



Strategies of the Teaching Process - Learning and Academic Performance in University Teaching Students in a Public University in Lima

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Article History	Abstract
Received: 16 June 2023 Revised: 25 August 2023 Accepted: 28 August 2023	<p>The objective of this study was to determine the relationship between the strategies of the teaching-learning process and the performance of University Teaching students, in a public university in Lima. The research is descriptive, and the design is non-experimental. Two instruments were used: the Checklist and the Standardized Test for a sample that consisted of 15 students of the Master's Degree in University Teaching, who attended the academic semester 2009 - I of the National University of Education "Enrique Guzmán y Valle -La Cantuta. According to the general hypothesis, it was concluded that there is a relationship between strategies of the teaching-learning process and the academic performance of Master's degree students, University Teaching mention. Regarding the specific hypotheses, it was concluded that the level of correlation that exists between the strategies of the teaching-learning process and the conceptual, procedural and attitudinal academic performance of the students in question is highly significant.</p>
CC License CC-BY-NC-SA 4.0	Keywords: Teaching-learning, Academic performance, University teaching, Skills

1. Introduction

The research focused on two key variables: teaching and learning strategies and their impact on the academic performance of graduate-level master's students in higher education. The study aimed to shed light on how teachers approached teaching and how this influenced the academic outcomes of master's students. The findings emphasized the critical importance of teaching and learning strategies and academic performance in the educational process, underscoring that neglecting these aspects could jeopardize the future of education. Therefore, investigating these factors in the interaction between teachers and master's students in higher education was deemed essential.

In a constantly evolving world, education requires innovative strategies to enhance academic performance. Pedagogy and didactics draw from various scientific disciplines to inform educational practices, guiding the professional development of teachers responsible for training future

professionals. Effective educational action depends on the judicious use of teaching and learning strategies, incorporating appropriate resources and continuous evaluation. This diversity in strategies plays a crucial role in shaping academic performance, as observed in the case of master's students in University Teaching at the Graduate School of the National University of Education Enrique Guzmán y Valle.

To ensure the quality and innovation of teaching and learning strategies and their impact on academic performance, it is imperative to go beyond conventional standards. These tools must actively contribute to enhancing the quality of graduate-level education. The research was motivated by these essential considerations, as teaching and learning strategies and their relationship with academic performance are pivotal variables in the professional development of master's students at the National University of Education Enrique Guzmán y Valle. The study aimed to establish the levels of these variables, their interrelationships, and unique characteristics, all in the pursuit of improving the educational process.

Teaching-Learning Strategies

Conceptualization

The conceptualization of teaching-learning strategies is crucial for comprehending the significance of human knowledge (Anijovich & Mora, 2010). These strategies encompass the decisions made by educators to guide their efforts in fostering student learning. Within a competency-based education framework, students take on the responsibility for their own learning, fostering autonomous and intrinsically motivated learning (Contreras, 1990, p. 23). It's important to differentiate teaching strategies, which relate to how students operationalize cognitive and affective learning processes, from learning strategies, which involve teachers mediating, facilitating, and motivating student learning (Diaz-Barriga & Hernandez, 2002). Recent decades have witnessed a shift in educational paradigms, moving from teacher-centered to learner-centered models, necessitating teachers' roles to evolve from knowledge providers to learning facilitators, and students' roles to transition from passive observers to active, participatory, and critical contributors in their knowledge construction (Chacón, 2003).

The Field of Educational Sciences and Teaching-Learning Strategies

The study of teaching-learning strategies falls within the realm of Educational Sciences and encompasses various aspects: a) an intricate interplay between theory and practice, serving as both an explanatory and normative discipline; and b) the specificity of teaching-learning strategies within the educational context. This multidisciplinary nature is evident as different fields contribute to its conceptual development, with psychology offering foundational principles for teaching and learning processes, and curriculum addressing the organization of education and specific didactics tailored to individual subjects. Nonetheless, there has been a shift in some teacher training programs away from teaching and learning strategies, replacing them with subject-specific didactics in pursuit of greater autonomy (Davini, 1998).

The challenges within education extend to various dimensions, including school organization, intergenerational communication, methodological, teleological, sociological, and psychological aspects, evaluation systems, teacher training, and curriculum design. These challenges have led to a sense of crisis in contemporary educational organization, prompting a need for a deeper understanding of the current state of education and the development of alternative approaches (Sandoval, 2006). The teaching-learning process, as articulated by González (1984), involves the collaborative efforts of teachers and students within the institutional context, with an emphasis on active, progressive construction of knowledge through direct or mediated experiences. While media can facilitate learning by serving as tools for representation and contextual adaptation, their effectiveness depends on their appropriateness within the didactic context (Sandoval, 2006).

How To Teach and How to Learn?

There is a body of knowledge that is in search of an answer to this question: How to teach? On the one hand, when there is teaching, it is for the achievement of some goal or goals. On the other hand, the act of teaching and learning occurs within a framework determined by certain physical, social, and cultural conditions (context). The etymological reference of the word "teach" is that it is an

instruction to someone. It is not just teaching something. It is showing what is known. This implies that there is a subject who knows (the one who can teach). There is another subject who does not know (the one who can learn). Therefore, the one who can teach wants to teach and knows how to teach (the teacher). The one who can learn wants to learn and knows how to learn (the student). Therefore, there has to be a willingness on the part of the student and on the part of the teacher. In addition to these agents, there are the contents, that is, what is to be taught or learned (curricular elements) and the procedures or instruments for teaching or learning them (means) (Compagnucci, 2002). For this reason, in the last decades different methodological proposals have emerged to guide the teaching-learning process, such as "teaching for thinking" and "teaching for learning". The objective is to train students in the strategic use of learning procedures so that they can be "learners of learning" (Molina, 1993).

Learning to learn refers to the development of cognitive skills with which content is learned. It does not refer to the direct learning of content. Teaching to learn is not achieved by the addition of subject matter content to a program, but by the way in which that content is being worked on. Teaching to learn, using appropriate teaching-learning strategies, should be the goal of every teacher (Farré, 2002).

Teaching can only be understood in relation to learning. This reality refers not only to the processes involved in teaching, but also to those involved in learning. The learning that results from the association, from the exchange, from the performance of teacher and student in a given context and with specific means and strategies, constitutes the beginning of the research to be carried out, the constant rethinking of what are the processes and strategies through which students achieve learning" (Zabalza, 2001 p.191). (Zabalza, 2001 p.191). Norzagaray et al. (2021) allude to Beltrán (1996) who points out: "Knowing what to do to learn, knowing how to do it, and controlling it while doing it, (...) is a true learning to learn".

Didactic Strategy

The didactic strategy employed by teachers plays a fundamental role in facilitating students' learning, emphasizing their interaction with the course material. This strategy should encompass principles such as addressing students' cognitive learning styles, motivations, interests, classroom organization, information provision, active learning methods, viewing mistakes as learning opportunities, ensuring students have control over their learning, considering both individual and collaborative learning, and concluding with a final evaluation of the learning process (Pimiento, 2012). The didactic act, at its core, represents the teacher's communicative actions aimed at aiding student learning, emphasizing the interactive processes between teachers and students. Effective teaching involves selecting appropriate educational media and designing interventions that consider contextual factors, including content coverage, student characteristics, and environmental circumstances (Marqués, 2001). The didactic act is viewed as a communicative relationship, involving interactions and exchanges between teachers and students, influenced by various external factors, and comprising key elements such as information sources, didactic messages, recipients, and the classroom and institutional context (Marqués, 2001).

Academic Achievement

Conceptualization

Academic performance is a crucial aspect in education, encompassing various dimensions. It is characterized by the results of a learning process, often expressed through grades, reflecting a student's knowledge acquisition and cognitive growth (Murillo, 2013). This achievement is influenced by an array of factors, including cognitive learning styles, motivations, and personality variables (extroversion, introversion, anxiety), as well as environmental conditions and the methodology employed by teachers (López, 1988). Academic performance is considered the culmination of an educational journey where teachers guide students, stimulate them, diagnose difficulties, and correct them promptly, ultimately fostering cognitive growth and the development of skills, aptitudes, ideals, and interests (McClelland, 1972).

While intellectual capacity and academic performance are interrelated, academic achievement depends on various factors beyond IQ, such as personality traits, study habits, environmental conditions, and motivation (Papalia, 1994). Verbal aptitude also plays a significant role in school outcomes, influencing how students express themselves and are evaluated by teachers. In professional contexts, academic performance serves as an indicator of technical and professional competence, impacting career success, job opportunities, and economic remuneration (Wallon, 1990). Despite its importance, academic performance is a multifaceted concept influenced by numerous factors and not always a guarantee of success beyond the classroom (Tustin, 1994).

Factors Of Academic Performance

It must be taken into account that academic performance is more or less influenced by numerous factors. These factors constitute a tangled web in which it is very complex to calibrate the specific incidence of each one. Considering that young students condition their academic performance to difficulties in concentrating due to fatigue and tensions stemming from unresolved conflicts caused by the intrusion of fantasies and reveries related to new roles and experiences. The difficulty in concentrating can be a symptom of a depressive illness or of an attention deficit syndrome. In students, the reduction of sensory stimuli decreases concentration. It also increases the possibility of fantasizing. For this reason, the right kind of music facilitates the attention of young people, as well as the study of walking or the rhythmic movements of the foot or the leg that allow him to relieve the tension and make the learning that they are obtaining in a pleasant and agreeable way, in such a way that it develops the desired stimulus.

There are a few factors that have a direct relationship with a person's performance in school. The following are some of the factors that have a direct relationship with school performance:

- Socio-cultural factors.

Ethical discrimination, social discrimination, cultural deprivation, fear of isolation from the in-group as a result of academic success.

- Economic factors

Lack of resources to acquire basic necessities, to work, to live, and inadequate conditions for studying.

- Individual factors

Health problems, acute and chronic illnesses, sensory deficits, malnutrition, various health disorders.

- Pedagogical factors

Methodologies, didactics and learning strategies; poor use of time, poorly developed study habits, lack of motivation, previous learning experiences (deficient or very limited), context (infrastructure, lighting, materials) not suitable for learning.

On the other hand, some individual variables have a fundamental influence on performance, such as intelligence, where most studies show a positive correlation between intellectual factors and academic performance; however, it should be noted that the results of intelligence and attitude tests do not in themselves explain academic success or failure, but rather, to a greater or lesser extent, the different learning abilities of students. Among the intellectual variables, the one with the greatest predictive capacity for performance is verbal aptitude. This is because linguistic competence has a considerable influence on academic results, confirming it as a component that plays an important role in learning. As far as personality is concerned, it has been established that there are significant physical and psychological changes during adolescence. These changes can influence and even affect performance.

Other variables, such as study habits, have a great predictive power for academic performance. They include study planning, environmental conditions, organization, and scheduling, among others. The academic climate, which takes into account the physical environment, the human dimension, the institutional climate that implies the levels of coercion, communication, autonomy, organization, as well as the style of teaching direction. Finally, the family environment is a very important subsystem of the system in which the student lives. It is closely related to school work as a social and psychological base that contributes to the formation of his personality.

One of the most important dimensions in the teaching-learning process is the student's academic performance. When it comes to evaluating academic performance and how to improve it, the factors that can influence it are analyzed to a greater or lesser extent. Generally, the following are taken into account.

- Socioeconomic factors.
- Breadth of curricula.
- Teaching methods used.
- Students' prior beliefs.

The complexity of academic achievement begins with its conceptualization, as it is sometimes referred to as school aptitude, academic achievement, or school performance. However, in general, the differences in the concepts are explained only by semantic issues, as they are used as synonyms.

Assessment Of Academic Performance

The evaluation of the student's academic performance has the objective of examining his performance in the educational process, taking into account his conditions and abilities, in order to determine whether the student is prepared to face the new stages of the educational process. In this sense, it is the basic reference that indicates the level of quality of all the elements involved in the educational process.

According to Aparicio Izquierdo (1994): "Academic performance is closely related to the quality of teaching. In this sense, the quality of our process and teaching should be analyzed and improved as much as the available resources and the following factors that influence the quality of teaching allow, to the extent that academic performance, according to our analysis, is not optimal:

- Resources.
- Massification.
- Institutional management.
- Teaching function.
- Curricula.
- Teaching methods.
- Evaluation.

It is well known that teaching is a complex phenomenon. It involves many variables in order to achieve intellectual, attitudinal, psychomotor or other changes in the individuals who are the object of it. However, the situation becomes even more complicated (Ministry of Education, 2003) when it comes to improving its quality. It is essential to analyze the concept of quality in order to clarify the matter. According to the Royal Spanish Academy, it is the property or set of properties inherent in a thing that allows it to be valued as equal, better, or worse than the rest of its kind. Consequently, to speak of quality means to compare "things" of the same kind or to measure them, i.e. to quantify them by means of some standard. Therefore, to effectively assess the quality of something, and thus consider it better, worse, or equal to another element of its kind, it is necessary to have references, criteria, and methods of comparison or measurement. It is necessary to compare or measure when talking about the quality of teaching or education. However, the educational phenomenon is very difficult to measure, to compare. This explains the little progress that has been made in the field of education and in the subject of quality control in education, even though the problem of quality has been of great concern to educators and educational administrators (Salvador, 2001). However, attempts to develop the subject or to provide reasonable approaches to solve the problems raised have not been and are not prevented by the enormous difficulty of the subject. Attention has been focused on two fundamental aspects when trying to make comparisons or measurements to judge the quality of teaching:

- The results of teaching.
- The teaching-learning process.

And the criteria used to compare, or measure have been based on

- Social indicators.
- Educational research results.

- The practice of pedagogy.

The evaluation of school or academic performance means the assessment or evaluation of the relative conceptual, procedural, and attitudinal progress or achievements of educators according to the conditions of the teaching-learning process. At the present time, the evaluation of the development of social skills in students and their probable connection with their future academic performance is being relegated to the background. However, various risks such as dropping out of school, low performance and other difficulties in school are caused by limitations in the development of social relations. Social relations should be considered as the first of the four classical subjects because of their lifelong consequences. The approach to academic achievement as an object of study requires an understanding of its complexity and ways of approaching its understanding as a multifactorial phenomenon (Wang, 1995).

The treatment of the evaluation of academic performance can emphasize different aspects such as the determination of effectiveness indicators, which is basically based on the evaluation of the product, taking as reference the goals of the system or institution. Likewise, the determination of efficiency indicators is fundamentally based on the evaluation of the costs of all kinds that the results obtained imply, the economic perspective that allows reflecting on the productivity of education as capital formation and human resources, as well as the administrative and management perspective, and finally the pedagogical field that considers the participation of teachers, instructions, teaching time and resources, educational results, among others.

Therefore, the most effective schools should be those that get their students to score as high as possible above the level predicted by the input characteristics. In this sense, it could be the case that a school that appears to achieve excellent results and initially has very bright and motivated students, but in reality, once the effects of these input variables are eliminated, does not contribute to the progress of the students, and vice versa (Reátegui, 1989). Thus, as indicated in a paper published by the OECD (1995), many countries have expressed an interest in "value-added" measures to assess the extent to which school performance is improving over time and how this improvement is contributing to the academic progress of students.

Components of Academic Achievement

Among the components or factors of academic achievement, intellectual level, personality, motivation, attitudes, aptitudes, interests, study habits, and self-esteem are generally considered. However, it is also common to distinguish between endogenous or student-specific components (intellectual capacity, nutritional condition, attitudinal disposition) and exogenous components or components of the environment or scenario in which the student lives (family aspects, quality of teaching, infrastructure equipment of the educational institution) (Corea, 2005). However, at least three different objects are conceptually distinguished in the rich literature on academic achievement in particular:

- A set of characteristics that can be observed and measured.
- Student achievement as an object of study, a view based primarily on research.
- Student achievement as the student's response to a set of systematic influences of an educational nature, which is evaluated for purposes of improvement.

From another point of view, at the practical level, according to Gutiérrez (2003), the specialized literature distinguishes five considerations regarding academic achievement.

- Academic performance measured as student progression by comparing the number of students entering each level or grade with the number of students passing to the next level or grade.
- Academic performance measured as the average of the grades obtained by the student during the period of the study.
- Academic performance measured as a dichotomous variable between not repeating and repeating.
- Academic performance measured as a weighted average of the grades, where a weight is given to each aspect of the performance.
- Academic performance measured by considering the student's grades, the number of subjects passed, the number of subjects taken, and the time taken to pass them.

Theories

Many studies distinguish between learning goals and performance goals, with further subdivisions into achievement goals and social reinforcement goals (Nicholls, 1984; Dweck, 1986; Elliot and Dweck, 1998; Rodríguez and Piñero, 1999; Hayamizu, Ito, and Yoshizaki, 1989, cited by Hayamizu and Weiner, 1991). Learning-oriented students focus on acquiring knowledge and increasing competence, believing that effort influences their success and that intelligence is modifiable. In contrast, performance-oriented students aim to demonstrate their abilities, attributing their success or failure to their inherent ability and considering intelligence as a fixed entity (Valle, 1994; Dweck and Legget, 1988).

The translation of intention into action is crucial for motivation, with factors such as self-concept, expectations, locus of control, and causal attributions influencing academic success (Wittrock, 1986). Motivation in academics is seen as a construct that explains the initiation, direction, and persistence of behavior toward educational goals (Izquierdo, 1995). Teachers' concerns about low academic performance and student motivation have spurred research into both endogenous and exogenous factors that affect academic outcomes.

The socio-cultural factor, emphasized in Vygotsky's historical-cultural theory, underscores the importance of the family's role in education. Two theories supporting this idea are the theory of modeling, emphasizing social models in the family environment, and the theory of internalization, which explains the transformation of external actions into internal psychological functions (Barberá, 2002). The theory of modeling highlights the impact of family interactions on intellectual functions, while the theory of internalization emphasizes the social origins of psychological processes, suggesting that every psychological function was initially external and social (Vygotsky).

The factorial theory of didactics and academic performance posits that academic quality results from an articulation of endogenous and exogenous factors, with teacher performance and student attitudes being central among the endogenous factors (Blanco, 1998). Different movements, including school effectiveness, school improvement, and effective school improvement, have sought to enhance academic performance, often considering various components and dimensions to evaluate academic quality. These movements emphasize the importance of strategic, context-specific, and organized transformation efforts (Reynolds, 1993; Morales, 2002).

While numerous factors influence academic performance, exogenous elements such as family background and social experiences play a significant role, with some researchers arguing that educational success is determined by economic and political systems rather than individual effort (Simoneau, 1991; Papua, 1981; Bordieu and Passeron, 1981). This debate has resulted in various perspectives on the relationship between achievement and performance, with some studies treating them as interchangeable while others distinguish them (Roerich, 1990; Torres, 1999; Vallés, 1994).

2. Materials And Methods

The study is of a descriptive nature, since what is being pursued is a characterizing result: to know the relationship between the levels of the teaching-learning strategy and the academic performance in a specific case, Sanchez, and Reyes (2005). The design used to develop this research is descriptive-correlational (Hernández et al., 2003). In addition, according to Kerlinger (1983), the proposed research is also an *ex post facto* design. This is a type of systematic research in which the researcher has no control over the independent variables because the events have already occurred or because they are inherently manipulable. In *ex post facto* research (Hernández, Fernández and Baptista, 2003), the changes in the independent variable have already occurred and the researcher must limit himself to observing existing situations due to the inability to influence the variables and their effects. The non-probability purposive sample consisted of 15 Master students of the IV cycle mention University Teaching in the academic semester 2009. This corresponds to 50% of the population. The data collection instruments were Checklists: in order to obtain data on teaching and learning strategies. Two checklists will be developed, one for teachers and the other for students, since it deals with teaching and learning: Standardized test: to evaluate the academic performance of the students in the sample; Statistical formulas, tables, graphs and others: to process the data obtained, in measuring the data; and - Cards: in the treatment of the theoretical aspect as well as in the interpretative, explanatory

and critical study of the bibliography, hemerography and results to be obtained, in the theoretical aspect.

3. Results and Discussion

As a result, it was found that there is a relationship of very high significance between the strategies of the teaching-learning process and the academic performance of the students of the M.A. with mention in University Education, in the academic term 2009 - I, of the University "Enrique Guzmán y Valle" - La Cantuta. In other words, the general research hypothesis (HG) is accepted. The general null hypothesis is rejected. The level of correlation existing between the strategies of the teaching-learning process and the academic performance of the students of the Masters with mention in University Education, in the academic term 2009 - I, of the University "Enrique Guzmán y Valle" - La Cantuta, is very high. Reference tables 1, 2 and 3

$$X \text{ máx.} - X \text{ mín.} = 60 - 12 = 48$$

$$C = \frac{R}{K} = \frac{48}{5} = 9.6 \quad \Leftrightarrow \quad 12 + 9.6 = 21.6 \quad \Leftrightarrow \quad i_1 = 12 - 21.6$$

$$21.7 + 9.6 = 31.3 \quad \Leftrightarrow \quad i_2 = 21.7 - 31.3$$

$$31.4 + 9.6 = 41.0 \quad \Leftrightarrow \quad i_3 = 31.4 - 41.0$$

$$41.1 + 9.6 = 50.7 \quad \Leftrightarrow \quad i_4 = 41.1 - 50.7$$

$$50.8 + 9.6 = 60.4 \quad \Leftrightarrow \quad i_5 = 50.8 - 60.4$$

Table 1: Strategies of the teaching-learning process (teachers and students)

Levels	f	%	Average score
Very high	2	10.53	57.0
High	3	15.79	46.0
Medium	8	42.10	39.0
Low	4	21.05	28.0
Very Low	2	10.53	19.0
Totals	19	100.00	X = 37.80

Source: Own elaboration

Table 2: Academic performance of students

Levels	f	%	Average score
Very high	1	6.67	56
High	3	20.00	48
Medium	6	40.00	37
Low	3	20.00	29
Very Low	2	13.33	20
Totals	15	100.00	X = 38

Source: Own elaboration

Table 3. Basic data for Pearson's r correlation

Levels	X	Y	XY	X ²	Y ²
Very high	57	56	3192	3249	3136
High	46	48	2208	2116	2304
Medium	39	37	1443	1521	1369
Low	28	29	812	784	841
Very Low	19	20	380	361	400
Totals	189	190	8035	8031	8050

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[\sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}} \quad r = 0.994$$

Source: Own elaboration

The general research hypothesis HG was accepted and the general null hypothesis was rejected, since the level of correlation that exists between the strategies of the teaching-learning process and the academic performance of the Masters students with mention in University Teachers in the academic term 2009 - I of the University "Enrique Guzmán y Valle - La Cantuta, is of very high importance.

In the case of the specific hypotheses, the level of relationship that exists between the strategies of the teaching-learning process and the conceptual academic performance of the students of the MA with mention in University Education, in the academic term 2009 - I, of the University "Enrique Guzmán y Valle" - La Cantuta, is high. Therefore, the rejection of the specific research hypothesis is HE11. In the same way, the null specific hypothesis HE10 is accepted, since the level of correlation that exists between the strategies of the teaching-learning process and the conceptual academic performance of the students of the Masters with mention in University Teacher, in the academic term 2009 - I, of the University "Enrique Guzmán y Valle" - La Cantuta, is not high, but it is very significant.

In the same way, the level of correlation that exists between the strategies of the teaching-learning process and the procedural academic performance of the students of the Masters with mention in University Teaching, in the academic semester 2009-I, of the University "Enrique Guzmán y Valle" - La Cantuta, is of very high importance. This means that the specific research hypothesis HE21 is accepted. The null specific hypothesis HE20 is rejected. The level of correlation that exists between the strategies of the teaching-learning process and the procedural academic performance of the students of the Masters with mention in University Teaching, in the academic term 2009-I, of the University "Enrique Guzmán y Valle" - La Cantuta, is very important.

Finally, the level of correlation that exists between the strategies of the teaching-learning process and the attitudinal academic performance of the students of the Masters with mention in University Teaching, in the academic term 2009-I, of the University "Enrique Guzmán y Valle" - La Cantuta, is low. Therefore, the specific hypothesis HE31 is rejected and the null specific hypothesis HE30 is accepted. The level of correlation that exists between the strategies of the teaching-learning process and the attitudinal academic performance of the students of the Master's Degree with mention in University Teaching, in the academic semester 2009- I, of the University "Enrique Guzmán y Valle" - La Cantuta, is not low. On the contrary, it is of great importance.

Regarding the general hypothesis, our result of a very high level of correlation between the strategies of the teaching-learning process and the academic performance of students is compatible with the findings of Azañedo (1997), who argues that methodological aspects are of such importance that they can positively influence aspects as diverse as classroom performance. Thus, this result is also compatible with the findings of Pintado (1999), who alludes to the fact that strategies within the teaching-learning process are of paramount importance for the enhancement of qualities and the mitigation of deficiencies.

This result is incompatible with the findings of Morán de los Santos (2006), who attributes a higher correlation to the attitudinal aspects or, more specifically, to the motivational aspects, with regard to specific hypothesis No. 1, which concludes that the level of correlation between the strategies of the teaching-learning process and conceptual academic performance is very high.

Regarding specific hypothesis 2, it can be observed that technical education, which is more nourished by procedures, processes, algorithms, etc., has a very high correlation between the strategies of the teaching-learning process and the procedural academic performance. This result is compatible with the findings of Barriga (1999). He believes that the way the teacher applies the procedural part can stimulate the development of academic performance with greater solvency. Another work similar to our result is that of Martínez (1997). He argues that the profile of students with high performance requires a rigorous and stable process of pedagogical development.

Finally, regarding the specific hypothesis No. 3, which is consistent with the findings of Rodríguez (2005), who emphasizes that the personal motivational environment is of primary importance over all other aspects, we have to assign a very high correlation between the strategies of the teaching-learning process and the attitudinal academic performance. In this sense, favorable attitudes should be prioritized, which is similar to what is stated by Fernández (2001), where it is considered very

relevant to work in a correlative mode with the strategies of the teaching-learning process in academic performance.

4. Conclusion

- The level of correlation that exists between the strategies of the teaching-learning process and the academic performance of the M.A. students who mention the university classes in the academic term 2009 - I of the University "Enrique Guzmán y Valle - La Cantuta", is of very high importance.
- The level of correlation that exists between the strategies of the teaching-learning process and the conceptual academic performance of the Masters students who mention the University Teachers in the academic term 2009 - I of the University "Enrique Guzmán y Valle - La Cantuta", is of very high importance.
- The level of correlation that exists between the strategies of the teaching-learning process and the procedural academic performance of the Masters students who mention the University classes in the academic semester 2009-I of the University "Enrique Guzmán y Valle - La Cantuta", is of very high importance.
- The level of correlation between strategies of teaching-learning process and attitudinal academic performance of Master students mentioning University Teaching in the academic semester 2009-I of the University "Enrique Guzmán y Valle - La Cantuta", is of very high significance.

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