identity, we rescue the professionalism and vocation of educational service demonstrating their dedication and responsibility with their work and in the adaptation of a new way of teaching. To cut the educational gap in the organization of pedagogical methods in teaching – learning, motivating the student community so that the latter do not lag behind in their learning.

Theoretical evidence supports that the professional identity of teachers includes aspects related to the understanding or socialization of professional values. These topics include the development of self-concept, as representative or some form of execution, occupation. Therefore, initial teacher training can be considered as an ideal starting point in values, which can not only generate awareness about the need to develop the identity of teachers, but can also be considered as an area that generates a strong sense of change in industries through the learnings acquired.

However, the exploration of one's own identity in the process of teacher training is not always the desired career due to certain factors, sometimes they feel frustrated by not being able to enter a career that could have better economic income, in the end they choose to follow this career and hence the lack of professional vocation and identity with the career they exercise.

Understands the procedures and practices that qualify the creation and growth of the teaching professional career. It refers to a systematic meditation on your teaching practice, your colleagues, group work, cooperation with your peers and your participation in professional development activities. Including responsibility for the learning process and outcomes, as well as information management for the design and implementation of educational policies at national and regional levels. Ministry of Education (2014, p. 26)

Develop professionalism in the identity of teachers according to the competences are divided into two: Competence 8 Reflect on their practical and institutional experience, and develop continuous learning processes individually and collectively to establish and confirm their professional identity

and responsibility. (Ministry of Education, p. 26) and Competence 9 Acts ethically, respectful of people's basic rights, and demonstrates honesty, justice, responsibility and commitment in its social role. (Ministry of Education, p. 26).

Therefore, professional development and teacher identity is important because it will develop different competencies, skills and teaching and learning capabilities in students with a systematic, fluid, natural methodology, creating a pleasant and friendly environment, so enthusiastic students can easily understand the contents of Curriculum Design. That is why we ask ourselves the following question: How does professional development influence teacher identity?

The literary review made on the concept of professional development of teacher identity, leads us to observe the results that refer to the need for construction and the importance of this identity for an improvement of the profession. For this reason, the objective is to carry out an analysis of the professional development of the teacher and his identity before society.

METHODOLOGY

In this article, it was addressed with a systematized review where the topic to be addressed will be professional development and teacher identity that fulfills teaching role, educate develop the competencies of students, an investigation of the review articles of the PRISMA methodology (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) will be carried out.

The systematic review of Education with reference to professional development in the teaching identity, for its continuous elaboration the guidelines of the PRISMA declaration have been used, with this method the studies will be identified, selected, evaluated and synthesized; That is, by 4 faces will pass the publications, in which you can see the progress of the publications. Molins and Serrano (2019, p. 49) The objective of this article is: to carry out an analysis of the professional development of teachers and their identity to society.

To carry out the systematic analysis, appropriate methodologies were used, continue, projected by the explanation of PRISMA, using the various sources of databases such as EBSCO, SCOPUS, SciELO Preprints, REDALYC.ORG, ProQuest and Google scholar. These articles are selected according to the published bibliographic review analyzing that they comply with the scientific methods in a clear, rigorous way and at the same time the expectations of the researcher, following various processes:

1. Search engines (EBSCO, SCOPUS, SciELO Preprints, REDALYC.ORG, ProQuest and Google Scholar)
 - A systematic search is carried out in the database (EBSCO, SCOPUS, SciELO Preprints, REDALYC.ORG, ProQuest and Google scholar), considering the publications of the last 5 years, that is, from 2018 to 2022. Sánchez (2022, p. 52) confirms that the Systematic Review (SR) study considers various stages such as identifying or searching for the topic, selecting the objective, evaluating and simplifying the most relevant topics in research in a

translucent and affordable way.

- The criteria for inclusion and selection of studies were: The review articles must be the last five years of publication according to the rules for the preparation of theses. In this case, the five years from 2018 to 2022 will be included, taking into account the updated articles, preferably in the Spanish language, of taking the articles related to Education.
 - Exclusion criteria were the following: Thesis, books, scientific articles or other publications past before 2018.
2. Search equations: ((Professional Development AND Skills Development)) AND ((Competency Progress)) AND ((Professional Progression)) AND (Teacher Identity) AND (Teacher Identification) AND (Teacher Training) AND (Teacher Personality) AND (Teacher Identification)
 3. All the documents that make up this article were collected and examined, carrying out an exhaustive review. Yepes N, Juan J.; Urrutia Gerard; Rosemary-G. Marta and Fernández Sergio A. (2020).

Data search strategies "Professional Development"

Database	Search equations	N° of articles	N° of articles used
EBSCO	Keyword: Professional Development ((Professional Development AND Skills Development)) AND ((Competency Progression)) AND ((career progression)) Limited to: Full text From 2018 to 2022 Arbitrary publications search: IT ("PROFESSIONAL DEVELOPMENT") AND ((FM P)) AND ((FM P))	103	19
SSciELO Preprint	Filter by keyword: Professional Development Limited to: Open Access 2018- 2022 Type of literature: Review article	25	06
REDALYC.ORG	Filter by keyword "Professional Development" The last 5 years 2018 to 2022 Spanish and English language	1114	03
ProQuest	Keyword: Professional Development Ft (professional development) AND (career progression) Filter by keyword: Professional Development and Education Limited to: Open Access 2018- 2022	691	01

Google Scholar	Filter by keyword: Professional Development and Education	171	01
	Limited to: Open Access 2018- 2022		
TOTAL		2104	30

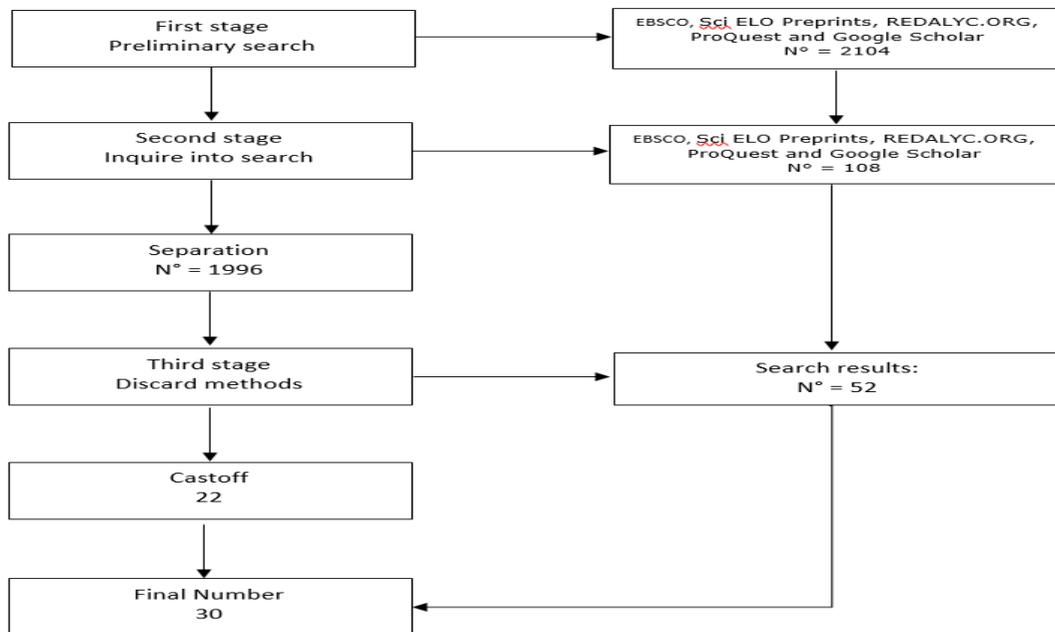
Table N°01.

As can be seen in table N°01 of the Professional Development dimension, an exhaustive meticulous search was carried out because the appropriate conditions that are requested to carry out an article were taken according to the PRISMA Declaratory base that it was possible to determine the publications that contribute to Professional Development of which 2104 publications were found, But 30 articles that relate to our central theme were used.

On the other hand, performing the filtration was considered 5 years old, that is, it was taken from 2018 to 2022, preference was sought in Spanish and English, the following databases such as EBSCO, SciELO Preprints, REDALYC.ORG, ProQuest and Google scholar were searched, full texts and articles were prioritized.

Different terminologies were used with reference to Professional Development such as competent development, skills development, competency progression, professional progress and teaching identity.

Table 01 Search processes



DISCUSSION

In the process of the elaboration of the work, several publications were found with respect to the dimensions such as professional development in the Teaching Identity views of different perspectives that are inverse in the pedagogical aspect as we will mention below:

The professional development of the teacher is an issue of great importance in the training of the professional of education we can notice that there are many obstacles, the same that exist inside and outside the institutions of training and educational application, by the existence of policies and interests of those who weaken them the growth and improvement of the professional skills of teachers. Miranda et al (2019, p. 3) states Professional Identity occurs in each active process of life continuously and permanently, it is a grouping inherent aspects of each human being and of the same society.

On the other hand, Elizondo and Gallardo (2018, p. 138), the confrontations that contrast the educational regime, the government and policymakers in the teacher training process are enormous. In Latin America, the urgency is mainly focused on determining the role of institutions responsible for teacher training and specifying the assessment and accumulation of training time, because this makes it impossible for teachers to really worry about developing teaching skills to better complete their work in the classroom.

The Professional Development of Teachers is the United Nations Educational, Scientific and Cultural Organization (Unesco, 2006: 37) defines it as a regularization of their professional life of educators during their permanence in the educational career, likewise those agents who enjoy a suitable education, in the same way mentions that an education professional who enters the teaching career must be incorporated in the following conditions: Incorporation, permanence, professional growth, escalation to higher levels and a decent retirement. Likewise, we must consider that the education professional is capable of facing new challenges in his future and the scaffolding during his professional career in the delivery of his knowledge at the service of teaching – learning of students, but a quality teaching mentions us Cordero, Pedroza (2021, Page 504).

The teacher is a key element in ensuring quality higher education. The studies carried out have identified the different characteristics, conditions and forms of professional development for the university professor, and have also evaluated the improvements they provide. The increase or advancement of technology allows the best professional development generating better opportunities in teaching and facilitating learning at different times and places giving with it the best technological resources. The professional development of the houses of higher studies the teacher is a main element in the outstanding and quality training.

[Gonzalez](#), [Estevez](#), [Souto](#); [Muñoz](#) (2020. Page 15) expresses the different learnings have recognized the peculiarities, requirements and prototypes of growth in their professional or work activity for the professor of the university as well as have determined the development they grant

On the other hand, teachers in rural areas of multigrade schools are evaluated permanently, using evaluation mechanisms included in the SNEDD, although teachers accepted to be evaluated constantly, they criticize the methodology used, because it does not adapt to the one carried out in their area of work, they are decontextualized to the truth of the current education of the country, nor are they valued by the teachers themselves, according to the results obtained by the semi-structured interview that was carried out with 56 teachers, It is essential to carry out the pertinent, adequate, flexible procedures according to the educational news that is presented. Therefore, Education is related to the state, the Ministry of Education and society, to work harmoniously, clearly, transparently and all evaluation must according to the reality of their country according to Castillo, Hidalgo and Guillermo (2018. Page 364)

The statistical analysis that will be responsible for measuring the variables linked to the condition of the unionized and the teaching performance, in the same way the inclusion to different sectors of SNTE. Therefore, the results assigned in the approach of union of the teachers' union and certain characteristics of teachers at different educational levels, lifelong learning, verification and appreciation of work in classes, management of teaching hours, and teaching responsibility. Therefore, it is an intermediate grouping, not direct, the result of the guild is deduced through the normative guidelines with this action contributes to the formation. It can be analyzed that all teachers who work at different educational levels and who do not belong to any union, are the teachers who assumed the different challenges of training permanently, found updated and identified with Education. (Tapia, 2017)

Education changes its way of teaching and learning from face-to-face to a Remote Education, the development of digital competence, the socio-emotional behavior of students, parents and teachers, the form of social isolation, due to the Covid-19 pandemic, where teachers learn to use and manage the different resources and technological means through synchronized work where they interact with students using technological resources and Asynchronous where there is no direct interaction with students. Likewise, it was planned to implement the students with the technological resources of both the Ministry of Education, regional and local governments, to guarantee the learning and teaching of students. Reason why Education has not stopped in its entirety, but if it affected a percentage of students who were not prepared, by the way of teaching and learning towards their students in order to continue implementing their knowledge. Huamán, Torres, Amancio, Sánchez (2021. p. 54)

On the other hand, verification of judgment of the forms that the teaching performance of the house of higher study is evaluated, mostly these houses of studies specify the purpose of the evaluation that often do not agree with the evaluations and the results are not those expected by the inadequate information, to manifest the gaps through the objective and practice. Its main objective is based on constant improvement, the instrument to be used is the questionnaire, with which it is sought to have a mandatory evaluation. It is concluded that university professors must know the social, political and cultural environment since their purpose is to train competent,

critical, independent professionals for society Gómez, Valdés (2019. p. 490).

Alliaud mentions that the commitment of the teacher is to teach with the heart, transmitting their knowledge to their student with the purpose of forming and transforming, on the other hand, permanent training is also included according to their area or subject that teaches and according to the context of society. (2018. p. 291).

Its purpose is to determine the relationship of its two variables the organizational climate and the teaching performance, the institution must promote the development of interpersonal coexistence, fluid communication and above all teamwork that allows progress in performance among teachers as well as teaching - learning of students. On the other hand, the hierarchical authorities must carry out a coordinated form of work, give the established times, carry out the monitoring (follow-up and accompaniment) to the teachers and feedback on the deficiencies they had. In addition, it is necessary the institutional climate of training and educational centers must be carried out objectively and in the best way in order to promote positive attitudes. Dianderas (2020. p. 24)

Conclusion

At present the evaluation for teachers has become a constant practice and has a lot of relevance in recent years it is also constant and this in turn has established the objective, goals, fundamental purpose through the application of various means of communication and electronic, with the purpose that both the teacher and the Education standards are intertwined to achieve quality education. Morales and Pérez. (2021. p. 31).

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