



**ESPE**  
UNIVERSIDAD DE LAS FUERZAS ARMADAS  
INNOVACIÓN PARA LA EXCELENCIA

**DEPARTMENT OF LANGUAGES**

**APPLIED LINGUISTICS IN ENGLISH CAREER**

**RESEARCH PROJECT PRIOR TO OBTAINING THE APPLIED  
LINGUISTICS IN ENGLISH DEGREE**

**AUTHOR: CORONEL ROJAS CINDY INES**

**THEME: THE RELATIONSHIP BETWEEN THE TEACHERS´  
SALARIES AND THE QUALITY OF EDUCATION FOR  
STUDENTS´ ATTENDING THE FIRST YEAR OF HIGH SCHOOL  
IN THE UNIDAD EDUCATIVA TECNICA EXPERIMENTAL  
MITAD DEL MUNDO IN SAN ANTONIO DE PICHINCHA,  
DURING THE FIRST TERM, 2012-2013 SCHOOL YEAR.**

**DIRECTOR: M.S. MIGUEL PONCE**

**CODIRECTOR: Lic. Mg. MAURO OCAÑA**

**QUITO, MAY 2014**

## Approval Sheet

We; M.S. Miguel Ponce, Director and Lic. Mg. Mauro Ocaña, Co-Director, duly certify that the thesis under the title: "THE RELATIONSHIP BETWEEN THE TEACHERS' SALARIES AND THE QUALITY OF EDUCATION FOR STUDENTS' ATTENDING THE FIRST YEAR OF HIGH SCHOOL IN THE UNIDAD EDUCATIVA TECNICA EXPERIMENTAL MITAD DEL MUNDO IN SAN ANTONIO DE PICHINCHA, IN QUITO, DURING THE FIRST TERM 2012-2013, SCHOOL YEAR", developed by Cindy Coronel, who has finished all the subjects in Applied Linguistics Career at the Army Polytechnic School, has been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining, are authorized on the correspondent University instance.

---

M.S. Miguel Ponce

**Thesis Director**

---

Mg. Mauro Ocaña

**Thesis Co-director**

**UNIVERSIDAD DE LAS FUERZAS ARMADAS**  
**CARRERA DE LINGÜÍSTICA**

**Autoría de Responsabilidad**

**Yo, CINDY INES CORONEL ROJAS**

**Declaro que:**

El proyecto de grado denominado **“THE RELATIONSHIP BETWEEN THE TEACHERS’ SALARIES AND THE QUALITY OF EDUCATION FOR STUDENTS’ ATTENDING THE FIRST YEAR OF HIGH SCHOOL IN THE UNIDAD EDUCATIVA TECNICA EXPERIMENTAL MITAD DEL MUNDO IN SAN ANTONIO DE PICHINCHA, DURING THE FIRST TERM 2012-2013, SCHOOL YEAR”**, ha sido desarrollado en base a una investigación exhaustiva, respetando derechos intelectuales de terceros, conforme a las citas que constan al final de la tesis cuyas fuentes se incorporan a la bibliografía.

Consecuentemente este trabajo es de mi autoría.

En virtud de esta declaración, me responsabilizo del contenido, veracidad y alcance científico del proyecto de grado en mención.

**Quito, Mayo 2014**

---

Cindy Inés Coronel Rojas

**UNIVERSIDAD DE LAS FUERZAS ARMADAS**  
**CARRERA DE LINGÜÍSTICA**

**AUTORIZACIÓN**

Yo, Cindy Inés Coronel Rojas autorizo a la Universidad de las Fuerzas Armadas la publicación y difusión de la tesis: **“THE RELATIONSHIP BETWEEN THE TEACHERS’ SALARIES AND THE QUALITY OF EDUCATION FOR STUDENTS’ ATTENDING THE FIRST YEAR OF HIGH SCHOOL IN THE UNIDAD EDUCATIVA TECNICA EXPERIMENTAL MITAD DEL MUNDO IN SAN ANTONIO DE PICHINCHA, DURING THE FIRST TERM 2012-2013, SCHOOL YEAR”** cuyo contenido, ideas y criterios son de mi exclusiva responsabilidad y autoría en los formatos y medios que requiera.

Quito, Mayo 2014

---

Cindy Inés Coronel Rojas

## **DEDICATORY**

I dedicate this project to my family who has been my support with patience and love, especially to my mother Nelly Rojas who has always supported and motivated me to finish this career. It is also dedicated to my husband Omar Flores, all of them have been my inspiration to become someone in life and make my dreams become true.

## **ACKNOWLEDGMENT**

I would like to thank to my Almighty God who has made possible to complete successfully this research, without his help I could not do anything.

This research would not have been possible without the help, support and patience of my director M.S. Miguel Ponce and my Co-director Lic. Mauro Ocaña who have guided me during the project research with their wise recommendations and knowledge.

I would also like to thank to the authorities of the Department of Languages such as the Director of this.

Last, but by no means least, I thank to everyone who has supported me through my academic life such as teachers, special to Dr. Oswaldo Villa who guided and helped me during the career and finally I like to thank the most important person who made possible finished the career my mother Nelly Rojas.

## Index of Contents

Approval Sheet .....	i
Autoría de Responsabilidad .....	ii
AUTORIZACIÓN .....	iii
DEDICATORY .....	iv
ACKNOWLEDGMENT .....	v
Index of Contents .....	vi
Index of Tables .....	viii
Index of Figures .....	viii
ABSTRACT .....	x
<b>PART 1 .....</b>	<b>1</b>
<b>1. RESEARCH PROBLEM .....</b>	<b>1</b>
<b>1.1 IDENTIFICATION OF THE PROBLEM.....</b>	<b>1</b>
<b>1.2 PROBLEM FORMULATION .....</b>	<b>5</b>
<b>1.3 VARIABLES MATRIX.....</b>	<b>5</b>
<b>1.4 OBJECTIVES .....</b>	<b>6</b>
<b>1.4.1 General Objective.....</b>	<b>6</b>
<b>1.4.2 Specific Objectives .....</b>	<b>6</b>
<b>1.5 JUSTIFICATION.....</b>	<b>6</b>
<b>PART 2 .....</b>	<b>8</b>
<b>2. THEORETICAL FRAME.....</b>	<b>8</b>
<b>2.1 CHAPTER I: TEACHERS SALARY.....</b>	<b>8</b>
<b>2.1.1 Economic Theory and Education Salary.....</b>	<b>8</b>
<b>2.1.2 Teacher Salary System of Public Sector.....</b>	<b>11</b>
<b>2.2 CHAPTER II: THE QUALITY IN EDUCATION.....</b>	<b>13</b>
<b>2.2.1 CONCEPTS.....</b>	<b>13</b>
<b>2.2.2 PEDAGOGIC MODELS.....</b>	<b>14</b>
<b>2.2.3 DIDACTIC MODEL .....</b>	<b>15</b>
<b>2.2.4 THE CURRICULUM.....</b>	<b>18</b>
<b>2.2.5 CURRICULUM MODELS.....</b>	<b>19</b>
<b>2.2.6 GOOD EDUCATIONAL PRACTICE .....</b>	<b>20</b>
<b>2.2.6.1 HOLISTIC CONCEPTION OF EDUCATION .....</b>	<b>20</b>
<b>2.2.6.2 The Authority .....</b>	<b>22</b>
<b>2.2.6.3 The Communication .....</b>	<b>22</b>
<b>2.2.6.4 The Freedom .....</b>	<b>23</b>
<b>2.3 CHAPTER III. THE INCIDENCE OF TEACHER'S SALARIES IN QUALITY OF EDUCATION .....</b>	<b>25</b>
<b>2.3.1 EDUCATION POLICIES IN ECUADOR.....</b>	<b>25</b>
<b>2.3.2 A TEN- YEAR PLAN OF EDUCATION 2006 – 2015.....</b>	<b>25</b>
<b>2.3.3 SITUATIONAL ANALYSIS OF THE QUALITY OF EDUCATION IN ECUADOR .....</b>	<b>27</b>
<b>2.3.3.1 Qualification of Education .....</b>	<b>29</b>
<b>2.3.3.2 Social inequality and its Affect in Education.....</b>	<b>32</b>

2.3.3.3 Education Standards.....	33
2.3.3.4 Assessment System.....	35
2.3.3.5 Teachers Status.....	39
2.3.3.6 Investment in Education .....	45
2.4 HYPOTHESIS FORMULATION .....	51
2.4.1 Working Hypothesis .....	51
2.4.2 Null Hypothesis.....	51
PART 3 .....	52
3. METHODOLOGICAL DESIGN.....	52
3.1 RESEARCH TYPE AND DESIGN.....	52
3.1.1 Calculation of Sample .....	52
3.1.2 Sample of the Student Population .....	53
3.1.3 Sample Population of Teachers .....	54
3.2 POPULATION SIZE AND SAMPLE.....	54
3.3. FIELD WORK.....	55
3.4 INSTRUMENTS FOR DATA COLLECTION.....	55
PART 4 .....	56
4. TESTING THE HYPOTHESIS .....	56
4.1 GRAPHICAL EXPOSITION OF RESULTS. ....	56
4.1.1 Data Matrix of Students´ Survey.....	56
4.1.2 Data Matrix of Teachers´ Survey .....	57
4.1.3 Survey for students .....	58
4.1.4 Survey for teachers.....	66
4.1. INTERPRETATION OF RESULTS .....	76
4.1.1 Analysis of results .....	76
4.1.2 Graphical exposition of results .....	79
4.3 CONCLUSIONS .....	80
4.4 RECOMMENDATIONS .....	80
PART 5 .....	82
5. THE PROPOSAL.....	82
5.1 ANALYSIS OF STAKEHOLDERS.....	82
5.2 TREE PROBLEM.....	83
5.3 OBJECTIVES TREE.....	84
5.4 TREE STRATEGIES .....	85
5.5 ANALYTICAL STRUCTURE OF THE PROPOSAL.....	86
5.6 LOGICAL FRAMEWORK.....	87
5.7 TIMETABLE .....	89
5.8 BUDGET .....	91
5.9 EVALUATION .....	92
BIBLIOGRAPHY .....	93
DOCUMENTS.....	94



## Index of Tables

TABLE 1: VARIABLE MATRIX .....	5
TABLE 2: TEACHER SALARY SYSTEM.....	12
TABLE 3: PEDAGOGICAL MODELS .....	14
TABLE 4: CONTEMPORARY TEACHING .....	16
TABLE 5: STRUCTURAL DIDACTICS.....	17
TABLE 6: EVALUATION SYSTEM FEATURES .....	36
TABLE 7: DATA MATRIX OF STUDENTS´ SURVEY.....	56
TABLE 8: DATA MATRIX OF TEACHERS´ SURVEY.....	57
TABLE 9: RELATIONSHIP BETWEEN THE LEVEL OF TEACHER'S SALARY AND QUALITY OF EDUCATION .....	77
TABLE 10: VALUE CHI SQUARE .....	77
TABLE 11: VALUE OF VARIABLES .....	78
TABLE 12: ANALYSIS OF STAKEHOLDERS .....	82
TABLE 13: TREE STRATEGIES .....	85
TABLE 14: LOGICAL FRAMEWORK .....	87
TABLE 15: SALARY INCENTIVES .....	89
TABLE 16: TEACHERS TRAINING .....	90
TABLE 17: BUDGET .....	91

## Index of Figures

FIGURE 1: IDENTIFICATION OF THE PROBLEM.....	4
FIGURE 2: STUDENTS PERCENT INSUFFICIENT RESULTS IN SER TESTING 2008.....	31
FIGURE 3: YEARS EDUCATION BY INCOME QUINTILE 2008.....	33
FIGURE 4: LEVEL TEACHER CERTIFICATION .....	40
FIGURE 5: INVESTMENT EDUCATION PERCENTAGE/ PIB.....	46
FIGURE 6: PUBLIC EDUCATION SPENDING/ PIB YEAR 2009.....	47
FIGURE 7: INVESTMENT OF THE STATE FOR STUDENTS AND EDUCATIONAL .....	49
FIGURE 8: LEVEL OF MOTIVATION TO ATTEND CLASSES.....	58
FIGURE 9: TEACHER´S TEACHING METHODS SUITABLE .....	59
FIGURE 10: USE OF THE TIME GIVEN IN CLASS .....	60
FIGURE 11: SUPPORTING MATERIAL FOR PROCESS .....	61
FIGURE 12: REMUNERATION OF THE TEACHERS .....	62
FIGURE 13: SCHOOL QUALITY OF EDUCATION .....	63
FIGURE 14: BEST TEACHERS SALARY FOR A GOOD QUALITY OF EDUCATION .....	64
FIGURE 15: ACADEMIC PREPARATION OF TEACHERS .....	65
FIGURE 16: LEVEL OF MOTIVATION TO TEACH CLASSES .....	66
FIGURE 17: APPROPRIATE METHODS OF TEACHING /CURRENT SITUATION.....	67
FIGURE 18: STUDENTS TAKE ADVANTAGE OF THE TIME GIVEN IN CLASS .....	68
FIGURE 19: SUPPORT MATERIAL IS SUITABLE FOR LEARNING PROCESS.....	69
FIGURE 20: REMUNERATION IS FAIR .....	70
FIGURE 21: LEVEL OF QUALITY IN UNIDAD EDUCATIVA EXPERIMENTAL MITAD DEL MUNDO.....	71
FIGURE 22: SALARY BENEFITS MOTIVATE TO IMPROVE EDUCATION QUALITY .....	72

FIGURE 23: SALARY LINKED WITH TRAINING .....	73
FIGURE 24: WORKLOAD AND QUALITY OF EDUCATION .....	74
FIGURE 25: SALARY RANGE .....	75
FIGURE 26: GRAPHIC TESTING OF RESULTS .....	79
FIGURE 27: NUMERICAL AND GRAPHICAL RESULTS .....	79
FIGURE 28: TREE PROBLEM.....	83
FIGURE 29: OBJECTIVE TREE.....	84
FIGURE 30: ANALYTICAL STRUCTURE OF THE PROPOSAL .....	86

## **ABSTRACT**

This research has to see with the education that means any act that has a formative effect, so it is very important to society, because it constitutes the fundamental role where we build the future of children and adolescents. That is why, transcendence and importance to analyze the quality of education and its link with the salary of teachers. In part one it is focused on the research problem, composed by: identification and formulation of the problem, independent variable: teachers' salaries and dependent variable: quality of education. In part two is focused on the theoretical development, divided in three chapters which are: salaries of teachers, quality of education and the incidence of teacher's salaries in quality of education, in this last part, details the status of the quality of education in our country with information related to the educational policies of the government. In part three is related to the methodology and research design, instruments used in data collection, processing and analysis of information collected in surveys. In part four of the research described statistical calculations related to the testing of the hypotheses proposed in the thesis. In part five contains the proposal presented as a solution to the research problem which contains the Motivation Plan for teachers.

## **KEY WORDS**

- Quality of Education
- Salary of teachers
- Motivation Plan
- Knowledge
- Training

## **PART 1**

### **1. RESEARCH PROBLEM**

#### **1.1 Identification of the Problem**

The education system must have a fundamental role in the socioeconomic development of Ecuadorian society so it is necessary to know which primary sources are the factors that affect the improvement of educational quality. The strategic role of education must overcome the current restrictions that reside in order of the financial, organizational, management and planning, because they do not allow clarifying the ways they find to make a plan in communion between all involved.

In the Constitution of Ecuador, was established as a right of the citizens have access to a quality education and free, so there must be a correct planning between the actors that are involved in the educational process, to ensure good educational outcomes, this is a benefit to society because you will receive the benefits of a population with tools and skills to meet the challenges of the knowledge society.

The basic problem is that the issue of educational quality often falls into the theme of the subjective, that is the reason to choose make a practical investigation to obtain the views of students and teachers about the factors that positively or negatively affect in the scope of the quality of education, by conducting a survey with closed questions for greater ease of tabulation and analysis of responses. It also collected information from primary sources with

extensive knowledge of the subject and official statistics sources from the official entity as it is the Ministry of education.

The institution chosen to develop the research work mentioned is the Unidad Educativa Técnica Experimental Mitad del Mundo which is on a rural parish of the city of Quito as San Antonio de Pichincha; this institution has a significant number of students and teachers who can provide a variety of criteria that will enrich research. The area of influence of this school is located in populations of middle and lower strata, where sometimes the problem of the poor quality of education is more evident and structural.

In the educational institution there is the central problem of research, which is the low quality of the education of students from the Unidad Educativa Técnica Experimental Mitad del Mundo.

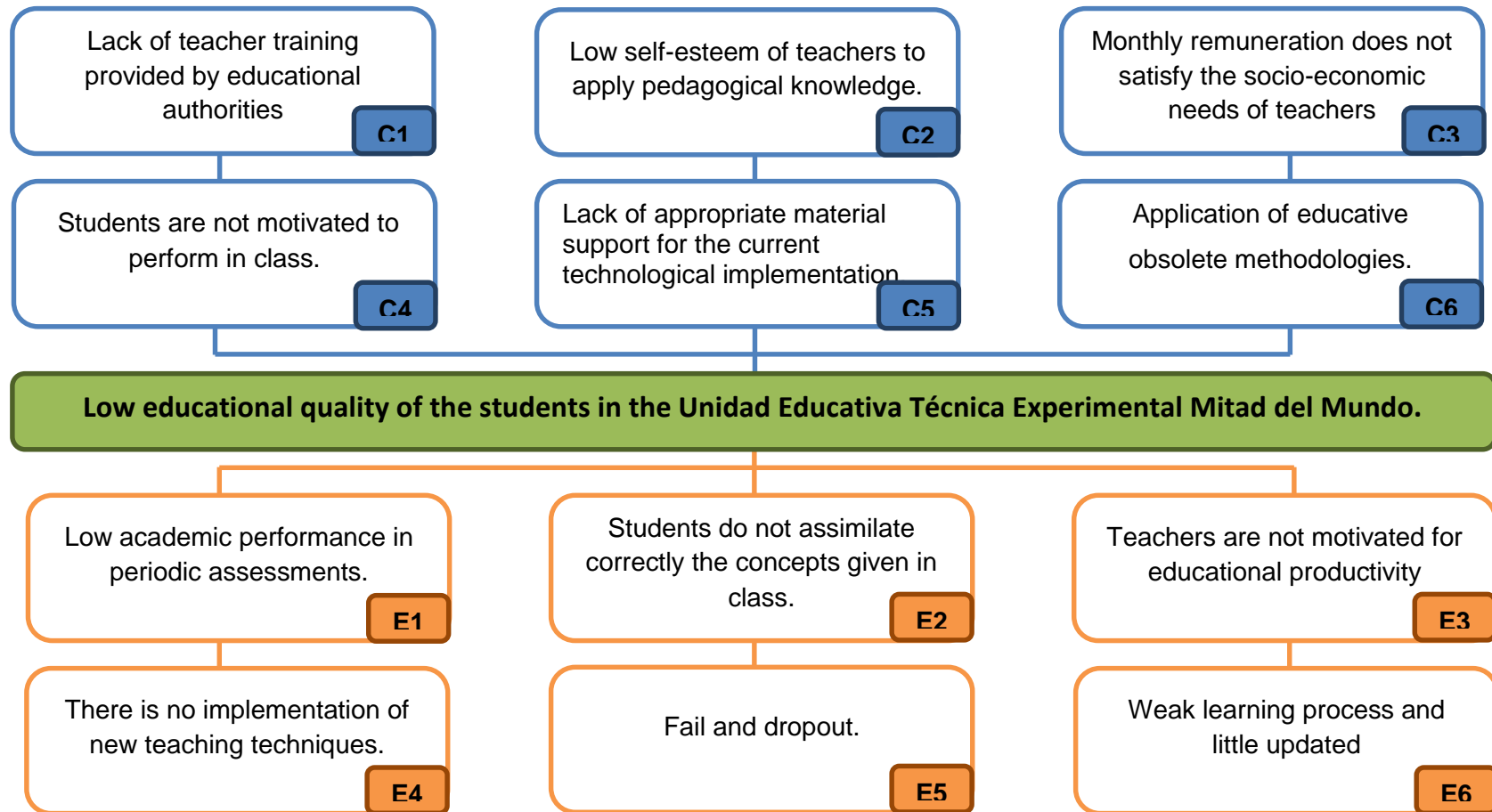
The **causes** of the problem of the institution, according to the developed research are:

1. Lack of teacher training provided by authorities.
2. Low self-esteem of teachers to apply the pedagogical knowledge.
3. Monthly remunerations not satisfied socio economic needs of teachers.
4. Students are not adequately motivated to perform academically.
5. Lack of pedagogical support material for classroom according to current trends in technology.
6. Application of educative obsolete methodologies.

The **effects** on the educational institution are:

1. Poor academic performance in assessments.
2. Students do not assimilate correctly the concepts given in class.
3. The teachers are not motivated.
4. There is no implementation of new teaching techniques.
5. Fail and dropout rates of students.
6. Weak learning process and little updated.

The identification of this problem could be summarized in the next tree diagram:



**Figure 1: Identification of the Problem**

## 1.2 Problem Formulation

What is the relationship between the teachers' salaries and the quality of education for students attending the first year of high school in the Unidad Educativa Técnica Experimental Mitad del Mundo in San Antonio de Pichincha, in Quito during the first term 2012-2013?

## 1.3 Variables Matrix

**Independent Variable:** Salary of teachers

**Dependent Variable:** Quality of education

**Table 1: Variable Matrix**

VARIABLES	CONCEPT	DIMENSIONS	SUB-DIMENSIONS
Independent Variable.  <b>Teacher's Salary.</b>	The salary is an important function in the workplace for the employer and employee. It rewards employees for their efforts in looking objectives of the organization and at the same time, offer employers to express their gratitude for the current employee performance and achievements.	<ul style="list-style-type: none"> <li>• Legal benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Role payment.</li> <li>• Social Security.</li> <li>• Other monetary and social benefits</li> </ul>
Dependent Variable.  <b>The quality of education.</b>	The phrase "quality education" is simple current version of the terminology that we have traditionally masked functions of our educational system. Quality education occurs when students are learning, schools and universities create value for those they serve and those who serve them	<ul style="list-style-type: none"> <li>• Intellectual</li> <li>• Affective</li> <li>• Social</li> </ul>	<ul style="list-style-type: none"> <li>• Observe, evaluate, examine, synthesize.</li> <li>• Interpersonal relationship</li> <li>• Good manners.</li> <li>• Participation</li> <li>• Motivation.</li> </ul>



## **1.4 Objectives**

### **1.4.1 General Objective**

- To establish the relationship between the teachers' salaries and quality of education for students in the UNIDAD EDUCATIVA TÉCNICA EXPERIMENTAL MITAD DEL MUNDO.

### **1.4.2 Specific Objectives**

- Investigate and provide the salary of teachers in the Unidad Educativa Experimental Mitad de Mundo.
- Diagnose the factors that impact positively or negatively on the quality of education according to the survey established in the school.
- Analyze statistical information provided by the development of the survey in the school.

## **1.5 Justification**

Education is a path that is built step by step in different directions by which knowledge is transferred, values, customs and behaviors. Education occurs not only through the word, it is present in all our actions, feelings and attitudes. The best way to teach is by giving example, because there are times that the word is not enough and can be fleeting for learners and not maintained over time.

As mentioned before, education is the key of any society community, country or region, as society has evolved and knowledge is an invaluable asset to achieve personal development and employment in professional fields. The educational work begins from the moment you become aware that children are social beings and the first contacts with their parents makes them take their first lessons of life to, continues in the classroom and did not end until the last day of the life of a person, that is why the popular saying "*every day you learn something new.*"

In the task of improving the quality of education there is much work to be done and research on the subject will not be walking by the degree of importance to society and its components. It is my interest that the proposed research helps to determine the factors that affect the work of improving educational standards, so that the task performed by the actors involved in this process can focus on these aspects.

The main beneficiaries with the research were the students, who are the main actors of the educational process since the purpose is to obtain a more equitable and inclusive system to do to achieve a more just society aimed under the precepts of Good Living.

## **PART 2**

### **2. THEORETICAL FRAME**

#### **2.1 CHAPTER I: Teachers Salary**

##### **2.1.1 Economic Theory and Education Salary**

The economic theory of income distribution and human capital and the factors that explain their behavior, have tried to be addressed by different areas of social thought. But with the passing of the years the best choice to explain these trends has been interdisciplinary studies that address the different aspects of this complex topic.

However, you can't think of human capital theory as a foundational construct but, on the contrary, as the result of the refinement of existing visions and are the source of it. Thus, the treatment of the issue of income inequality and the factors that determine it, raised in the theory of classical economics of Smith, Ricardo and John Stuart Mill are the main references, is taken up and enriched by current human capital. The above is based on the assertion that through the educational field is considered as the basic pillar of economic growth. (Becker, 2008)

For economic theory, education in general and higher education in particular is an investment whose cost is recovered over the working life. That's why, that under the cost/benefit, the wage differential is one of the explaining of the distribution and allocation of wealth by the market.

John Stuart Mill says that for the case of the role of education in the generation and maintenance of wage differentials; saw the lack of education put competition aside from workers in some professions. In this regard, he added that the pay gap to get educated individuals stems from some type of institutional barrier that prevents access to other educational structures, and other components of social, legal and cultural stratification specific to each social. (Martinez, 2007)

In this way economic science theorists argue that education is the most important force in economic progress. Investment in education and training involves a high cost, this is necessary since this value would be passed to the benefits obtained by the productivity of workers. For the classical economic theory of Adam Smith own or David Ricardo, the market would allocate resources efficiently and provide opportunities for improvement according to the performance of each individual.

Investigators later adherents to the classical theory of economics, known as neoclassical, argue that the salary distribution is affected by the choices of individuals in their economic behavior. Thus, said the decisions of individuals to investment are a key factor explaining the subsequent labor income heterogeneity. Also, emphasize that human capital can be increased to the extent that the experience progresses, but only up to a certain turning point from which there is a marginally decreasing trend. (Martinez, 2007)

Not to mention only the classic thought-wage economy, it is pertinent to mention Marx structuralism approach, where establish that inequality arises from the tensions and asymmetries presented in the economic structure, and that account for the different rationalities guide to social classes. From this perspective, the work is the vehicle for the exploitation of man (proletariat) as it is devoid of the means of production in the hands of the bourgeoisie. In this scenario, if education, as well as the right, is an area colonized and oriented to the perpetuation of class differences, it is ironic to think that education is a path to emancipation.

For Marx's work can't be considered as a commodity, since it is the only producing and reproductive factor of capital that has contained a value of use and value of change. So, it is impossible to visualize the benefits of education through individual utility. Under this line of argument, it is the social utility that sets prices in the market, to the extent that the social set as a dependent variable of production and structured around the distribution of income between classes. (Flores, 2008)

The theoretical explanation of Amartya Sen is important to mention because it poses different methodological explanations classical Marxist vision. Sen points out that human capital theorist, therefore incur a distortion of what constitutes the real object of study as instrumental mechanisms that analyze. From there, asserting that measure inequality from income lead to

size the means and not the end in itself, this is the improvement in the conditions of the person.

Emphasizing the notion of freedom as a result of the provision of a set of capabilities among actors, Sen concludes that the degree of freedom of an individual to decide to be observed based on the set of capabilities that have to make reasoned judgments about purposes those values. In terms of income inequality is a result of the heterogeneity of the people, that the individual has equal opportunities and access to the media does not lead to inequalities in terms of their purposes, they can be different, given the intrinsic diversity of individuals with regard to their innate abilities. (Rawls, 2007)

### **2.1.2 Teacher Salary System of Public Sector**

In Ecuador the salary system for teachers of public sector are governed by the regulations of the organic law of Intercultural education, which sets the current categories in the national teaching in chapter IV concerning the teaching ladder, these are currently the following:

**Table 2: Teacher Salary System**

<b>MAGISTERIUM NATIONAL LADDER</b>	
<b>Scale</b>	<b>Teachers Salary</b>
<b>Eight</b>	\$478
<b>Seventh</b>	\$ 612
<b>Sixth</b>	\$ 741
<b>Fifth</b>	\$ 897
<b>Fourth</b>	\$ 987
<b>Third</b>	\$ 1.102
<b>Second</b>	\$ 1.286
<b>First</b>	\$ 1523

**Source:** Ministerio de Educación y Cultura, <http://educacion.gob.ec/recategorizacion/>

## 2.2 CHAPTER II: The Quality in Education

### 2.2.1 Concepts

From the etymological point of view the word pedagogy comes from the Greek *paidos* that means child and *agein* that means *to guide*, lead (Picaro, 2008). Under these words can be defined as pedagogue to the people in charge of instructing the children. Ortega y Gasset, defines the pedagogy as a philosophical current that becomes the implementation of the problems that have to do with education, a way of feeling and thinking about the world.

Pedagogy provides guides to plan execute implement and evaluate processes of teaching and learning, taking advantage of the contributions and influences of different Sciences, such as psychology, sociology, anthropology, philosophy and history. Therefore the pedagogue is the professional who helps to organize better systems and educational programs, in order to promote the maximum development of persons therefore of society. (Schaub, 2011)

With the mentioned concepts, it is possible to define Pedagogic as the science of the education, which uses methods and procedures through norms and means to understand of the best way the education.



## 2.2.2 Pedagogic Models

Education today is to provide children and young people adequate tools for scientific research, so that they will experience the feeling of the first-hand knowledge and are able to enjoy what they have learned by interact the science with the daily experience. For this purpose are designed teaching models, which are the set of tools that aims to achieve learning in the classroom through the teaching process, the development of the student and the practical features of the teacher.

It is important to describe the teaching models below in the following table:

**Table 3: Pedagogical Models**

PEDAGOGICAL MODELS	PEDAGOGICAL MODELS
<b>Traditional</b>	Existing early in the last century. The teacher was the center of the teaching process. In coercive discipline based on the authoritarianism. Methodology of quantitative assessment.
<b>Active or New School</b>	It was born as criticism of the traditional model. The Student becomes the center of the learning process. The teacher takes the role of guide and coach. The main theorists in this model are: Celestin Freinet, Montessori and Dewey.
<b>Behaviorist or objectives approach</b>	The educational curriculum is the center of development objectives. The contents arise from their intended targets. The main element is the rational organization of educational media. Behaviorist or objectives approach.
<b>Progressive</b>	The student builds their learning and the teacher acts as a mediator between knowledge and student. Education seeks comprehensive and harmonious development of the individual. Leading theorists: Piaget, Ausubel and Novak.
<b>Contextual</b>	Teaching is cognitive, personal and social. The educational process is the central student must have a target immersed in a socio-historical context. Leading theorist: Leg Vygotsky.

**Source:** (Posso Yepez, 2010)

### 2.2.3 Didactic Model

Throughout history there have been different didactic models, which are detailed below (Zubiria, 2007):

- **Hetero-structural Didactic.** - The student is not in charge of their learning but the teacher is the center of the teaching process, he decides to teach, when to teach and how to teach.
- **Structural Didactic.** - Making the educational process as central to the student, he as the manager of his knowledge, the teacher as a guide, counselor to resolve student interests.
- **Inter-structural Didactic.** - Are based contemporary didactics. The cores of the educational process are the students and the teacher, with different but complementary roles. The teacher has a role as active as students. Here the motivation is very important, since according to Ausubel, it directly affects the mental processes, such as concentration, persistence and tolerance or frustration.

In the teaching methods that have contemporary in its center the problem of what to teach? Which are divided into teaching functional, structural and existential?

The following table summarizes the basic precepts of contemporary teaching.

**Table 4: Contemporary Teaching**

<b>CONTEMPORARY TEACHING</b>	<b>DESCRIPTION</b>
<b>Based Didactics in Problems</b>	It is an educational format that focuses on the discussion and learning that arises from a problem.
<b>Structural Cognitive</b>	It deals with the thought processes required for learning. This model requires mediating teachers who intercedes between the student thinking and new knowledge.

**Source:** (Zubiria, 2007)

The structural didactic privilege and develop knowledge and mental tools, they are classified as didactic: cognitive didactic, which in turn are divided meaningful learning, pedagogy and change axiological problem; didactic cognitive affective teaching consists of compression and conceptual pedagogy. (Casanova, 2008)

The following table sets out the basics of structural didactic mentioned:

**Table 5: Structural Didactics**

<b>DESCRIPTION</b>	
<b>COGNITIVE DIDACTIC</b>	
<b>Significant Learning</b>	It is understood when the teacher relates the new information that he already knows, redesigning and rebuilding both information in this process.
<b>Pedagogic Problem</b>	The proposed is to discuss the knowledge to develop mental tools and operational systems.
<b>Axiological Change</b>	The intention of this didactics is the construction and reconstruction of meanings, ways of meaning and acting. This proposal is important in the Experimental Sciences.
<b>COGNITIVE DIDACTICS AFFECTIVE</b>	
<b>Teaching for Understanding</b>	For this didactic knowledge explains, reinterprets and operates in the world.
<b>Conceptual Pedagogy</b>	Use the knowledge and know-how fundamentally. It aims to train adults to participate in the knowledge society and build networks of emotional support.

**Source:** (Casanova, 2008)

The didactic existential are giving importance to teaching tools and personal transactions; affective pedagogy also used to develop tools and personal transactions; It has its concerted approach in pedagogy that uses affective curriculum pedagogy. (Casanova, 2008)

### **2.2.4 The Curriculum**

The curriculum is the result of the study of the context of the learner and resources, which also involves defining goals, objectives and specifies procedures for allocating resources and methodology. (Díaz-Barriga, 2011)

In Spain, according to the General Law of Education Systems, in its fourth article meant by curriculum, to set objectives, content, teaching methods and evaluation criteria for each of the levels, stages, cycles, degrees and modalities of the education system regulating the practice of teaching (Jara, 2011)

The curriculum serves to guide for the teacher to guide their teaching - learning. Here you determine objectives, content, methodology, activities, resources and assessment. It is the theory that allows us to implement an educational process and quality planned. The curriculum is fundamental to the educational work they include curricula for teachers and students; we have here the teaching and learning process systematically defined and organized. If we had the curriculum at each institution, the teaching - learning would be a total chaos as everyone teach what he seems and not a planned process concatenated, isolated actions would not fulfill a formative function integral, this would impact negatively on students and therefore in the institution and in the community.

### **2.2.5 Curriculum Models**

The curriculum to be successful should lead to the realization of learning pedagogy and constructive and meaningful knowledge, participants should think of the educational process, it must have a humanistic background, pursued the construction of the self and the student social. Curriculum must be open, flexible and contextualized; adapted to the realities of the classroom for the realization of shared and socialized learning through active and participatory processes in a climate of social interaction in the classroom. (Díaz-Barriga, 2011)

The objectives should be formulated in terms of capabilities, are general, expressive and didactic terminals, totally opposed to the operational objectives formulated in terms of conduct or behavior. As for the evaluation, it will be qualitative and formative, that is to say the evaluation turns in guiding practice.

According to Jara, for the educational process to have the desired success has to be concatenated in the three levels of curriculum planning, with each level building on the previous (Jara, 2011).

The first level of the curriculum is the most general, where is the macro-planning, but where there is the basic legal model, the aims and objectives of compulsory education to follow the country's education system.

The second level of the curriculum, where is the meso-planning, and it is up to each institution to do it and refers to the institutional strategic planning, organizing own plans and programs and educational quality of the institution itself, so that everyone has a guide to have all the same goals, objectives and the actions of all pursues an educational purpose. It is very important for the realization of these plans involved and aware all members of the educational community for everyone to commit to achieving the same goals and objectives.

The third and final step is the realization of micro-planning, or planning the class where the goal is planned, the content to be taught, the activities to be performed, resources used and the evaluation. This planning should take into account the characteristics of the group and individual students. Teachers adapt the curriculum design based on institutional and classroom Resumes, according to the characteristics, interests, needs and realities of the group, as each student.

## **2.2.6 Good Educational Practice**

### **2.2.6.1 Holistic conception of education**

Holistic education is a new way of understanding all education: the nature and content of the curriculum, the role of the teacher, students and school administrators, the way the learning process is focused, the strategy to restructure the entire system education, the importance of the values and

nature of intelligence. As a comprehensive strategy, holistic education provides us with a coherent and comprehensive framework that includes all aspects to be considered in educational reform.

The goal of holistic education is the development and realization of human beings. The principles of holistic required develop students are:

- The person can learn in a continuous and unlimited form.
- Learning is an experiences process.
- There are used multiple methodologies and active and dynamic skills to obtain the knowledge.
- Teacher and student in a continuous search of the truth and of learning; freedom ambience.
- To educate for a democratic participation, to educate for a tolerance and respect to the diversity and ecological education.

The center of the entire educational process is the child who learns to apprehend, through the experience; continuously and with freedom of decision and action to investigate and to undertake, in a free and democratic atmosphere. The holistic education aims to educate for global citizenship, which is possible only if there is a respect for cultural diversity and all members of the same universe. The new educational vision identifies four types of learning that is necessary to develop in the educational communities of this century and that are: Learning to learn, learning to do, learn to live together; and learn how to be (Espino de Lara, 2012).



### **2.2.6.2 The Authority**

The authority and the person making or encouraged to grow is the one you have knowledge and experience based on their actions in reality therefore is aware of this reality and infuses the student respect, admiration and curiosity to let go in learning precisely because the student lacks knowledge of this reality (Guissani, 2009).

A true authority is a leader, a person who by their qualities, that is to say excellent professional and excellent person, make them worthy of example to follow for the students and awakens in them admiration and respect. An authority is a person knowledgeable and aware in the reality and environment in which he lives and works to motivate positively and attractively to their students to live in the values that offers the tradition. The authority should provide this with coherence between his speech and his example of life. Who should be with love accompanies as a mediator between the student and the educational process, for which the student will be forming and living freely in accordance with their values and enrich each time more as a person for that little by little learn how to reach its fulfillment.

### **2.2.6.3 The Communication**

The teacher as an example of life must transmit or communicate to your child with love all the baggage of ethical, moral, cultural and religious community has. If human beings generally uses communication to socialize the teacher is a quintessential be communicative and should relate to your

student affectionately first, creating a positive atmosphere of trust and freedom in the classroom, and then accompany her student in continuous learning of skills and competencies, to foster their development and personal growth within their peer group. Therefore, teachers must defend communicability in our classrooms, because through it the educational process is carried out effectively (Guissani, 2009).

#### **2.2.6.4 The Freedom**

The humanist educator is the guide accompanying guidance on that bridge from the known to him to know, so that their individual student learning and make the child learn to learn, and its aim is the liberation of both and the integration of the child to reality in which they live but with a critical and objective. The school has to defend equality, justice and freedom, having as base instrument open communication and dialogue between teacher and learner. This means the teacher must be the student's companion instruct you in a reasoned and thoughtful as you gain more independence and to acquire strategies for learning, and to develop in their community life, to act increasingly more self and based on the same principles and ethical and moral values, allowing you to life education.

Becoming educated in freedom is a risk you should take appropriate accompaniment but the teacher is essential because only if the student guides you gain autonomy of his life, to take a critical view of their reality and to verify that its values, principles and learned everything really serves to

develop and go doing as a person, he will gradually internalize these values and will be assuming them to freely become their way of life freely to stay on track of good (Guissani, 2009).

## **2.3 CHAPTER III. The Incidence of Teacher's Salaries in Quality of Education**

### **2.3.1 Education Policies in Ecuador**

Ecuadorian Education through its history has been ignored, and few governments have been given the importance, because this has given budgetary constraints and lack of planning in the Ministry of Education. In the 1998 Constitution provides free education through high school, the Constitution of 2008, in contrast, seeks to guarantee free education through university, but of course the student must also demonstrate adequate academic level. (Educacion, Educacion devela los mitos de la educacion ecuatoriana, 2012)

With the new Constitution requires the state greater commitment to education in the country, in the constituent text in Section Five corresponding to Education, states that it is the responsibility of the State to strengthen public education and coeducation, by ensuring improved ongoing quality, expanding coverage, physical infrastructure and equipment necessary for public institutions.

### **2.3.2 A Ten- Year Plan of Education 2006 – 2015**

The Ten-Year Education Plan 2006 - 2015 (PDE) is a strategic management tool designed to implement a set of pedagogical actions, technical, administrative and financial guide the modernization of the

education system. Its purpose is to improve the quality of education and ensuring greater equity of access and permanence every system. The citizen support to implementation and management is important because it can provide in identifying critical nodes and viable proposals for actions that strengthen the achievement of objectives.

In the budget, perform is mentioned as a state policy for the education sector, the increase in the budget in the order of 0.5% of annual gross domestic product (PDE) up to 6%. That is, the amount for general education compared to 2010 increased by 316 million, but there is a delay in implementing the Ten-Year Plan approved in the referendum of 2006 and ratified in the Constitution of Montecristi. This means that from 2008 through 2011 has been allocated just 2.2% of PDE in those years, when it had allocated 5.1%. The amount represented 2.2% overall 9.593 million were allocated when cumulatively in those years had allocated 11.142 million. That is 1.549 million dollars were designated to different areas to education of children and youth. (Opcion, 2012)

With the development of this Plan is hoped that at least 240,000 children who currently receive no education, can do so in the public schools of the country. To better understand the application of the principle of subsidiary of education, we should take into account the policies of the PDE:

- **Policy 1:** Universalization of initial education from zero to five years of age.
- **Policy 2:** Universalization of basic General education from first through tenth years.
- **Policy 3:** Increase of enrolment in high school at least until 75% of the corresponding age population.
- **Policy 4:** Eradication of illiteracy and continues education for adults.
- **Policy 5:** Improvement of physical infrastructure and equipment of educational institutions.
- **Policy 6:** Improvement of the quality and equity of education and implementation of a national system of evaluation and social accountability.
- **Policy 7:** Revaluation of the teaching profession and improving initial training, training and permanent working conditions and quality of life.
- **Policy 8:** Increased 0.5 per cent per annum in participation of the education sector in the PDE until 2012 or until at least 6% for investment in the sector.

### **2.3.3 Situational Analysis of the Quality of Education in**

#### **Ecuador**

The Ecuadorian educational system has made significant progress in terms of indicators in the first decade of this century. Ecuadorian society has grown in general basic education coverage and a large percentage of students who begin in the early years ending six years of primary education.

In addition, Ecuador has a new evaluation system that includes information for students, teachers, curriculum and management.

Knowing that the quality of an education system cannot exceed the quality of its teachers, Ecuador has taken steps to improve the status of teaching, performing for the first time, an evaluation at faculty formalize the selection process, strengthen the system of training, incentives and set standards. It also has plans to improve their income and participation in decision-making (Belletini, 2010).

In an effort to promote universal education and thus comply with the provisions of the Constitution of 2008, which ensures universal and compulsory in the initial, basic and high school in general, the Government has established programs with significant results, these are:

- Elimination of voluntary contribution, since 2007 no longer makes the \$ 25 annual contribution by parents for hiring additional teachers, purchase materials and expenses. These items are borne by the Ministry of Education as part of the allocation to schools country tax.
- School Feeding Program, this program provides breakfast and lunch to student's basic general education public schools with emphasis on institutions located in rural and marginal urban areas.
- Spread Development, delivery of free school uniforms to students in rural areas.

- Textbooks, provision of free textbooks to basic general education for students.

### **2.3.3.1 Qualification of Education**

Education in Ecuador has had significant improvements in indicators such as illiteracy, schooling and school coverage; these best rates are accentuated positively in primary education. But when we look at the results in academic assessments through standardized test results continue regular.

The results of the tests applied to the children learn third, seventh and tenth General Basic Education (EGB) applied in 2010, showed low levels of learning.

Major concern that scores on the tests I learn, are the results of the skills they dominate students showed better performance in the skills that did not require complicated cognitive processes.

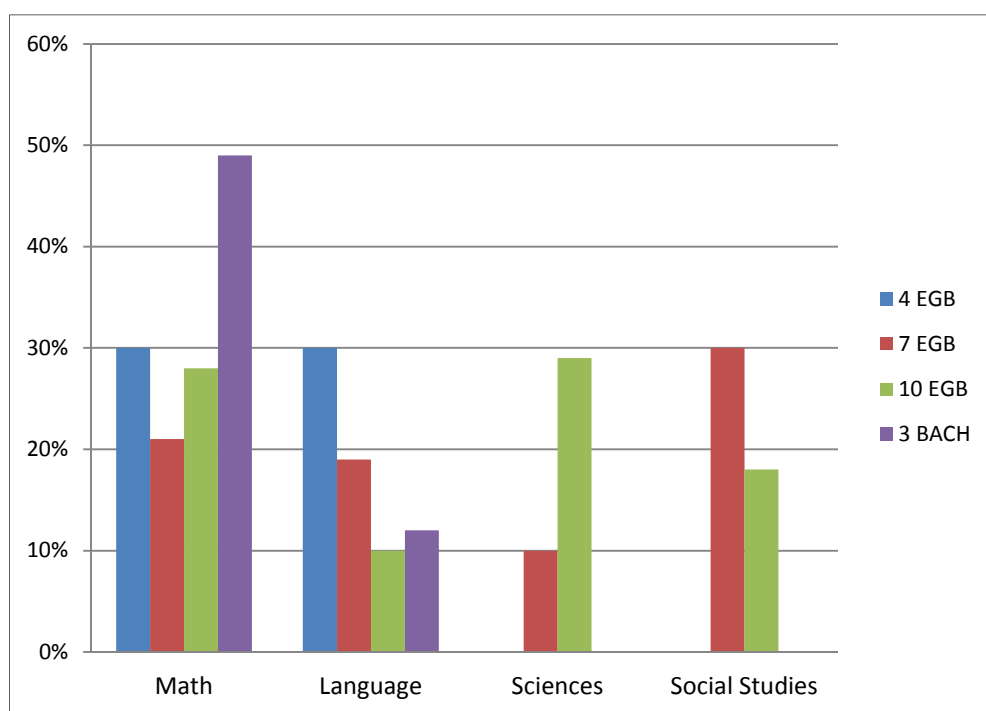
Math average ratings for the three grade levels above did not reach the 20 points, when the minimum accepted score was 22. Regarding Language in case the results were better, though not overcomes the barrier twelve out of twenty. Besides comparing the scores with 2007 results have not improved (Ministerio de Educacion, 2011)



Major concern that scores on the tests I learn, are the results of the skills they dominate students showed better performance in the skills that did not require complicated cognitive processes.

Comparing the types of skills and weaknesses more at each level, we observe that, in most cases, more skills mastered by students were those requiring only the identification of explicit or solving mathematical exercises having a formula obvious to apply. It is also interesting to note that the percentage of students who mastered language skills was much higher than the percentage of students who successfully mastered math skills. For example, while 50% to 80% of students had success with language tasks, only 25% to 40% of students achieving excellent results in Mathematics (Belletini, 2010).

Beginning in 2008, the examinations for the National Assessment and Accountability (SER) testing replaced learning. Students evaluated in SER tests are applied to students in fourth, seventh and tenth year of EGB. There is no way to compare test results and SER learn because they change the structure and design of the tests evaluated.



**Figure 2: Students Percent Insufficient Results in SER Testing 2008**

**Source:** Report of Educational Progress 2010

Comparing the levels of learning with other countries in the region, we are also encouraging results. In 2006 the country took part in Round Latin American Laboratory Testing of Quality Assessment in these assessments Ecuador was located between the group with the highest percentage of low-performing students in math and language just as was in the same group with the highest percentage of countries like Guatemala and the Dominican Republic.

No evidence by itself may be a reflection of what is learned by students, but the concern is that student's Ecuadorian education system remain at the lowest level of mathematics and language learning. The problem deepens if

put to the fore the importance of education in a globalized world so connected through technology, communication and innovation remains in the knowledge economy.

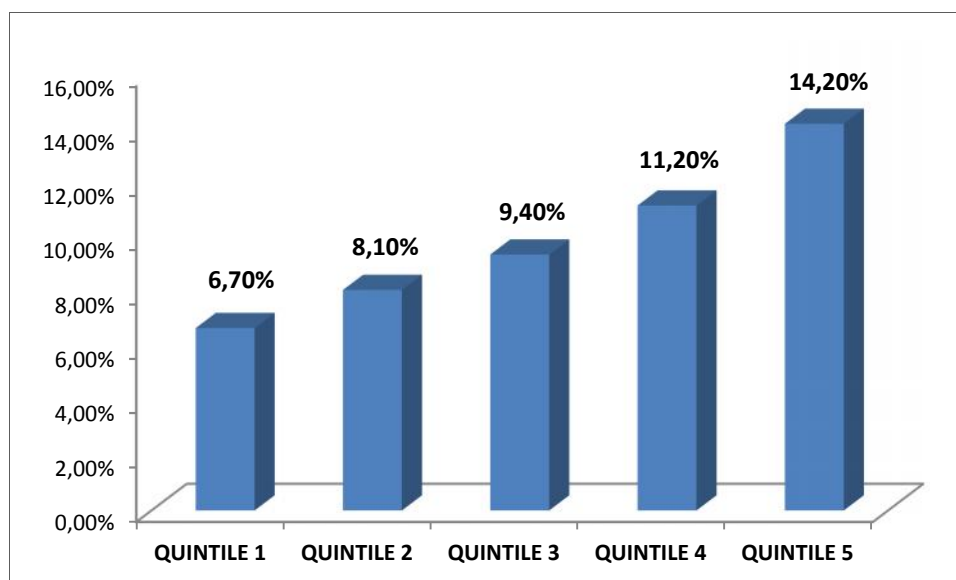
### **2.3.3.2 Social inequality and its Affect in Education**

As analyzed above, there are significant gaps in levels of access to education among various socioeconomic groups, ethnic or dwelling place. The rural and indigenous populations are less likely to access a quality education and to complete the required years to strengthen their knowledge to help you excel and produce a positive impact in their communities. This makes the relationship between education and development in a vicious circle that presses to keep the poorest quintiles in a state of low growth.

The national average years of schooling of the population increasing as the data presented above, but this figure varies significantly when analyzed with the level of income. People who are in the first quintile, are those which have an average monthly income of less than \$ 30, have 6.7 years of schooling, on the other hand people who are located in the fifth quintile, average monthly income higher \$ 500, has twice as old school.

Earlier in the investigation mentioned, that according to World Bank studies, twelve years of schooling are the minimum threshold for education to be an agent of positive change in individuals. As the chart details, described below, only the highest quintile exceeded twelve years of schooling, this

should worry the managers and planners of the authorities of the Ministry of Education, because there is a positive relationship between family income and education, taking note that according to the Ten-Year Education Plan was eliminated extra payments in public institutions.



**Figure 3: Years Education by Income Quintile 2008**

**Source:** Instituto Ecuatoriano de Estadísticas y Censos, INEC

### 2.3.3.3 Education Standards

A set of standards defining that a country expects its students to know and be able to do. Without these common objectives to guide the work, it is difficult to know what we expect of the education system, which it is quality, and much less to do to improve it (Belletini, 2010).

It is essential that a comprehensive set of standards should include at least the following type's qualitative measures:

- Content Standards. - Define what should be taught / learned at each level of the education system.
- Performance Standards. - Define what the student must demonstrate to their learning level is rated excellent, satisfactory or inadequate.
- Standards of opportunity. - Define what students need in terms of resources, to achieve the content and performance standards.

Internationally the general consensus of the experts in educational assessment is to have standards defined in at least four academic areas: Math, Science, Social Studies and Language, besides the need to link the curriculum standards, textbooks, teaching materials, assessment system and teacher training. In the case of Ecuador, at present, there are implicit content standards in the curriculum, but have no explicit standards that define the acceptable level of performance and resources needed to achieve them.

Currently the education authority in the country develops educational standards with special emphasis on basic education and high school. In the case of early childhood education is more advanced work, because since 2007 it has content standards, for its development with broad participation of delegates from across the country with extensive knowledge in curriculum planning and teaching support specialists.

It is noteworthy that in Ecuador they are taking the first steps to creating policies educational standards but still a long way to go to say that there is a clear set of standards, known, agreed and explicit content. Standards that define the acceptable / not acceptable domain and the resources needed to reach them. Much work remains to be done until there is management standards of the Ministry of Education and its teachers, but in the case of the latter, there are standards implicit in the new evaluation system.

#### **2.3.3.4 Assessment System**

Assessment is a key of education to determining the extent to which students are achieving the learning objectives and based on the results, improve teaching and learning. (Comision Economica para America Latina y el Caribe, 2012)

Since 2006, progress has been made in this regard. First learn developing tests, and in 2008 began to implement various system components SER, provided, in part, with the Policy 6 Ten-Year Education Plan: "*Improving the quality and equity of education and implementation of a national evaluation system*"

**Table 6: Evaluation System Features**

SYSTEM	YEAR	STUDENTS	SUBJECTS	FREQUENCY	TYPE	CONNECTION	DISCLOSURE
EVALUATION	APPLICATION	TESTED	TESTED	APPLICATION	SAMPLE	SIS	INFORMATION
						EDUCATION	
APRENDO	1996	THIRD	MATH	FREQUENCY	SAMPLE	CURRICULUM	MEDIA
	1997	SEVENTH	LANGUAGE	VARIED	POPULATION	PLANS	REPORTS
	1998	TNETH			STUDENT	IMPROVE	TECHNICAL
	2000 / 2007	EGB				QUALITY	
SER		SEVENTH	MATH	ANNUAL	SAMPLE	CURRICULUM	MEDIA
	2008	TENTH	LANGUAGE			FORMATION	
	2009		SCIENCE	THREE YEARS	CENSUS	TEACHERS	
		FOURTH					
		THIRD	SOCIAL STUDIES				
		(BCH)					

**Source:** Ministerio de Educación y Cultura del Ecuador

Before 2008, the national exams assess students were the tests APRENDO, these were valued at a sample of students in third, tenth and seventh Basic General Education (EGB) in tax stocks and private schools located in urban and rural sectors. These evaluations were the first attempt to establish a system for monitoring the quality of education.

There were some efforts to use the results as input on plans to improve the quality of education at the national level. For example: in the technical report of the review APRENDO 2007, identified correlations between factors such as the language spoken in the home and the qualifications obtained by the students. On this basis, proposed recommendations as: train teachers of

bilingual GBS in Mathematics and Language to improve the quality of education or ensure that there is staff in each school to support students with difficulties (Ministerio de Educacion, 2009).

The weak point of the tests APRENDO was not evaluated important subjects such as science and social studies, also not included high school students, these shortcomings have been corrected in the following stages of the tests APRENDO.

In the new system aims SER determine the quality of education in order to identify the strengths and weaknesses of the system, reformulate and / or establish new educational policies and reorient educational processes to facilitate the learning process of students. In addition to assessing student performance through standardized tests and evaluates a compulsory educational system:

- Teachers' Performance
- Management of the Ministry and its departments
- Curriculum

The new system evaluates the performance of students in fourth, seventh and tenth of EGB and bachelor of public and private institutions, in the areas of mathematics and language, a difference the APRENDO system, was added social studies and science.



Also since 2008, are evaluated first teachers nationwide and created a more effective system for selecting the candidates for the new national teaching. In the first evaluation of teachers participation was voluntary, in successive tests, the character was mandatory through samples of teachers in the Sierra and Coast regions. According to the results, the idea of education authorities is to reward the best teachers with bonuses and contributions in money for teachers with below average scores are trained and re-file the teacher evaluation.

The lack of coordination and planning in the Ministry of Education downplays the evidence obtained by the tests SER, because in the four components of the system SER, these are students, teachers, curriculum and management, points that the results of these evaluations should contrasted with preset standards, not yet developed or at least have not been released to the public. The reality is that the tests were conducted before the standards, when the theory says it should be reversed, therefore assessment policies and controls to find the implementation of plans to improve could present shortcomings.

Another drawback of tests SER, was the way the results are released, they released a list of the best schools based on test scores, where the best institutions were private, but it would have been correct to categorize units in public and private education, since it is clear that there is a large socioeconomic component that affects the quality of education.

On the aspect of international comparison in the quality of education, Ecuador is a frequent participant of tests developed by international organizations. For example, the country has not participated in any discussion of global reach as PISA or TIMSS, at the regional level have been sporadic stakes assessments sponsored Regional Comparative and Explanatory SERCE or by the Latin American Laboratory for Assessment of the Quality of Education UNESCO.

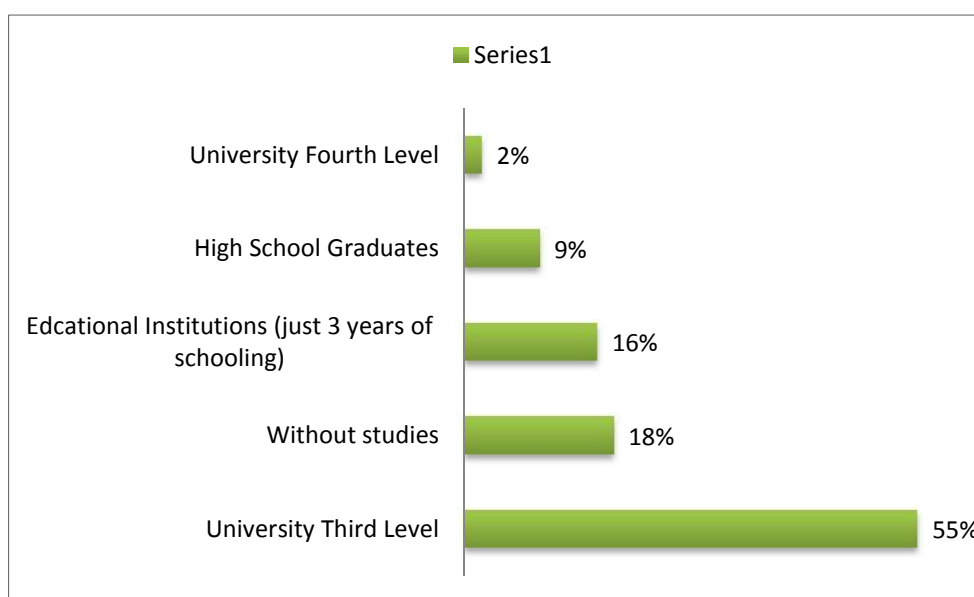
### **2.3.3.5 Teachers Status**

In any educational system the quality of education depends largely on the quality of its teachers. The only way to improve learning achievement of students is improving instruction they receive. Additionally the teacher well prepared is the basis on which we develop a quality education system. (PREAL, Programa de Promocion de la Reforma Educativa en America Latina, 2011)

For the Ministry of Education, the picture is clear about the status of teachers, teacher recognizes that a well prepared is the basis of all quality education system. That is one of the policies of the Ten Year Education Plan, mentioned: "appreciation of the teaching profession and improving the initial training, ongoing training, working conditions and quality of life."

As for the academic preparation of teachers in the education system of the country, 55% have a college degree issued by a university, 16% are

graduates of educational institutions that offer tertiary qualifications but only three years of schooling over requiring the four universities, 9% are high school graduates of secondary education centers that offer specializations in some form of teaching, 2% have university degree level four and 18% do not have any kind of title.



**Figure 4: Level Teacher Certification**

**Source:** Ministerio de Educación y Cultura

Since 2008, a new system of payment to teachers through merit and opposition, this system has two types of evaluations: 35 points depending on the qualifications, experience and publications held by the applicant and 65 points as tested opposition which is evaluated based on psychometric testing and demonstration classes.

Teacher evaluation is performed by the system SER (National Assessment and Accountability), which includes internal and external components each worth 50%.

- Internal component. - Self-assessment, peer-assessment, assessment management, student assessment and evaluation parents.
- External component. - Evidence of specific knowledge and technical, didactic and pedagogical skills.

Is assessed at 25% of teachers every year and, after four years, when it has been assessed at 100%, you begin to evaluate all again (Ministerio de Educacion, 2011).

Evaluations teachers used to determine the quality of performance thereof and providing feedback to the definition of policies to improve the teaching-learning process (Belletini, 2010).

The incentives for teachers are distributed based on the marks obtained in the evaluations and governed as follows:

- Excellent to Very Good get scholarships, internships, and teacher trainers designated stimulus.
- Good Outcome assessment must be made within the next two years.
- Unsatisfactory evaluation must be made within the next year.

Teachers who fail the examination must repeat the process and in the second no approval shall be removed from office (Ministerio de Educacion, 2011)

The first assessment of 2008 was voluntary among teachers of the Magisterium, attended the 8% of the 200,000 teachers, the results were that very few had excellent or unsatisfactory rating, 60% of those tested scored good score. The following evaluation was teachers Coast Region, this call results were similar to the previous one, where most, 73% of teachers were rated with scores between 61 and 71 out of 100, it means that the level assigned is good.

Ecuadorian society in general supports the evaluation component to teachers because they know that the tests help to improve the quality of education and agree with the policies implemented by the Ministry of Education to reclaim rated and train those who have an average rating.

However, some political actors within the Magisterium as the National Union of educators (UNE) disagree with the process, questioning the validity of these tests and, therefore, the decisions taken as a result of the same. In the first call made to take the assessment, 39% of the invited teachers did not attend. Other criticisms the assessments lie in that, for example, while article 346 of the Ecuadorian Constitution states that it is an autonomous

public institution which will perform evaluations currently this activity to make the Ministry of education. (Revista Educación, 2010)

Among the areas for improvement in teacher evaluations is to find consensus standards between teachers and authorities, because there is no common theory to determine the key features to establish that are the guidelines for good teaching. In relation to the policy of incentives for teachers rated, several international investigations have studied this issue and concluded that offering reward teachers for improving the quality of their teaching presumed that they know how to teach better but choose not to. But the reality in the country is that teacher education is not always necessary quality to ensure quality education to student's at all educational levels.

Teacher education in the country has two tracks, the first is through Higher Pedagogical Institutes and the second is with universities recognized by the SENESCYT. In pedagogical institutes training has two components: basic professional education that includes topics of general pedagogic and specific training that includes specific teaching each subject. In the universities, curriculum content, depends on the power of education and do not have a common trunk between the participating institutions of teacher education programs.

There has not been realized an evaluation of these academic programs, but an indicator can be the revenue tests to the Teaching, for example, in a

specific test for teachers who would teach of second to the seventh of Education I Basic, the obtained average was 7,15 points on a whole of 15. This type of result seems to suggest that the students for future teachers are not learning the sufficient workmanship for that the Department of Education looks (Belletini, 2010).

In the training received by the State seeking quality teachers, all schools providing training for teachers must be accredited by the National Council for Vocational Training. The problem is that there are no monitoring programs that are offered and if they are applied by teachers return to the classroom when or if these contents are of benefit to students.

Another mechanism is continuous training through the Professional Development System Integral Education, known as SiProfe, this program has been operating since 2008 and was implemented by the Ministry of Education, in an effort to establish systems for teacher training in the country. The system SiProfe gives Development courses critical thinking, critical reading and educational inclusion. These are designed by the Ministry of Education, who instruct trainers who in turn taught these courses to teachers at accredited universities. The courses have duration of 120 hours and participants are evaluated in order to receive accreditation.

The success or failure of programs and policies to improve education will always depend on the attitude with participating teachers and the willingness

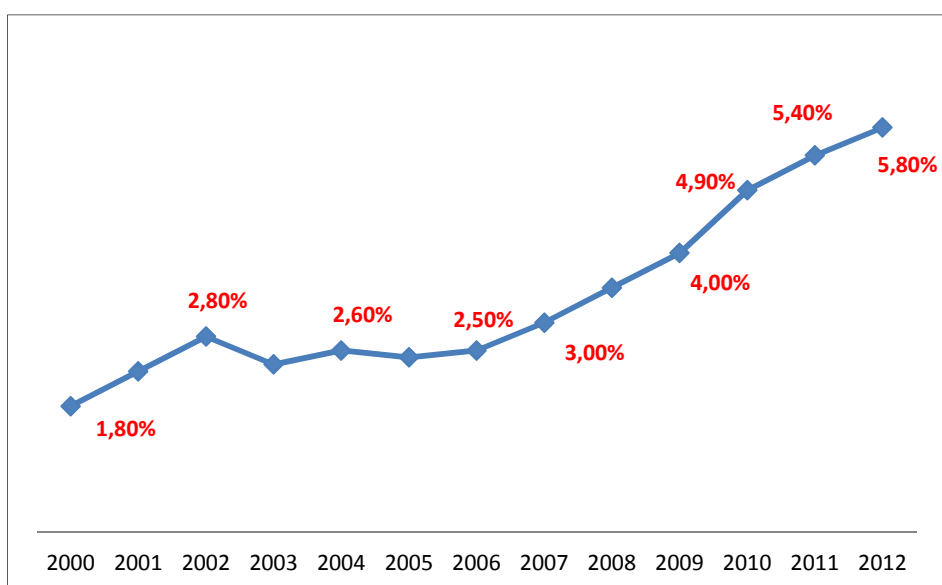
to work with the authority to achieve the common goal of achieving excellence in educational training.

Ecuador's government recognizes that teachers are essential to improving the quality of the education system, and is taking several actions in this regard. However, many challenges remain, including: recruiting, training and retaining the best teachers, teachers set clear standards, agreed and known by all to guide training, professional development and classroom practice. Furthermore, it is necessary to continue studying the role of incentives for teachers and provide the necessary reach to improve instruction, and review the participation of teachers in the management and education reform, since the quality of education depends largely of teachers who are the heart of education (Ministerio de Educacion, 2011).

### **2.3.3.6 Investment in Education**

Educational investment in Ecuador has increased since 2006, as part of the Ten-Year Plan policies Ecuador, 0.5% increase in annual education sector participation in the PDE, the goal is to reach 6 % of this indicator for 2015.





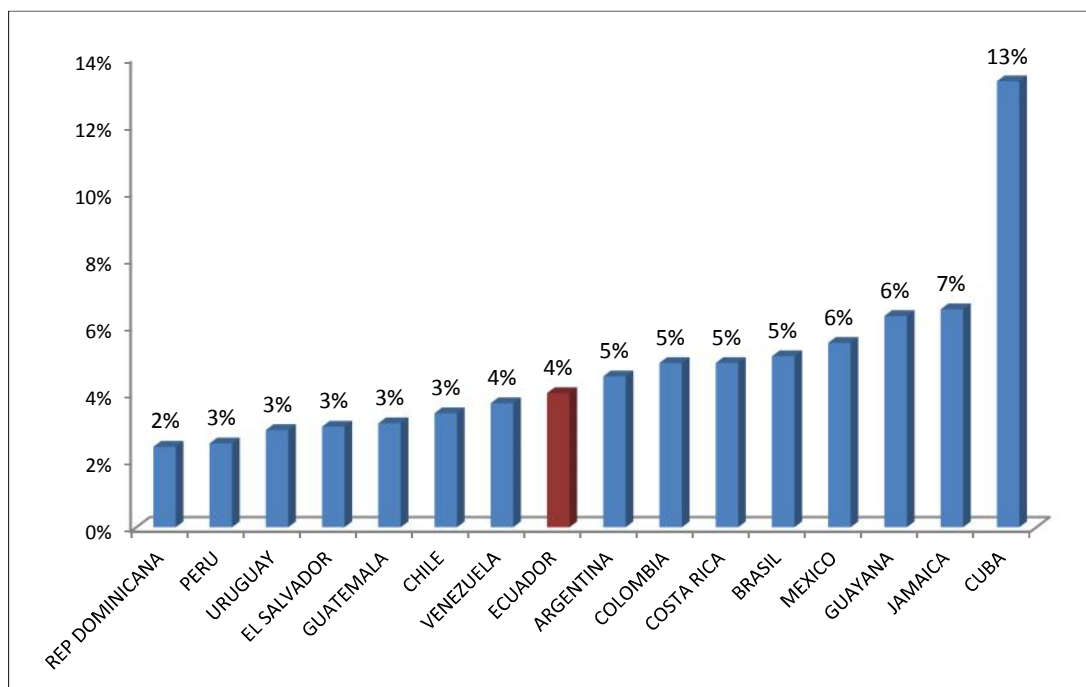
**Figure 5: Investment Education Percentage/ PIB**

**Source:** Central Bank of Ecuador

As seen in the previous graph the percentage of education spending relative to PDE has increased substantially since 2000, these values increased from 1.80% in 2000 to 5.80% at the end of 2012. If the government continues to increase education spending at the same levels as previous years, for 2013 the target was reached in the Ten-Year Education Plan. This increase in spending on education has allowed the staff to meet the needs of the Magisterium, have opened 12,000 budgets for new teachers.

Regarding this increase, not everyone involved feel the same, Lady Morales president of the Federation of Secondary Students of Ecuador (FESE) questioned has not been given the entire budget in relation to PDE, as required by the Constitution. "There are over budget, but we are more students each year with the same classroom as usual." According to the Ministry of Education, 99.9% of the budget for basic education and high

school is intended for current expenditure and 0.01% of the budget is used for investment. (Diario La Hora, 2013)



**Figure 6: Public Education Spending/ PIB Year 2009**

**Source:** UNESCO

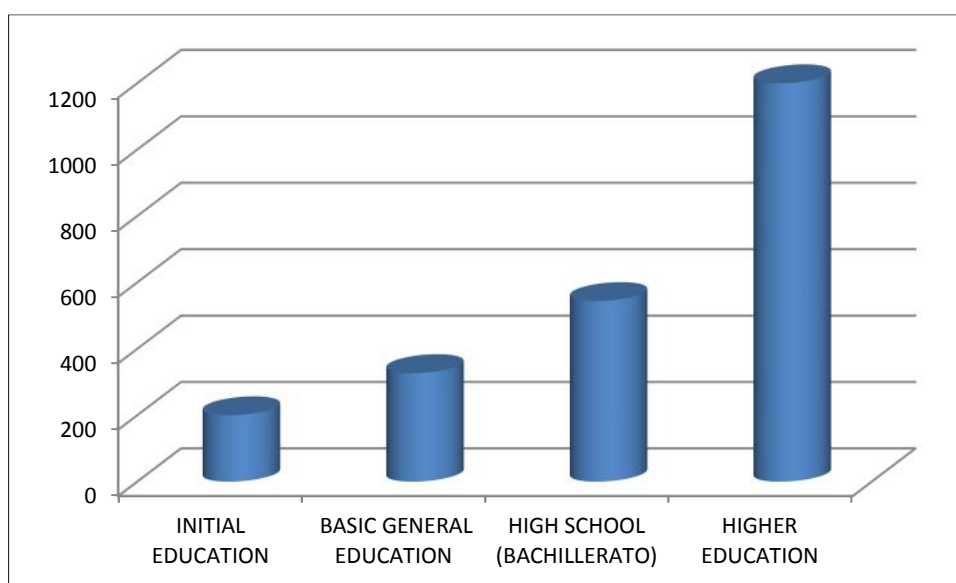
At the international level, to make the comparison with other Latin American countries, Ecuador in 2009 spent approximately 4% of PDE on education, placing it in the average of the countries in the region. The country has exceeded spending on education has countries like Chile, Uruguay and Peru, and his position has risen substantially since 2007 when it was positioned at the bottom.

Another indicator to be analyzed is the expenditure per student, Ecuador invests little per student, reports the report the state of Education in Latin American and the Caribbean developed by UNESCO, the country ranks in

last place in the case of investment per pupil in the primary section with a value of \$ 109, when countries better placed as Costa Rica, Chile and Mexico invest between \$ 1,200 and \$ 1,500 per student. The case of the secondary section investment per pupil increases to a value of \$ 260 but equally is the lowest in the region.

Ecuador spends more than four times higher education per pupil that the fundamental levels of the education system; this is contrary to what experts say and studies on the subject. According to studies by the Economic Commission for Latin America, CEPAL, for example, it has been estimated that for every dollar the state invests in programs of quality early childhood education in the United States, the return is \$ 16. With this investment option saves the state money by tutoring payments, less repetition of school years in secondary, less incarceration and reduced poverty.

Therefore, like Carneiro and Heckman researchers propose that the ideal investment in education by the state is when more is invested in early childhood education, and investment is reduced continuously until it reaches a minimum investment in higher education. Available data indicate that Ecuador invests in education as opposed to the one suggested in the studies (Belletini, 2010).



**Figure 7: Investment of the State for Students and Educational Level 2009**

**Source:** Report of Educational Progress

Despite the increase in the values of the State Budget channeled to education, there is no accurate data on the level of expenditure per student in Early Childhood Education, no coordinated information between relevant agencies such as Child Development Fund (FODI) and Child Rescue Operation (ORI); so on average you can set this per pupil state education system spends \$ 200.

In general basic education the average expenditure per student is \$ 327, high school students the value raises substantially to \$ 544 and Higher Education in the value is doubled to \$ 1,200. These data are cut to 2009 which is the latest accurate information provided by state agencies in charge of each area of education.

The analysis of these data is troubling, first because totally contradict the statements of the educational theorists, second from the difference between initial and higher education is sometimes which establishes an asymmetry in spending by sector, and finally, is the equity issue as very few low-income students have access to high school and even worse to higher education, as reflected in enrollment rates and years of schooling discussed above.

Another crucial issue in the aspect of education spending is related to the efficient use of financial resources, and this is linked with repetition rates, for each student who repeats his school year the state loses money invested in their education, according to estimates from the Ministry of Education in the 2009-2010 school year the state spent approximately \$ 30 million on issues related to repetition. These resources could be used in other quality activities in the system and would be used to build 30 units Educational Goals, as mentioned by the educational authorities.

## **2.4 HYPOTHESIS FORMULATION**

### **2.4.1 Working Hypothesis**

The value of teacher's salary affects the quality of education in the *Unidad Educativa Técnica Experimental Mitad del Mundo* of Quito in the school year 2012-2013.

### **2.4.2 Null Hypothesis**

The value of the teacher's salary does not affect the quality of education in the *Unidad Educativa Técnica Experimental Mitad del Mundo* of Quito in the school year 2012-2013.

## **PART 3**

### **3. METHODOLOGICAL DESIGN**

#### **3.1 Research Type and Design**

This research was applied, descriptive and of field. The technique for collecting data was the survey. The study was correlational, quantitative and transversal.

##### **3.1.1 Calculation of Sample**

To start the calculation of sample size, it is important to understand the number of the population or universe may be infinite or finite, in the case of the Unidad Educativa Tecnica experimental Mitad del mundo, is a finite population and is known exactly number of students and teachers.

With the above information, the formula used for calculating the sample for finite populations is:

$$n = \frac{N\sigma^2Z^2}{(N - 1)e^2 + \sigma^2Z^2}$$

where:

n = size of the sample

N = population size

$\sigma$  = standard deviation of the population is not known when its value is often used a constant value.

Z = value resulting confidence levels, is a constant value if no value is taken

with respect to the 95% confidence level, this is a standard statistical science, the confidence value is a constant value as table 1.96.

e = acceptable limit of sampling error for the case study is 5%.

Replacing the formula with the data obtained from the population of students and teachers provided by the authorities of the educational institution, the sample is calculated as follows:

### 3.1.2 Sample of the Student Population

$$n = \frac{N\sigma^2Z^2}{(N-1)e^2 + \sigma^2Z^2}$$

where:

n = size of the sample

N = 2970

$\sigma = 0.5$

Z = 1.96.

e = 0.05

$$n = \frac{2970 * 0,5 * 0,5 * 1,96 * 1,96}{(2970 - 1) * 0,05 * 0,05 + 0,5 * 0,5 * 1,96}$$

$$n = 340,16$$

This calculation determined to perform **340** students' surveys of the educational institution.



### 3.1.3 Sample Population of Teachers

$$n = \frac{N\sigma^2Z^2}{(N-1)e^2 + \sigma^2Z^2}$$

Where:

$n$  = size of the sample

$N = 134$

$\sigma = 0,5$

$Z = 1,96.$

$e = 0,05$

$$n = \frac{134 * 0,5 * 0,5 * 1,96 * 1,96}{(134 - 1) * 0,05 * 0,05 + 0,5 * 0,5 * 1,96}$$

$$n = 99,53$$

This calculation determined to perform **100** teachers' surveys of the educational institution.

### 3.2 Population Size and Sample

The study population was survey the first year courses of high school education and teachers' at Unidad Educativa Técnica Experimental Mitad del Mundo. The determined perform surveys 340 students of first year of high school and perform 100 surveys to teachers.

### **3.3. Field Work**

The research administered survey conducted at the Unidad Educativa Técnica Experimental Mitad del Mundo, which is located in the parish Mitad del Mundo, on Avenue Manuel Córdova Galarza y 21 de Marzo during the school year 2012-2013.

### **3.4 Instruments for Data Collection**

The survey was a data collection technique through which the researcher asks the investigation on the data to be obtained and then these individual data were collected and evaluated to get a result.

The questionnaire Likert was an instrument that collected information through a set of questions; it has ten questions for teachers and ten questions for students. They are based on themes of quality of education and teacher's salary; the answers must be precise and clear for interpreting correctly the information data to avoid distortion.

## PART 4

### 4. TESTING THE HYPOTHESIS

#### 4.1 Graphical Exposition of Results.

##### 4.1.1 Data Matrix of Students' Survey

**Table 7: Data Matrix of Students' Survey**

N°	QUESTION	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	How would you rate your level of motivation to attend classes?	72	148	110	10
2	Are the teaching methods of teachers are considered suitable for the current state of society?	34	220	72	14
3	Do you think that the students use the time given in class to the learning process?	14	151	161	14
4	Do you consider that the material support for the learning process is appropriate?	31	165	110	34
5	Do you think the labor remuneration of his teacher is fair in relation to the quality of the education that you received?	62	172	89	17
6	How would you rate the quality of education in the Unidad Educativa Mitad del Mundo?	103	199	31	7
7	Do you agree that a better remuneration for teachers would be crucial for a better quality of education?	62	175	79	24
8	How do you perceive the academic preparation of teachers of the Education Unit?	69	199	62	10
	<b>TOTAL</b>	<b>446</b>	<b>1429</b>	<b>714</b>	<b>131</b>

### 4.1.2 Data Matrix of Teachers' Survey

**Table 8: Data Matrix of Teachers' Survey**

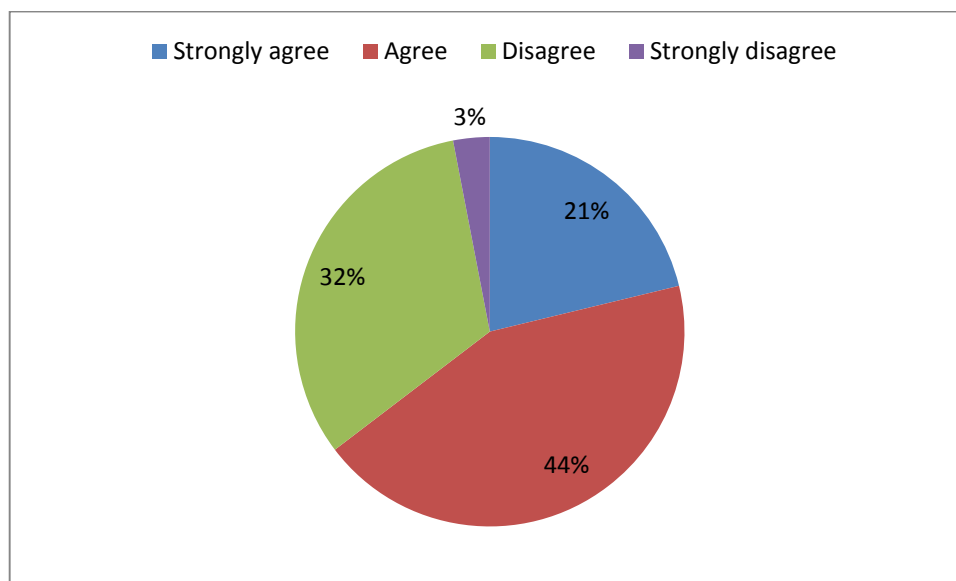
N°	QUESTION	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	How would you rate your motivation level to teach class?	35	53	13	0
2	Are the methods of teaching students are considered adequate for the current situation of society?	23	60	18	0
3	Do you think students take advantage of the time given in class for the learning process?	25	33	25	18
4	Do you consider that the material support for the learning process is appropriate?	18	43	33	8
5	Do you consider that your labor remuneration is fair?	5	33	48	15
6	How would you rate the level of quality in the Unidad Educativa Eperimental Mitad del Mundo?	35	45	20	0
7	In relation to the salary benefits, these are a motivation to improve the quality of education?	35	25	33	8
8	The salary of the teacher is linked by the preparation and/or training. That is to say while it prepares me or I qualify do I have better salary and therefore do I have major incentive to work?	40	30	18	13
<b>TOTAL</b>		<b>215</b>	<b>320</b>	<b>205</b>	<b>60</b>

### 4.1.3 Survey for students

#### Question N° 1

How would you rate your level of motivation to attend classes?

Result



**Figure 8: Level of Motivation to Attend Classes**

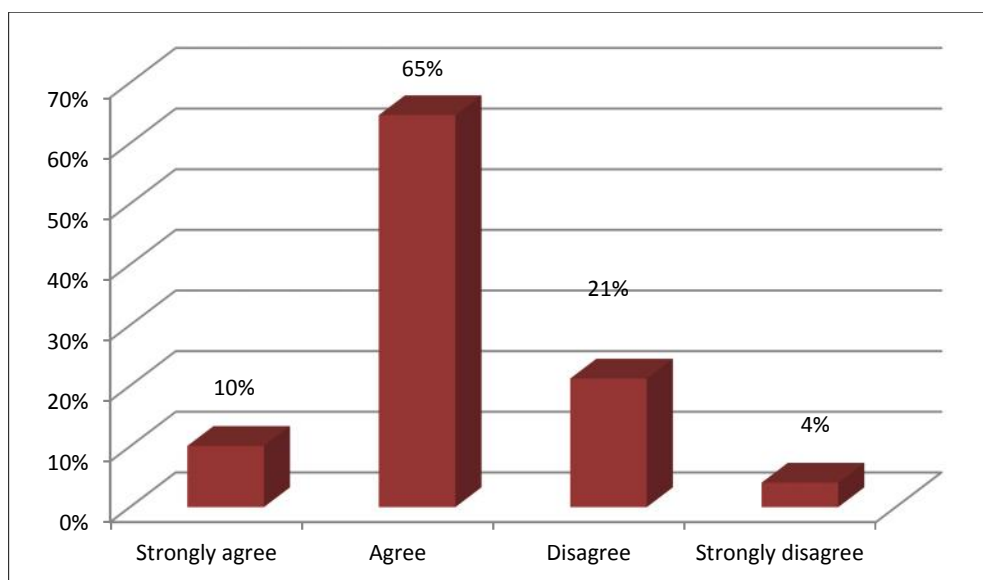
#### Analysis

According to the first question, the 21% of the students feel strongly agree with the excellent level of motivation to attend class, the 43% of the students feel agree to attend class because they mentioned that it is motivated to be in class, the 32% of the students feel disagree with their motivation to join class, and the 3% of students feel that they are strongly disagree and not motivated to be part of the class.

## Question N° 2

Are the teaching methods of teachers are considered suitable for the current state of society?

### Result



**Figure 9: Teacher´s Teaching Methods Suitable**

### Analysis

According to the second question, the 65% of students consider that the methods that teachers use are favorable for the current state of the society, the 21% mention that the methods used by teachers are little favorable for the current state of society, the 10% of learners reflect very favorable the methods used by the teachers according to the state of society and the 4% of students think through no favorable the method used by teachers which methods are about the state of society.

### Question N° 3

Do you think that the students use the time given in class to the learning process?

Result

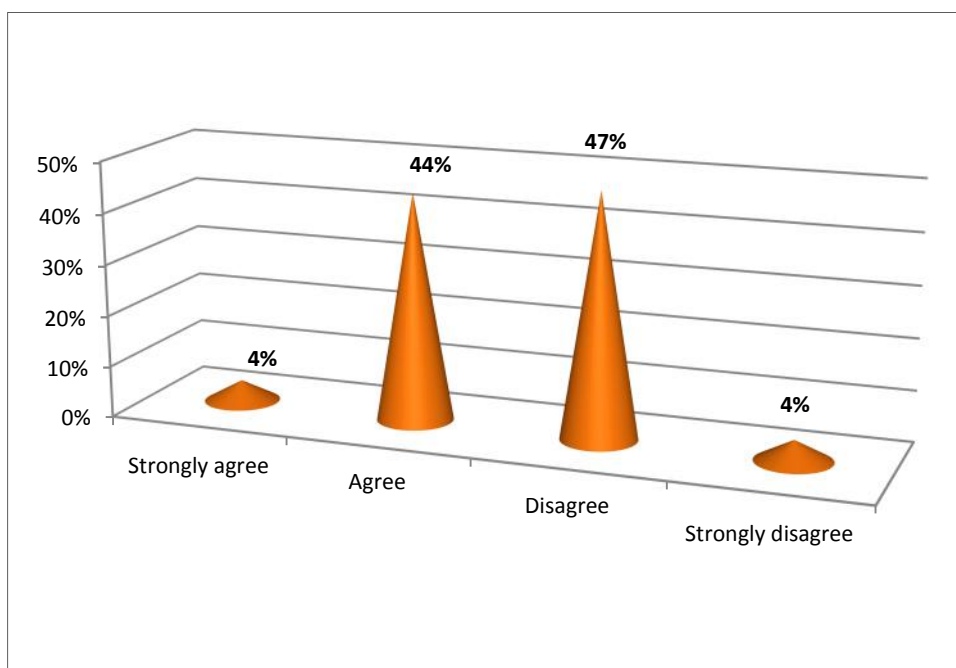


Figure 10: Use of the Time Given in Class

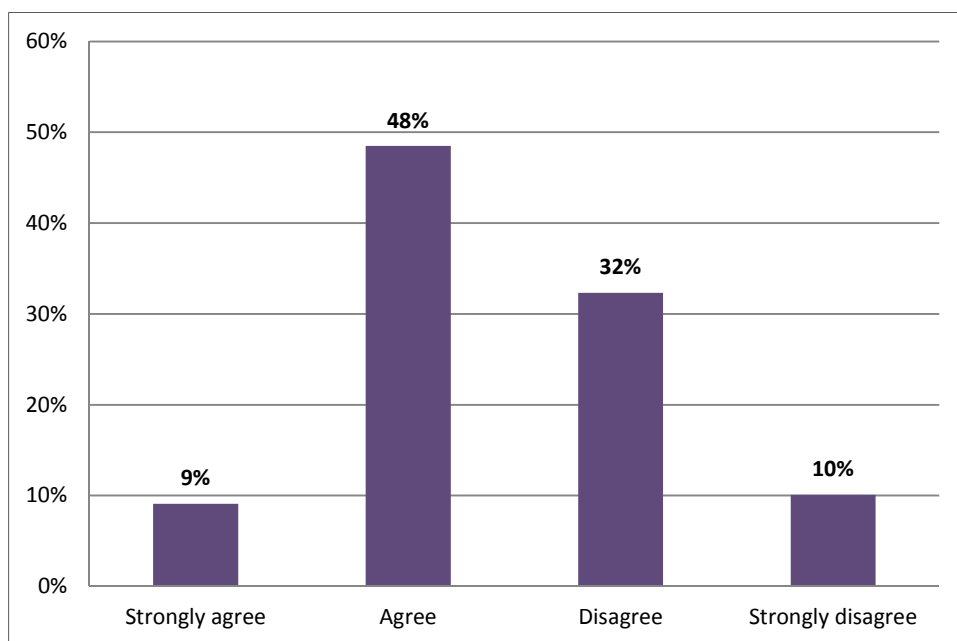
### Analysis

According to the third question, the 47% of students mention that it is little favorable the time that students take for the learning process, the 44% of learners think that it is favorable the given time that they take in the learning process, the 4% of students who answered the survey agree that it is very favorable the given time in the learning process and the 4% agree that the given time is not favorable in the learning process.

#### Question N° 4

Do you consider that the material support for the learning process is appropriate?

Result



**Figure 11: Supporting Material for Process**

#### Analysis

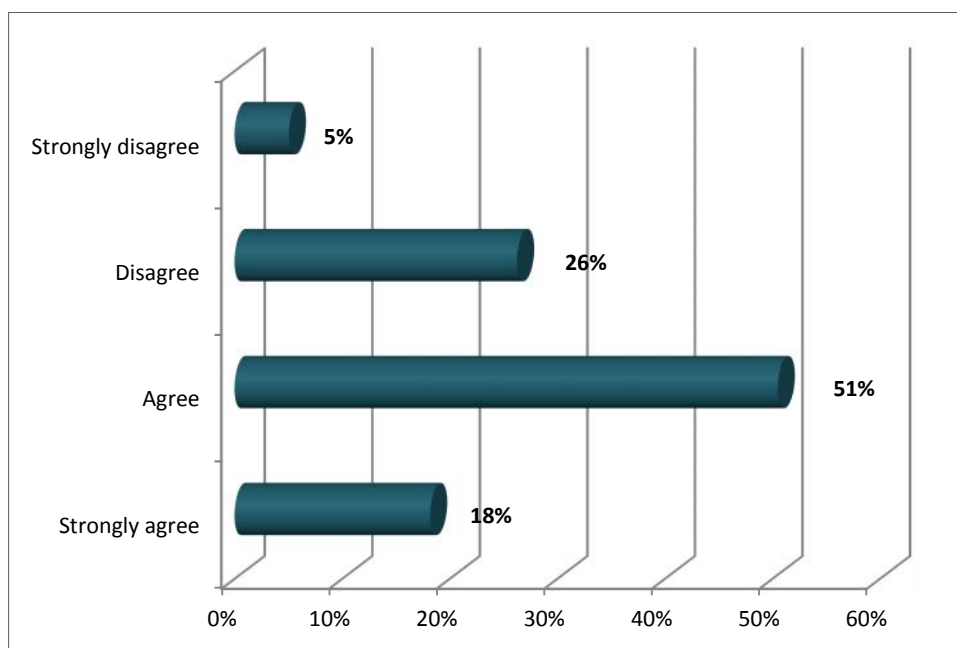
According to the fourth question, the 48% of learners think that the material used in the class is favorable for the learning process, the 32% of students mention that the material used is little favorable in the learning process, the 10% of pupils think that the material used for the learning process is very favorable, and the 9% of scholars mention that the material used in the class is no favorable for the learning process.



### Question N° 5

Do you think the labor remuneration of his teacher is fair in relation to the quality of the education that you received?

Result



**Figure 12: Remuneration of the Teachers**

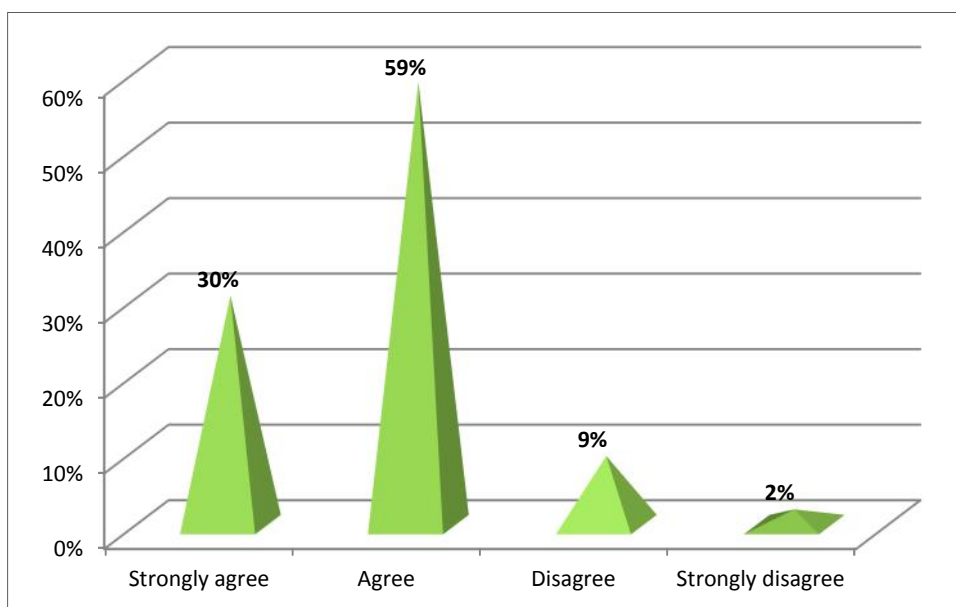
### Analysis

According to the fifth question, the 51 % of learners agree that the education that they get is favorable to the teachers' salary, the 26% of students are disagree that the teacher salary fair in relation with the education that they receive, the 18% of scholars mention that the education that they receive is related with the salary of the teachers and the 5% of students said that the education that they get is not related with the salary of the educator.

### Question N° 6

How would you rate the quality of education in the Unidad Educativa Mitad del Mundo?

Result



**Figure 13: School Quality of Education**

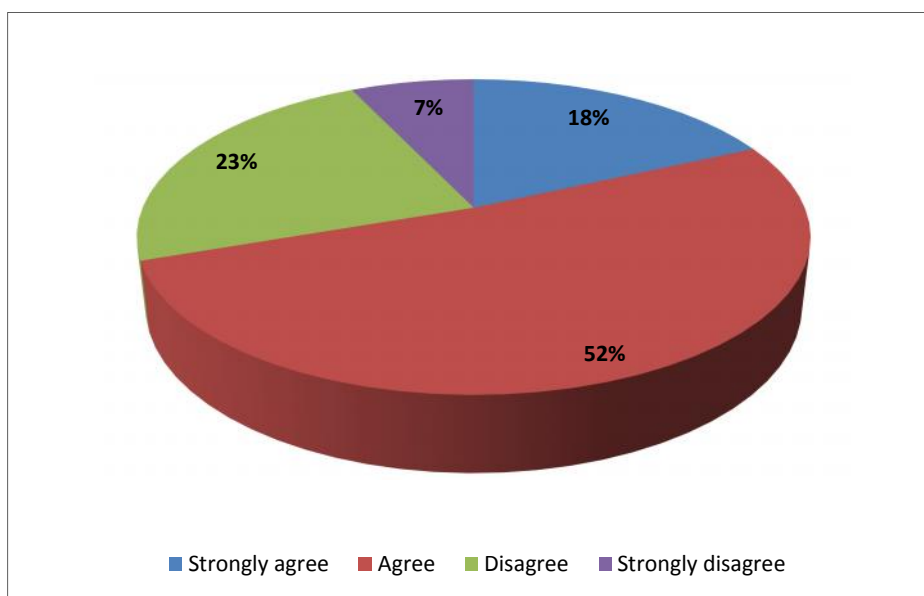
### Analysis

According to the sixth question, the 59% of students said that the quality of education at educational institution is favorable, the 30% of learners mention that the quality of education is very favorable, the 9% of students are agree that the quality of education is little favorable, and the 2% of scholar remark that the quality of education at Unidad Educativa Mitad del Mundo is not favorable.

### Question N° 7

Do you agree that a better remuneration for teachers would be crucial for a good quality of education?

Result



**Figure 14: Best Teachers Salary for a Good Quality of Education**

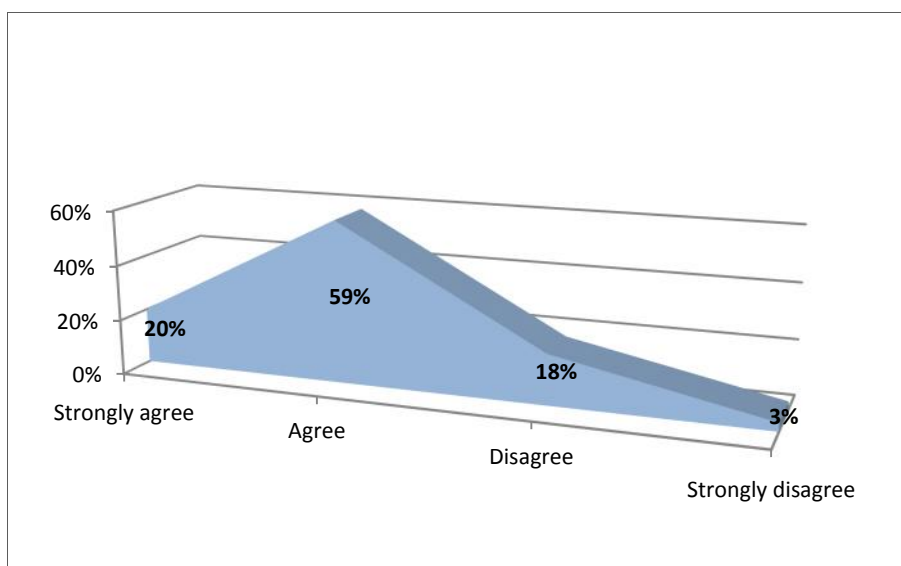
### Analysis

According to the seventh question, the 52% of learners are agree that a better remuneration for teachers would be crucial for a good quality of education, the 23% of students are disagree that a better remuneration for teachers would be crucial for good quality of education, the 18% of pupils are strongly agree that a better remuneration for teachers would be crucial for a good quality of education, and the 7% of scholars are strongly disagree that a better remuneration for teachers would be crucial for a better quality of education.

### Question N° 8

How do you perceive the academic preparation of teachers of the Education Unit?

Result



**Figure 15: Academic Preparation of Teachers**

### Analysis

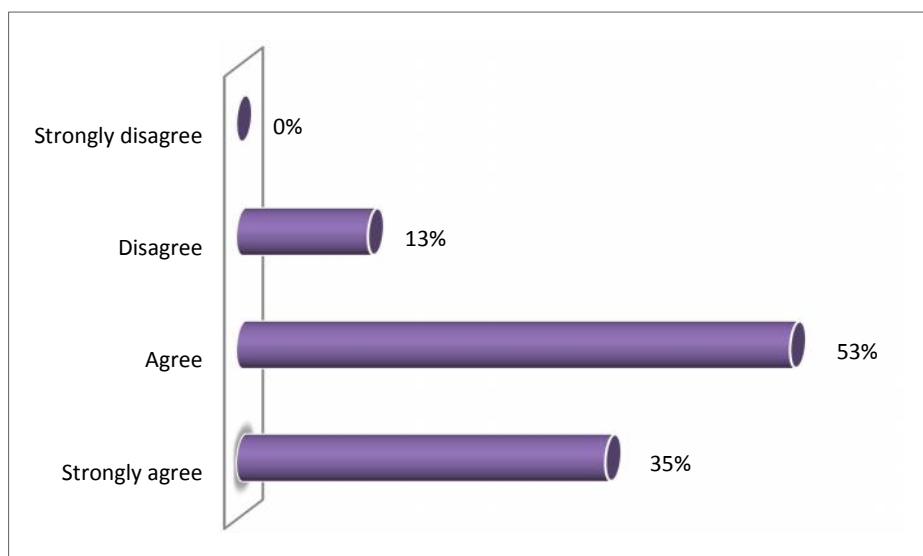
According to the eighth question, the 59% of students perceive the academic preparation of teachers working at Unidad Educativa Mitad del Mundo is favorable, the 20% of learners recognize the academic preparation of teachers working at Unidad Educativa Mitad del Mundo is very favorable, the 18% of apprentices identify the academic preparation of teachers working at Unidad Educativa Mitad del Mundo is little favorable and the 3% of scholars observe the academic preparation of teachers working at Unidad Educativa Mitad del Mundo is not favorable.

#### 4.1.4 Survey for teachers

##### Question N° 1

How would you rate your motivation level to teach classes?

Result



**Figure 16: Level of Motivation to Teach Classes**

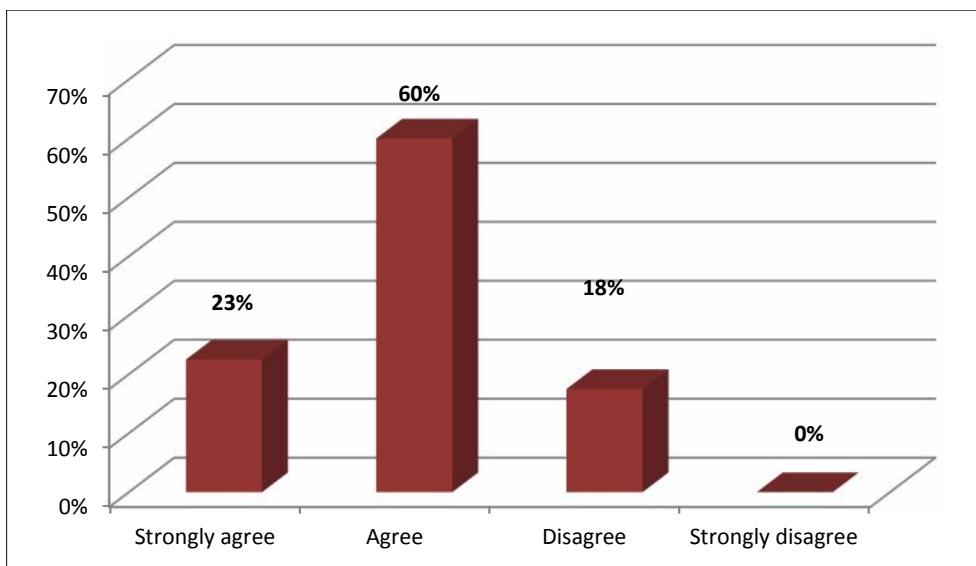
##### Analysis

According to the first question, the 53% of teachers rate their motivation to teach favorable, the 35% of educators level their motivation to teach no favorable, the 13% of instructors rate their level to teach little favorable and none teacher rated it no favorable.

## Question N° 2

Are the methods of teaching students are considered adequate for the current situation of society?

### Result



**Figure 17: Appropriate Methods of Teaching /Current Situation**

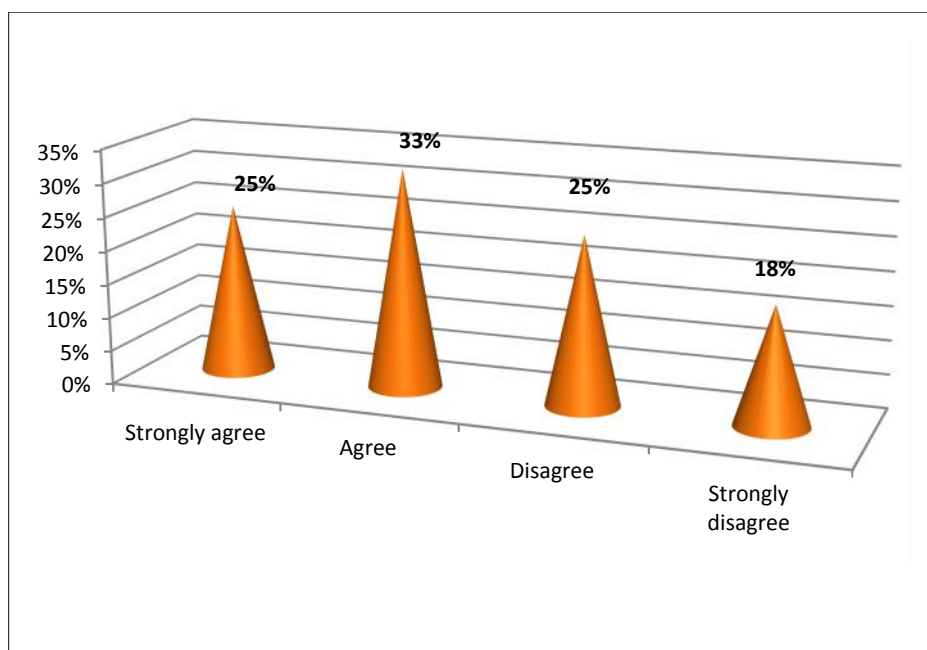
### Analysis

According to the second question, the 60% of instructors consider favorable the teaching methods used for the current situation of society, the 23% of teachers remark very favorable the teaching methods for the current situation of society, the 18% of teachers observe little favorable the teaching methods used for the current situation of society, and any educator consider no favorable the teaching methods used for the current situation of society.

### Question N° 3

Do you think students take advantage of the time given in classes for the learning process?

Result



**Figure 18: Students Take Advantage of the Time Given In Class**

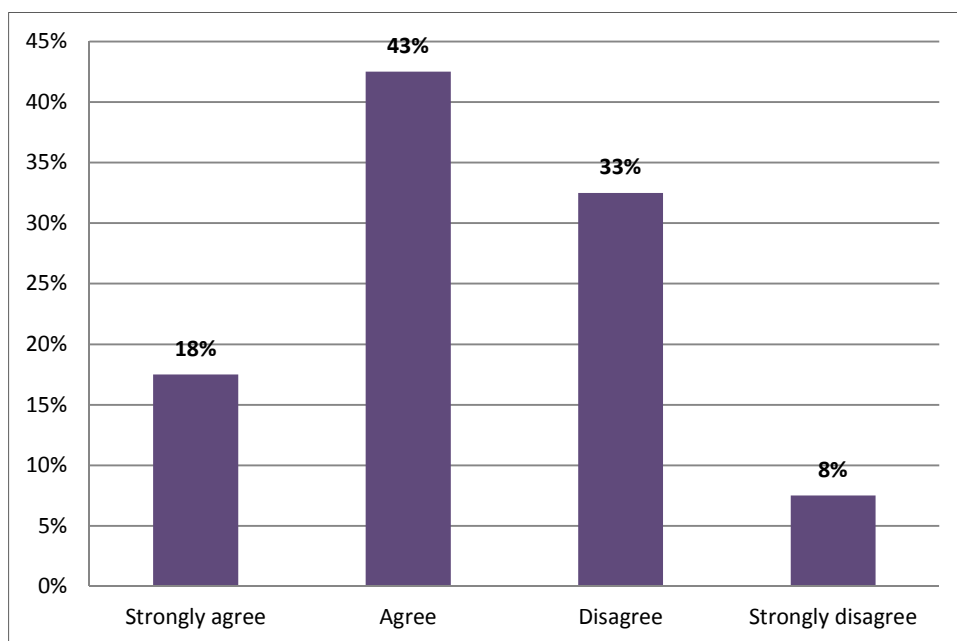
### Analysis

According to the third question, the 33 % of teachers assume that the students take advantage of the given time in the class during the learning process is favorable, the 25% of educators think that the students take advantage of the given time in the class during the learning process is very favorable, the 25% of instructors consider that the students take advantage of the given time in the class during the learning process is little favorable and the 18% of professors remark that the students take advantage of the given time in the class during the learning process is no favorable.

#### Question N° 4

Do you consider that the material support for the learning process is appropriate?

#### Result



**Figure 19: Support Material is Suitable for Learning Process**

#### Analysis

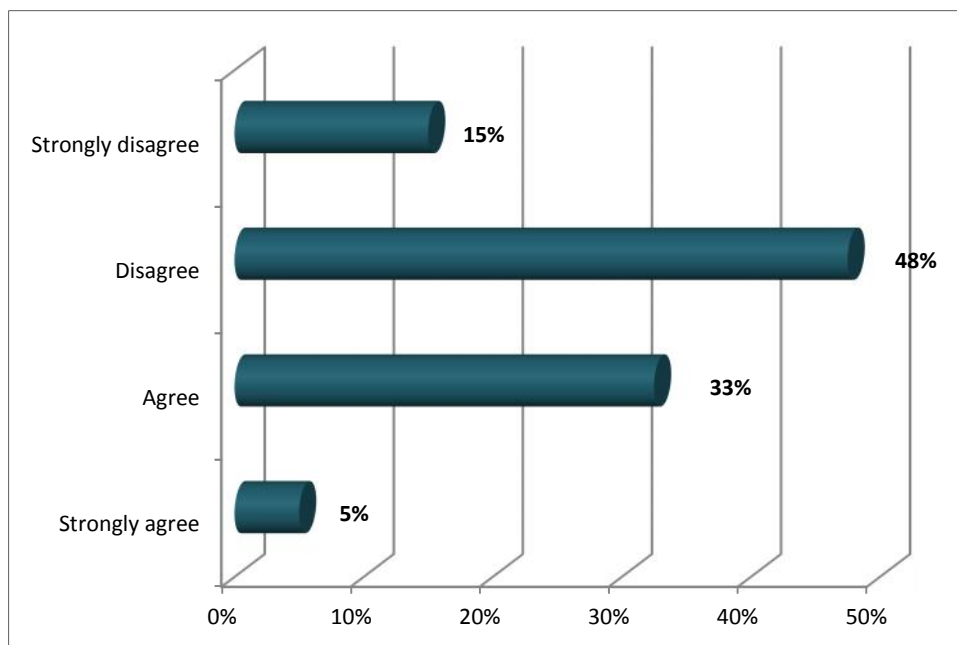
According to the fourth question, the 43% of educators consider that the material support for the learning process is favorable appropriate, the 33% of teachers mention that the material support for the learning process is little favorable appropriate, the 18% of instructors remark that the material support for the learning process is very favorable appropriate, and the 8% of professors mention that the material support for the learning process is no favorable appropriate.



### Question N° 5

Do you consider that your salary remuneration is fair?

#### Result



**Figure 20: Remuneration is fair**

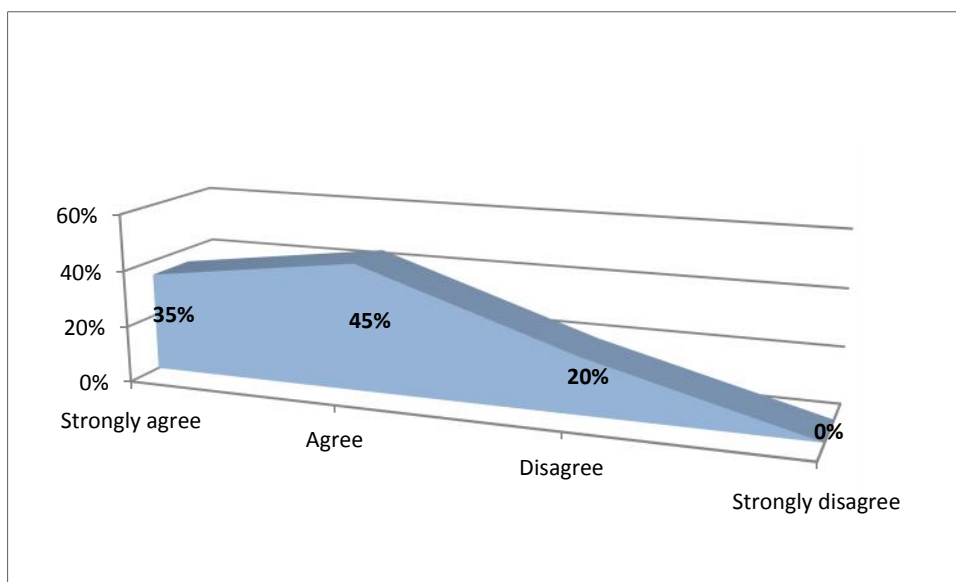
#### Analysis

According to the fifth question, the 48% of instructors feel disagree that their salary remuneration is fair, the 33% of teachers feel agree that their salary remuneration is fair, the 15% of educators feel disagree that their salary remuneration is fair, and the 5% of professors feel strongly agree that their salary remuneration is very favorable fair.

### Question N° 6

How would you rate the level of quality in the Unidad Educativa Experimental Mitad del Mundo?

#### Result



**Figure 21: Level of Quality in Unidad Educativa Experimental Mitad del Mundo**

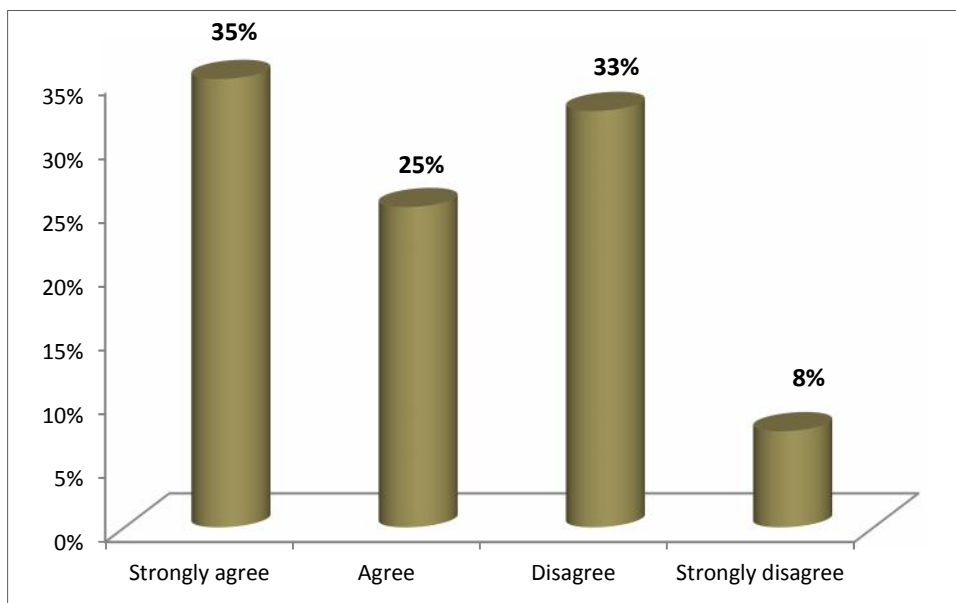
#### Analysis

According to the sixth question, the 45% of teachers consider favorable the level of quality education at Unidad Educativa Experimental Mitad del Mundo, the 35% of teachers rate very favorable the level of quality education at Unidad Educativa Experimental Mitad del Mundo, the 20% of instructors remark little favorable the level of quality education at Unidad Educativa Experimental Mitad del Mundo, and the 0% of teachers consider no favorable the level of quality education at Unidad Educativa Experimental Mitad del Mundo.

### Question N° 7

In relation to the salary benefits, these are a motivation to improve the quality of education?

Result



**Figure 22: Salary Benefits Motivate to Improve Education Quality**

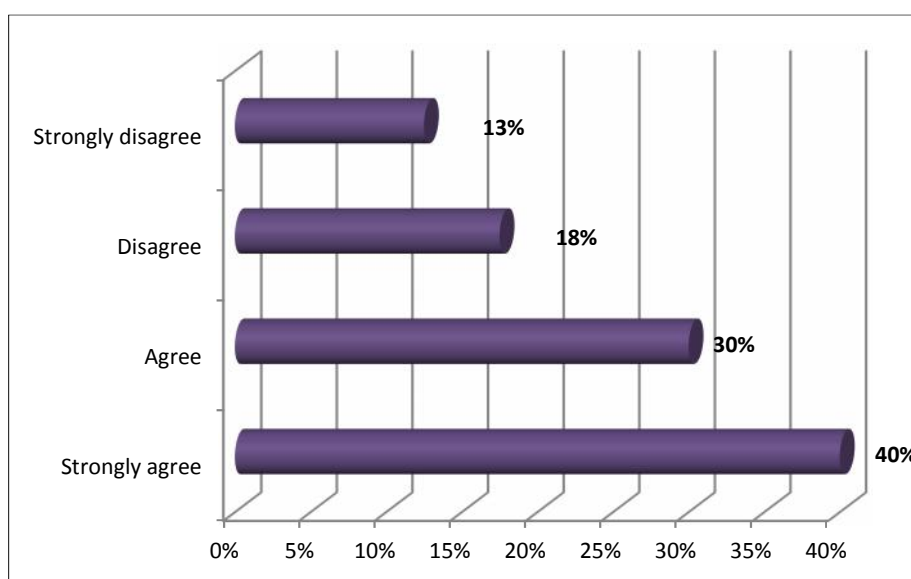
### Analysis

According to the seventh question, the 35 % of educators mention that is very favorable the relationship between salary benefits with the quality of education, the 33% of teachers said that is little favorable the relationship between salary benefits with the quality of education, the 25% of instructors remark favorable the relationship between salary benefits with the quality of education, the 8% of professors comment that is not favorable the relationship between salary benefits with the quality of education.

### Question N° 8

The salary of the teacher is linked by the preparation and/or training. That is to say while it prepares me or I qualify do I have better salary and therefore do I have major incentive to work?

#### Result



**Figure 23: Salary Linked with Training**

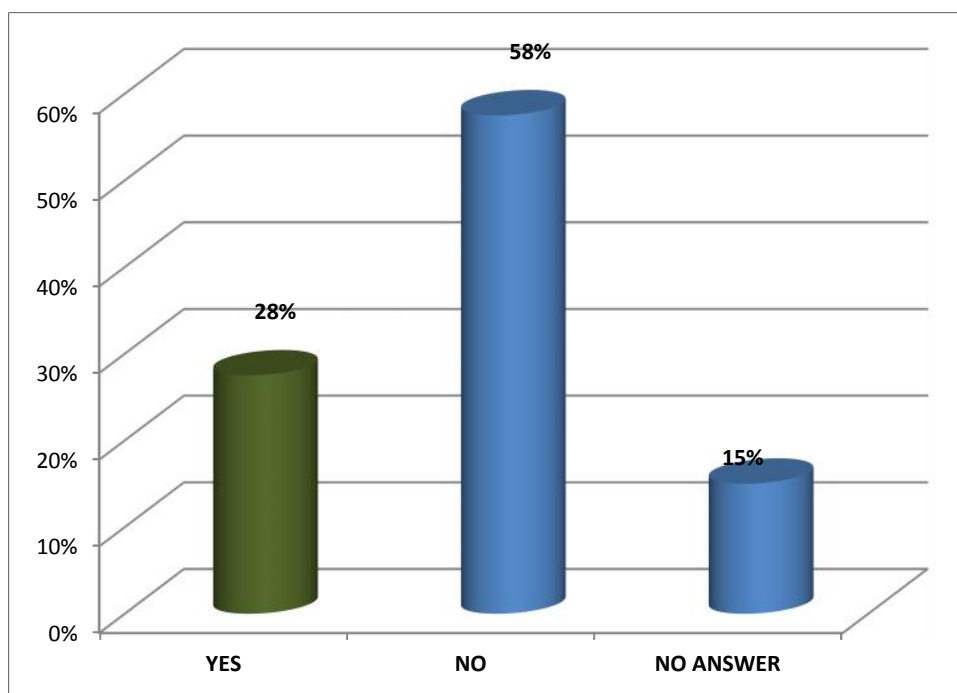
#### Analysis

According to the eight question, the 40% of teachers mention that is very favorable to say that the salary of the teacher is linked by the preparation and/or training, the 30% of educators mention that is favorable to think that the salary of the teacher is linked by the preparation and/or training, the 18% instructors remark that is little favorable to connect the salary of the teacher is linked by the preparation and/or training, and the 13% of professors answer that is not favorable to link the salary of the teacher is linked by the preparation and/or training.

### Question N° 9

Is the workload a benefit to the quality of education?

#### Result



**Figure 24: Workload and Quality of Education**

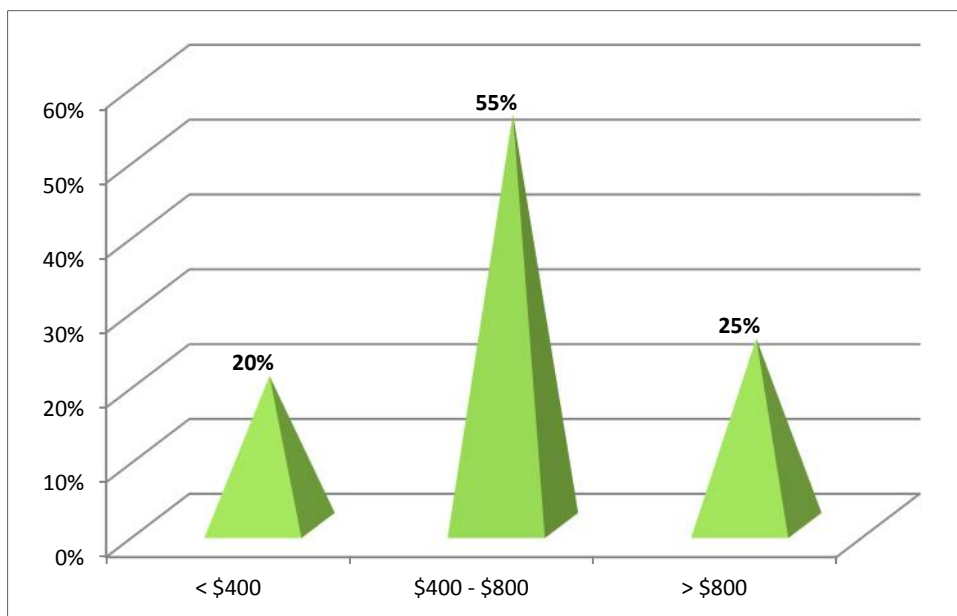
#### Analysis

According to the ninth question, the 58% of teachers answered that is not a benefit in the quality of education the hourly time, the 28% of educators said that it is a benefit in the quality of education the hourly time, and 15% of professor did not answer.

**Question N° 10**

What is your salary range?

Result



**Figure 25: Salary Range**

**Analysis**

According to the tenth question, the 55% of teachers make between 400 and 800 dollars per month, 25% of educators make more than 800 dollars per month and 20% of professors make less than 400 dollars per month.

## **4.1. Interpretation of Results**

### **4.1.1 Analysis of results**

In correspondence to the hypotheses raised in the research, analyzed the questions related to the relationship between the level of teacher's salary and quality of education, these are:

#### **Question N° 7 Students' Survey**

Do you agree that a better remuneration for teachers would be crucial for a better quality of education?

#### **Question N° 7 Teachers' Survey**

In relation to the salary benefits, these are a motivation to improve the quality of education?

Based on the results of these questions was conducted testing to verify testing of hypotheses.

The answers to these questions are:

**Table 9: Relationship Between the Level of Teacher's Salary and Quality of Education**

	QUESTIONS	STRON- GLY AGREE	AGREE	DISAGREE	STRON- GLY DISAGREE	TOTAL SURVEY	AVERAGE
STUDENT	BETTER SALARIES FOR TEACHERS AFFECTS QUALITY OF EDUCATION	62	175	79	24	340	85
TEACHER	SALARY BENEFITS MOTIVATE TO IMPROVE EDUCATION QUALITY	35	25	33	8	100	25

For the hypothesis testing was used to calculate chi-square in the questions mentioned above, for the calculation is posed by the following data:

**Table 10: Value Chi Square**

Better salary affects in the educational quality	Students Answer	% (A)	Teachers answer	% (B)	(A) - (B) = (C)	(C) <sup>2</sup>	(B)	(C) <sup>2</sup> / (B)
Strongly agree	62	18,24%	35	35%	0,17	0,0281	0,35	0,0803
Agree	175	51,47%	25	25%	0,26	0,0701	0,25	0,2803
Disagree	79	23,24%	33	33%	0,10	0,0095	0,33	0,0289
Strongly disagree	24	7,06%	7	7%	0,00	0,0000	0,07	0,0000
<b>Total</b>	<b>340</b>	<b>100%</b>	<b>100</b>	<b>100%</b>			<b>X<sup>2</sup> =</b>	<b>0,389</b>

- **Working hypothesis (H0):** the value of the teacher's salary affects in the educational quality.
- **Null hypothesis (H1):** the value of the teacher's salary does not affect in the educational quality.



**Table 11: Value of Variables**

Variable	Value
Chi-square value calculated	0,389
Degrees freedom of the applied survey	3
Confidence level	95%
Chi-square table value	0,3500

- Do not reject  $H_0$  if  $X^2$  is less than or equal to 0.35
- Reject  $H_0$  if  $X^2$  is greater than 0,35 (critical value)

**Conclusion:** When, if the calculated value 0.389 is greater than chi square table value 0.3500, then the null hypothesis is rejected and the value of the teacher's salary affects the quality of education.

### 4.1.2 Graphical exposition of results

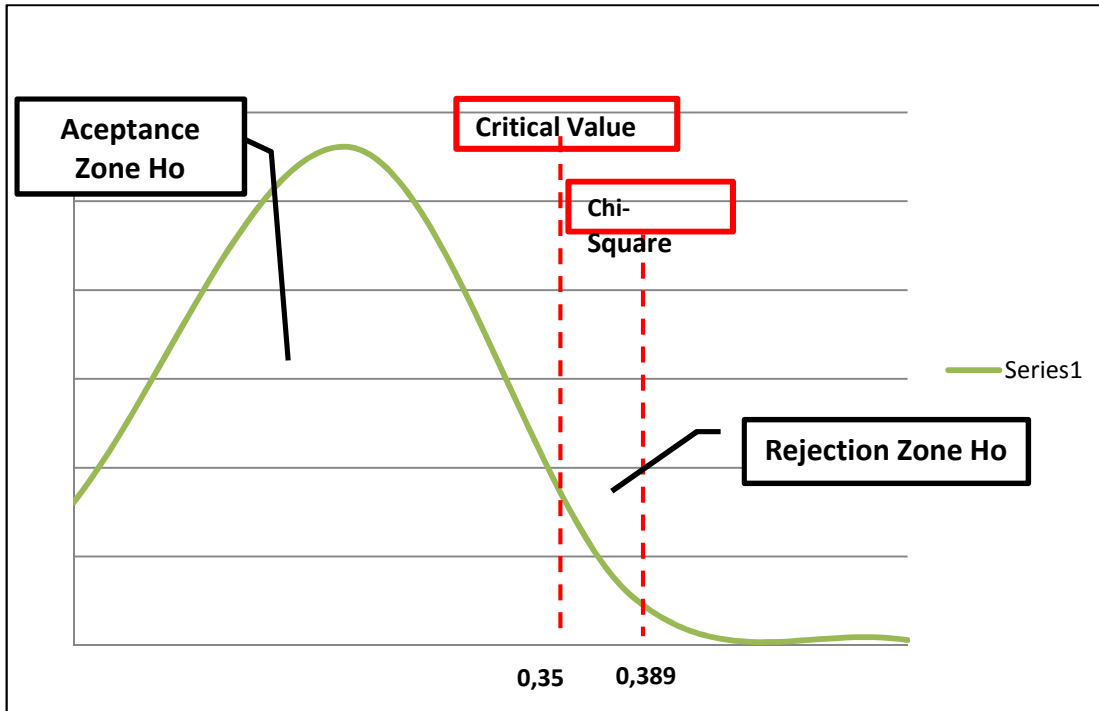


Figure 26: Graphic Testing of Results

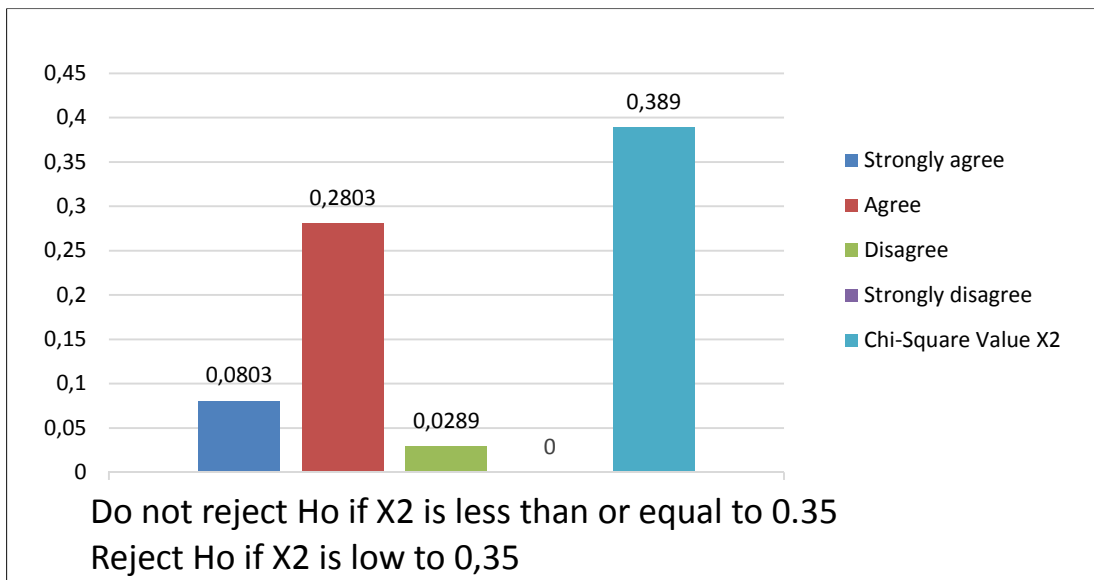


Figure 27: Numerical and Graphical Results

### **4.3 Conclusions**

- The null hypothesis was rejected, so the working hypothesis is proven in research and the remuneration salary of teachers affects the quality of education.
- The students and teachers are agreeing to qualify positive the quality of education in the Unidad Educativa Experimental Mitad del Mundo.
- The teachers have a low level of motivation due to factors such as payment and workload.
- The teachers believe that training and extra labor benefits are positive to their activity teaching.
- The students are in agreement on linking the quality of education and better salary remuneration of teachers.

### **4.4 Recommendations**

- Evaluate periodically to the teachers and students to know if there is a change in the perception of quality of education, with this statistical information can be constructed educational profiles of teachers to meet highly, so that teachers can teach better evaluated training to their peers.
- To guide teachers and students to observe, think, analyze and evaluate every time the quality of education is imparted in the educational institution. Therefore, the members of the school can have a clearer panorama in relation to the factors that affect education.

- Schedule ongoing training plans, encouraging the participation of as many teachers, these training programs should be evaluated to obtain the views of stakeholders and to maintain constant feedback information.
- Analyze the methodology for allocating workload with greater involvement of teachers, to hear their views and take them into account in the development of academic planning, careful not to exceed the hourly charges.
- To promote the implementation of a motivation plan for the teachers of Unidad Educativa Mitad del Mundo.

## PART 5

### 5. THE PROPOSAL

#### 5.1 Analysis of Stakeholders

**Table 12: Analysis of Stakeholders**

GROUPS	INTEREST	PROBLEMS	MANDATES AND RESOURCES
STUDENTS	Personal Improvement through education of quality to be better citizens and contribute to society	The field research revealed inefficiencies in the quality of education	Students improve their academic performance
TEACHER- ADVISOR	Increase the quality of education to comply with its purpose of teaching	The results of the research showed that the teachers do not have to provide motivating processes of education professionals	Contribute to the education of future professionals who will contribute to the society
COMMUNITY	The community is responsible for providing the best educational tools for young people.	The results of student assessment tests show poor academic performance of students of the educational school investigated.	The community is responsible for providing quality education to young people.

### 5.2 Tree Problem

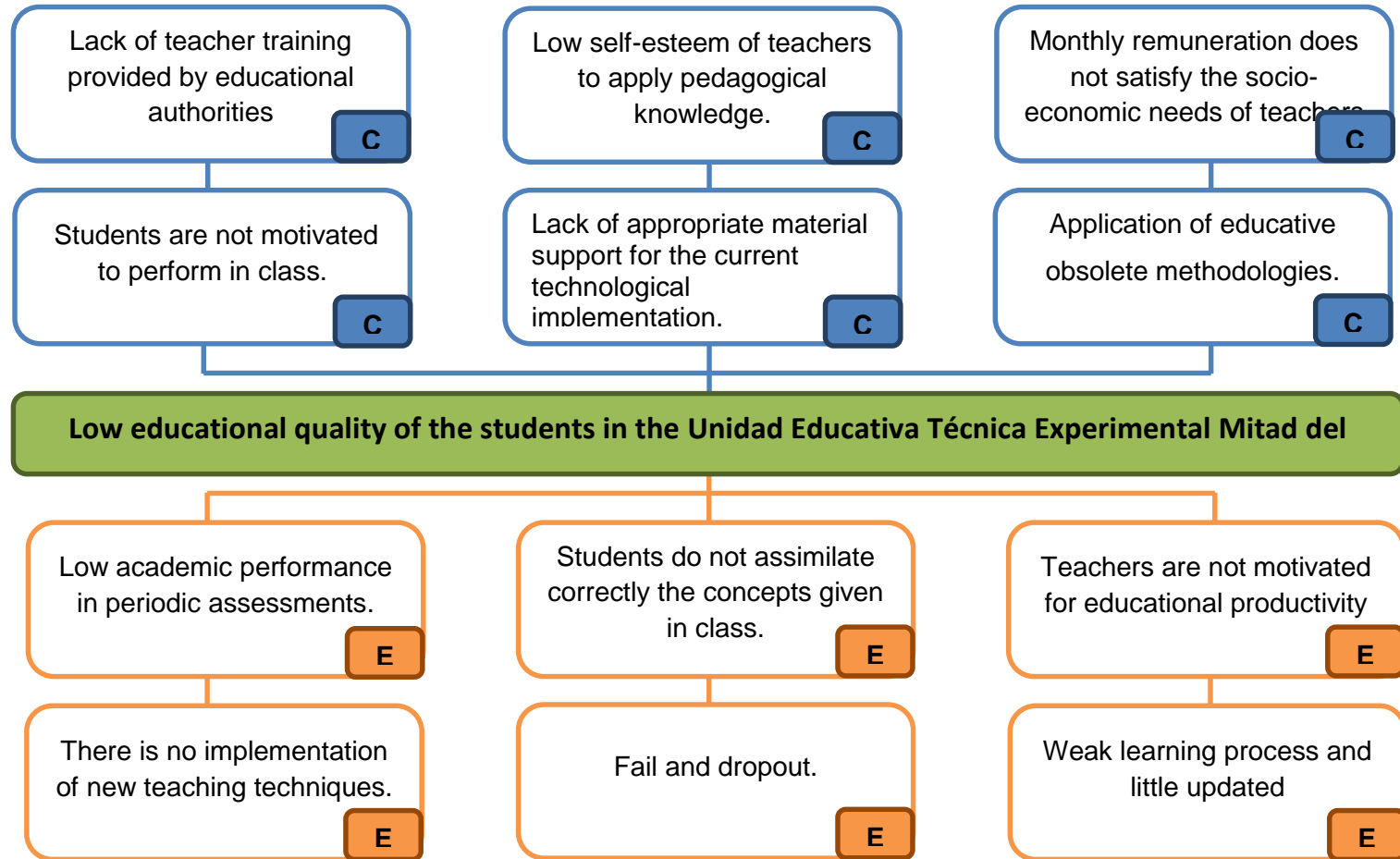


Figure 28: Tree Problem

### 5.3 Objectives Tree

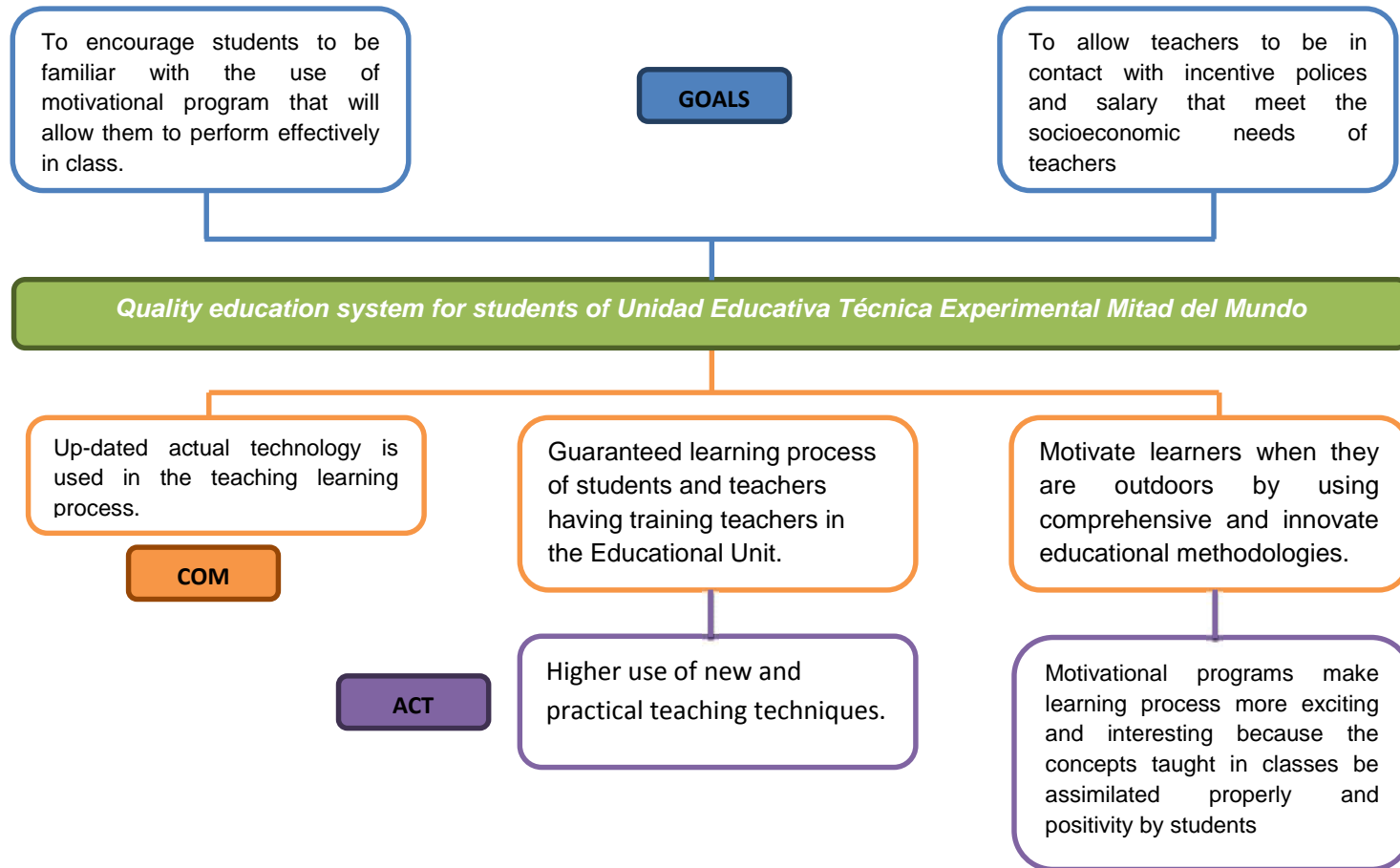


Figure 29: Objective Tree

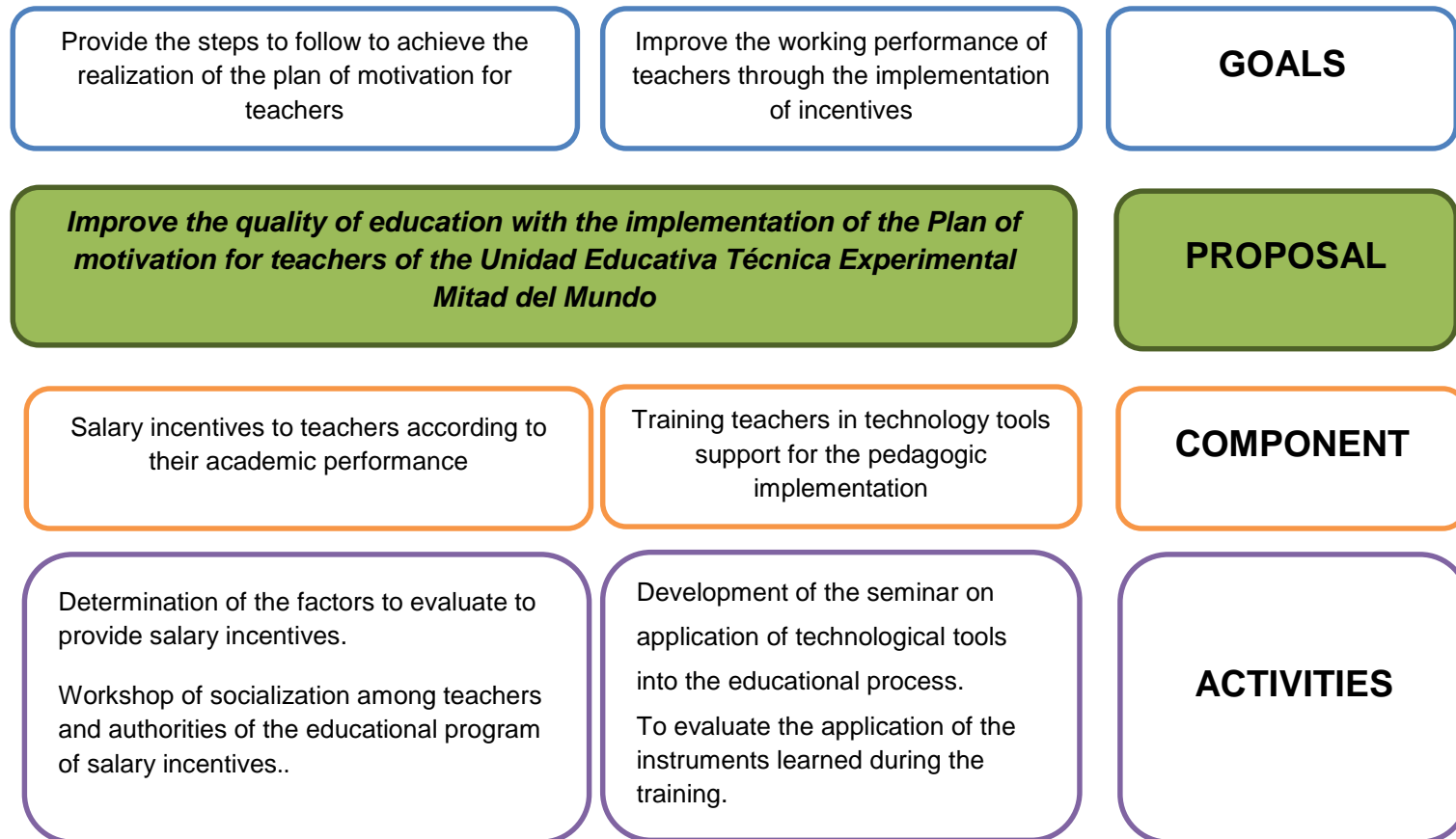
## 5.4 Tree Strategies

**Table 13: Tree Strategies**

PROBLEM	CAUSE	OBJETIVE	STRATEGY
<b>Low quality of education of students in the Unidad Educativa Mitad del Mundo</b>	Implementation methodologies obsolete	Using innovative and comprehensive educational methodologies	Evaluate the technological tools used in educative process.
	Lack of teacher training by educational authorities.	Lack of teacher training by educational authorities	Determine training needs for teachers in the educational unit in the pedagogical area
	Salary payments do not satisfy the socioeconomic needs of teachers	Incentives and remuneration policies that satisfy the socioeconomic needs of teachers	Financing incentive program through budget available from the Ministry of Education
	Low self-esteem of teachers to apply pedagogical knowledge.	Revaluation of teachers with permanent training	Motivate teachers with programs about personal appreciation and achievement of objectives.
	Lack of support material to current technology	Use support material to current technology	Reload supporting material soliciting funds to the Ministry of Education
	Students are not motivated to succeed academically in class	Involve students in motivational programs to enable them to improve academic performance	Increase student participation in the processes of change in the educational unit



## 5.5 Analytical Structure of the Proposal



**Figure 30: Analytical Structure of the Proposal**

## 5.6 Logical Framework

**Table 14: Logical Framework**

Narrative summary of objectives	Indicators	Means of verification	Assumptions
<p><b>1. Objectives</b></p> <p><b>1.1 To encourage quality education system for students of Unidad Educativa Técnica Experimental Mitad del Mundo.</b></p>	<p>The teachers and students interest for getting better quality of education. Increases after the proposal 35%.</p>	<p>Satisfaction survey results.</p>	<p>Students balanced assimilate the knowledge imparted by teachers.</p>
<p><b>2. Purpose</b></p> <p><b>2.1 Improve the quality of education with the implementation of the Plan of motivation for teachers of Unidad Educativa Técnica Experimental Mitad del Mundo.</b></p>	<p>Attendance of teachers to the motivation plan organized from the Unit Education. Increases about 45%</p>	<p>Educational Qualifications for teachers. Statistical information from the surveys.</p>	<p>Teachers accept and participate actively in the plan of motivation.</p>
<p><b>3. Components</b></p> <p><b>3.1 Incentive payment for teachers based on academic performance.</b></p> <p><b>3.2 Training to teachers about technological tools for supporting implement pedagogical.</b></p>	<p>Teachers receive salary bonus to improve their job performance and contribute to increasing the quality of education</p> <p>2 hours of monthly training to teachers on issues related to technological tools and pedagogical application in 52% which is great percentage.</p>	<p>Numbers of teachers awarded</p> <p>Record of attendance at training sessions.</p>	<p>Educative Institutions can man payments for own public teachers.</p> <p>Educational institutions can schedule training sessions according to your specific needs.</p>

CONTINUE...

4. Activities	Resources	Cost US	Budget
<b>4.1 Evaluate teacher's academic performance and give salary incentives.</b>	-Teachers evaluations	US \$ 1.200	Hiring specialized consulting to determine
<b>4.2 Workshop for teachers about different topics: Quality Education, Motivation in class, technology tools.</b>	-Survey among teachers and consultation with experts in the field of educational training.	US \$ 50,00	which factors in delivering basic salary incentives.
<b>4.3 Evaluate teachers about the application of the instruments learned during the training.</b>	- Evaluations of teachers and students with regard to the implementation of what has been learned in the training	US \$ 50,00	





## 5.8 Budget

**Table 17: Budget**

RESOURCE	QUANTITY	UNIT COST	COST
Desktop computer	1	US\$ 600	\$ 600
Printer	1	US\$ 120	\$ 120
Statistical software package	1	US\$ 300	\$ 300
Scanner	1	US\$ 200	\$ 200
Stationery Supplies	25	US\$2,00	\$ 50
Ream of Paper Bond A4	6	US\$ 3,33	\$ 20
Consulting	1	US\$1.200	\$1.200
Folders	40	0,20 ctvs	\$ 10
Reference Books	5	US\$ 40	\$ 200
Internet	1	US\$120	\$ 120
Trainers	5	US\$160	\$ 800
Lunch	100	US\$2,00	\$ 200
Using training rooms	1	US\$400	\$ 400
Advertising material	1	US\$ 200	\$ 200
Copies and reproductions	1	US\$100	\$ 100
<b>TOTAL</b>			<b>\$ 4.520</b>

## **5.9 Evaluation**

In the evaluation of the processes, the focus was on the activities done by the teachers and students, and their indicators. Considering the evaluation of the result the objective were the components, the proposal, and objective of the project.

## Bibliography

- Becker, G. (2008). *Capital Humano*. New York : National Bureau of Economic.
- Belletini, O. (2010). *Informe Progreso Educativo Ecuador 2010*. Quito: Grupo Faro.
- Casanova, A. (2008). *Manual de evaluacion educativa*. Madrid: Pearson.
- Comision Economica para America Latina y el Caribe. (2012). *Informe Educacion 2011*. Santiago de Chile: CEPAL.
- Contrato Social por la Educacion . (2011). *Indicadores Educativos 2011*. Quito: Contrato Social por la Educacion.
- Diario La Hora. (2 de Enero de 2013). *www.lahora.com.ec*. Recuperado el 2013 de Enero de 2013, de Diario La Hora:  
[http://www.lahora.com.ec/index.php/noticias/show/1101445426/-1/Presupuesto\\_educativo\\_\\_con\\_bajo\\_crecimiento\\_\\_.html#.UPYaa5HLnYo](http://www.lahora.com.ec/index.php/noticias/show/1101445426/-1/Presupuesto_educativo__con_bajo_crecimiento__.html#.UPYaa5HLnYo)
- Díaz-Barriga, F. (2011). *Metodologia de Diseño Curricular*. Mexico DF: Trillas.
- Educacion, R. (2010). Evaluación Docente. *Revista Educacion*, 13.
- Educacion, R. (2012). Educacion devela los mitos de la educacion ecuatoriana. *Revista Educacion*, 10.
- Espino de Lara, R. (1 de Febrero de 2012). *Revista Iberoamericana de Educación*. Recuperado el 6 de Diciembre de 2012, de [www.rieoei.org](http://www.rieoei.org): [www.http://www.rieoei.org/deloslectores/330Espino](http://www.rieoei.org/deloslectores/330Espino)
- Flores, V. (2008). *Karl Marx constructor del siglo XX*. Mexico: Universidad Autonoma de Mexico.
- Guissani, L. (2009). *Educacion es un riesgo*. Lima: Fondo Editorial UCSS.
- Jara, A. (2011). *El Curriculo Escolar*. Loja: Editorial Univerisdad Tecnica Particular de Loja.
- Ley Organica Educacion Intercultural*. (2011). Quito: Registro Oficial.
- Martinez, M. E. (2007). *El papel de la educacion en el pensamiento economico*. Buenos Aires: Revista Facultad de Economia Universidad de Buenos Aires.



- Ministerio de Educacion. (2009). *Resultados de las pruebas Aprendo 2007*. Quito: Ministerio de Educacion.
- Ministerio de Educacion. (2011). *Informe de Gestion*. Quito: Ministerio de Educacion.
- Opcion, P. (14 de Febrero de 2012). *Especial: Periodico Opcion*. Recuperado el 2012 de Noviembre de 29, de [www.nodo50.org](http://www.nodo50.org): <http://www.nodo50.org/opcion/02/menos.php>
- Picaro, J. (2008). *Diccionario enciclopedico de ciencias de la educacion*. San Salvador: Centro de Investigaciones en Ciencias Humans.
- Posso Yopez, M. (2010). *Gestión Pedagógica para una Educación en Libertad*. Loja: Univerisdad Tecnica Particular de Loja.
- PREAL, Programa de Promocion de la Reforma Educativa en America Latina. (2011). *Informe Situacion de la Eduacion America Latina*. Washigton: PREAL.
- Rawls, J. (2007). *Teoria de la Justicia*. Mexico: Fondo de Cultura Economica.
- Schaub, H. (2011). *Diccionario de Pedagogia*. Madrid: Akal.
- UNESCO. (2009). *The State of Education in Latin American amd the Caribbean*. Paris: UNESCO.
- Webster, A. (2010). *Estadística aplicada para negocios y economia*. Mexico: McGraw Hill.
- Zubiria, D. (2007). *Los Modelos Pedagogicos*. Bogota: Editorial Magisterio.

## Documents

PONCE, Miguel. "Writing your research project" ESPE.