

Contextual Factors That Affect Pedagogical Accompaniment And Teacher Performance In Rural Contexts

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Abstract: The present study analysed the incidence of pedagogical accompaniment on the academic performance of rural teachers in the canton of Milagro, Ecuador.

Objective: To identify how contextual factors influence the effectiveness of accompaniment, considering variables such as planning, execution and evaluation of learning.

Methodology: The research used a quantitative, correlational and cross-sectional approach. A structured survey was administered to 144 teachers in rural institutions, with a validated instrument and a high reliability index ($\alpha = 0.87$). Spearman correlation analysis, ANOVA and cross-tabulation were used.

Results: The results revealed a positive and significant correlation between pedagogical support and teacher performance ($Rho = 0.229$; $p = 0.006$), especially in the dimensions of planning (57.6%), implementation (58.3%) and evaluation (56.9%). However, the model explained only 2.5% of the variability, suggesting the influence of other factors such as continuing education, institutional support and peer collaboration.

Discussion: The discussion contrasted these findings with international studies, highlighting that mentoring is most effective when contextualised and linked to sustainable education policies. The literature supports that self-efficacy, teacher motivation and technology integration are key determinants in rural contexts.

Conclusion: It was concluded that pedagogical accompaniment is a relevant tool for improving teacher performance, but its impact depends on structural conditions, adequate resources and collaborative practices. Promoting a comprehensive approach adapted to the rural environment is essential to ensure its effectiveness.

Keywords: pedagogical accompaniment; teacher performance; learning assessment; teacher training; rural area.

INTRODUCTION

In the context of Latin American education systems, improving teacher performance in rural settings is a strategic priority for providing fair and quality education. In Ecuador, according to data from the Ministry of Education (2023), more than 40% of educational institutions are located in rural areas, where teachers face challenging conditions such as poor infrastructure, poor access to technological resources, and limited opportunities for continuous training. In this scenario, pedagogical accompaniment (PA) has been consolidated as a professional support strategy aimed at strengthening educational practice through counseling, tutoring, and contextualized feedback.

According to the UNESCO (2021), the educational gaps between urban and rural areas in Latin America continue to widen, directly affecting equity and the quality of learning. At the local level, in the canton of Milagro, these conditions are evidenced in the difficulty of implementing adapted lesson plans, active methodologies or fair and meaningful evaluations, which limits the real impact of the PA on the academic performance of teachers. Various studies support the need to contextualize the PA to achieve effective results. Beltrán et al., (2024), highlight that PC in rural areas only manages to improve teaching practices when it is adapted to the socio-educational context and is sustained over time. McCalman et al., (2023), in a study in remote communities in Australia, emphasise the importance of relational and culturally relevant programmes as a response to vulnerable contexts, showing how PA improves teacher resilience. In a complementary way, Walsh et al., (2020) show that PC improves teacher self-efficacy, particularly at initial levels, as long as it is developed in a collaborative and reflective environment. In contrast, Ige and Jita (2020), analyze practices in rural schools in Nigeria and conclude that, without continuous training or in-depth understanding of the subject, PA loses effectiveness, a situation that is also observed in the Ecuadorian context. Finally, Zumba et al., (2024) address the competency-based approach in rural environments in Ecuador and highlight that, although there are significant curricular efforts, these are

not adequately articulated with the reality of rural teachers, which limits their impact on educational planning and evaluation.

These antecedents, compared with the results of my study, reveal key coincidences: PC alone does not guarantee substantial improvements in teaching practice if it is not accompanied by minimum structural conditions, tutoring adapted to the context and access to teaching resources. Thus, my research provides local empirical evidence that reinforces the need to rethink PC from a comprehensive and contextualized perspective, contributing to the design of more effective and sustainable educational policies in rural territories. The study is justified by its scientific and social relevance. From the theoretical level, it contributes to consolidating an explanatory framework of PC in rural contexts, complementing international findings with local evidence. From a practical perspective, it offers guidelines for the design of educational policies and PC programs for teachers that are adapted to the Ecuadorian rural reality.

PC is understood as a strategy for continuous improvement of teaching practice, focused on technical advice, reflective observation and the strengthening of professional capacities (Rodríguez et al., 2024). This process is based on horizontal dialogue between teachers and mentors, and seeks to have a positive impact on educational quality.

Based on Bandura's (1997) theory of self-efficacy, PC contributes to strengthening the perception of teachers' professional competence by providing them with concrete tools to face classroom challenges. In turn, Herzberg's (1966) theory of motivation and job satisfaction states that factors such as professional recognition, training, and accompaniment directly influence the effort and production of the teaching staff. Wenger (1998), through his theory of communities of practice, argues that teachers learn and develop professionally by sharing experiences, practices, and knowledge in a collaborative environment. This is essential in rural contexts, where isolation can limit professional exchange and updating.

Recent studies have confirmed that PA improves lesson planning, the execution of active methodologies, and the use of formative assessments when adapted to the teacher's sociocultural and economic context (Zumba et al., 2024); (Radulović et al., 2022). However, they also warn that the lack of infrastructure, connectivity and institutional support can limit their effectiveness, especially in rural areas (Montes, 2023). In this framework, the present study aims to analyze the contextual factors that affect the effectiveness of the pedagogical accompaniment of the teacher and the performance of rural teachers, taking as a research case the educational sector of the canton of Milagro-Ecuador. It is hypothesized that teaching planning, the execution of pedagogical strategies and the evaluation of learning are variables that modulate the incidence of pedagogical accompaniment in teaching performance.

METHODS

The present study adopts a quantitative, correlational approach, with a non-experimental and cross-sectional design. The population was made up of teachers who work in rural institutions in the Milagro canton, in the province of Guayas. An intentional non-probabilistic sample of 144 teachers from basic education levels was selected.

A structured survey was used as a data collection instrument, validated by expert judgment and with a reliability index of $\alpha = 0.87$ (Cronbach's alpha). The questionnaire was composed of two sections: the first evaluated the frequency and quality of the PA received; the second measured the academic performance of teachers in three dimensions: teaching planning, execution of pedagogical strategies and learning assessment.

Data analysis was performed using SPSS software. Descriptive statistics, Spearman's correlation tests, and linear regression models were applied to determine the relationship between the variables.

In addition, the study uses a cross-tabulation analysis, which allows a detailed examination of the relationships between different variables, such as the level of PA received and the effectiveness of the teaching strategies implemented.

The methodology recognizes potential limitations, such as variability in previous teacher training and external factors that may affect PA implementation. These considerations are important for interpreting the results and understanding the broader implications of the findings (Accariya y Khalil, 2016).

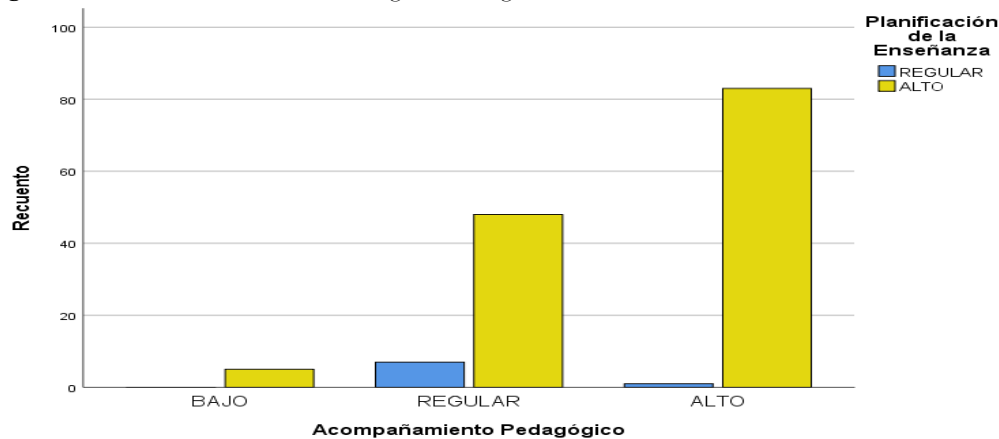
RESULTS

The results of this research provide significant information on the impact of PA on the teaching work of rural educators in Milagro, Ecuador.

Correlation between PA and teaching planning

The study found a strong correlation between the level of academic performance and the quality of teaching planning. Specifically, 57.6% of teachers with high levels of professional training demonstrated effective teacher planning, indicating that higher PA is associated with improved teaching strategies.

Figure 1 AP Variable and Teaching Planning



Note, cross-descriptive data from the AP and Lesson Planning are displayed.

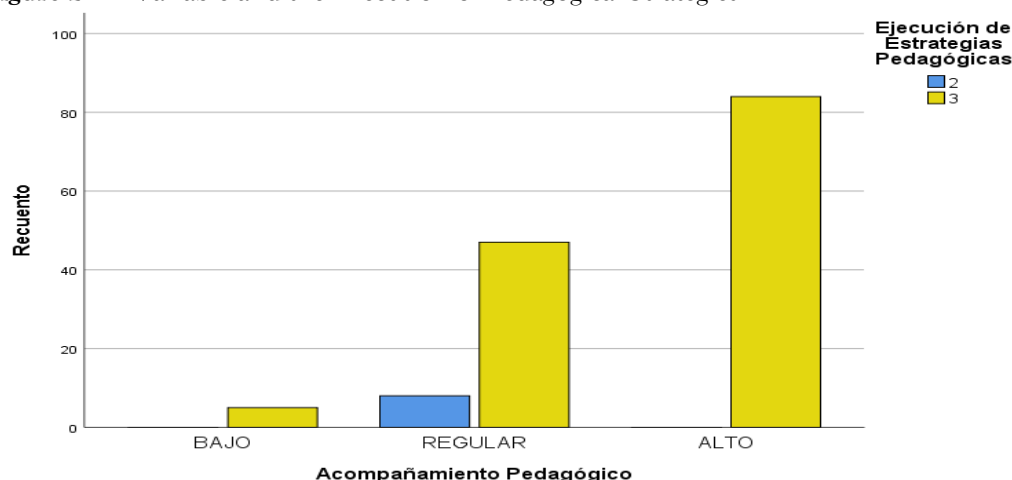
Figure 1 illustrates the positive correlation between PC and teaching planning in the rural sector of Milagro, Ecuador. As the level of PC increases, an increase in the planning of high-level teaching is observed, with 57.6% of cases with high accompaniment showing high planning. The absence of cases with low planning when accompaniment is low underscores the importance of accompaniment, and 33.3% of cases with regular accompaniment also achieve high planning, reinforcing the idea that PC is a key complement to improve teaching planning.

General impact of pedagogical accompaniment:

The research concluded that higher levels of PA are related to better teaching planning. Only 3.5% of the total participants belonged to the low-level professional training and high performance category, which reinforces the idea that continuous training is essential for effective teaching practices

Correlation between PA and the Execution of Pedagogical Strategies

Figure 2 AP Variable and the Execution of Pedagogical Strategies



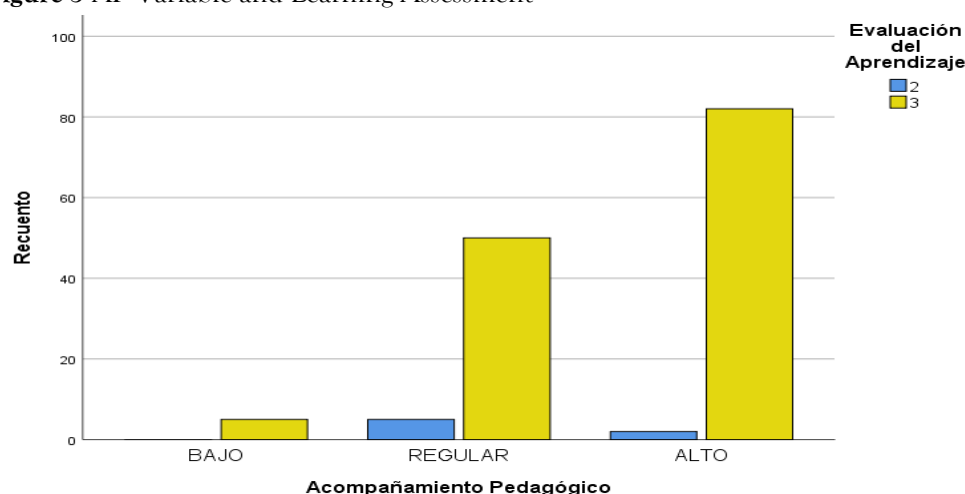
Note, the cross-referenced descriptive data of the AP and the Execution of Pedagogical Strategies are shown.

Figure 2 demonstrates a remarkable relationship between PA and the implementation of pedagogical strategies. As PC increases, so does the execution of high-level pedagogical strategies, reaching 58.3% in cases with high accompaniment. The absence of cases with low follow-up and execution of strategies

highlights the importance of PA, while 32.6% of cases with regular follow-up show high execution, suggesting that PA is crucial to improve the teaching process and achieve significant learning in students.

Correlation between the AP and the Learning Assessment

Figure 3 AP Variable and Learning Assessment



Note, cross-descriptive data from the AP and Learning Assessment are displayed

Figure 3 demonstrates the relationship between PA and learning assessment. The higher the AP, the higher the evaluation of high-level learning, reaching 56.9% with high accompaniment. The absence of cases with low accompaniment and regular evaluation underscores the importance of accompaniment, and 34.7% with regular accompaniment shows a high evaluation, suggesting that PC is important in the evaluation of the learning of rural teachers in Milagro, Ecuador.

Variability and other influencing factors

Despite the significant findings, the study noted that the statistical model explained only 2.5% of the variability in teaching effectiveness. This low variability suggests that factors other than PA also influence teaching outcomes. It therefore emphasizes the need for additional resources and institutional support to complement PA efforts. In addition, the data obtained from the research suggest that PC is a key factor in improving teaching planning and overall effectiveness among rural educators in Milagro, while recognizing the influence of other variables on the educational process.

Figure 4 Rho de Spearman

Correlations			Pedagogical support	Academic performance
Rho de Spearman	Pedagogical support	Correlation coefficient	1,000	,229**
		Sig. (bilateral)	.	,006
		N	144	144
	Academic performance	Correlation coefficient	,229**	1,000
		Sig. (bilateral)	,006	.
		N	144	144

** . The correlation is significant at the 0.01 level (bilateral).

Note, the results of Spearman's Rho analysis are shown

The correlation table shows a positive and significant relationship between pedagogical support and academic performance, with a Spearman correlation coefficient of 0.229 and a significance level of $p = 0.006$, less than 0.01. This indicates that, although the relationship is moderately low, it is statistically significant, suggesting that the higher the perception or level of pedagogical support, the better the academic performance. By using Spearman's correlation, suitable for ordinal or non-parametric data, it is confirmed that there is a consistent association between both variables in a sample of 144 participants. These results support the importance of pedagogical accompaniment as a factor that positively influences student performance.

Figure 5 Analysis of the variance of pedagogical accompaniment and academic performance

ANOVA

Pedagogical Accompaniment					
	Sum of squares	Gl	Mean square	F	Say.
Between groups	39418,935	41	961,437	2,161	,001
Within groups	45388,725	102	444,987		
Total	84807,660	143			

Note, results of the analysis of the variance of pedagogical accompaniment and academic performance
The ANOVA table presented analyzes whether there are statistically significant differences in the levels of pedagogical accompaniment. The value of $F = 2.161$ with a significance level $p = 0.001$ indicates that there are significant differences between the groups in terms of the perception or application of pedagogical support. With 41 degrees of freedom between groups and 102 within groups, the analysis shows that the observed variations are not the product of chance, but can be attributed to real differences between the groups analyzed.

Figure 6 Description

Description

Pedagogical Accompaniment								
	N	Media	Desv. Deviation	Desv. Error	95% of the confidence interval for the mean		Minimu m	Maximu m
					Lower limit	Upper limit		
81	2	75,50	7,778	5,500	5,62	145,38	70	81
87	3	77,00	9,539	5,508	53,30	100,70	66	83
89	1	77,00	.	.	.	.	77	77
94	3	81,67	,577	,333	80,23	83,10	81	82
96	2	108,00	,000	,000	108,00	108,00	108	108
97	3	90,00	29,462	17,010	16,81	163,19	56	108
98	1	97,00	.	.	.	.	97	97
99	2	64,00	,000	,000	64,00	64,00	64	64
100	1	71,00	.	.	.	.	71	71
101	3	94,00	,000	,000	94,00	94,00	94	94
103	3	58,00	,000	,000	58,00	58,00	58	58
105	3	84,67	5,686	3,283	70,54	98,79	80	91
106	1	97,00	.	.	.	.	97	97
107	1	81,00	.	.	.	.	81	81
108	6	81,50	11,345	4,631	69,59	93,41	71	95
109	4	94,00	39,319	19,660	31,43	156,57	36	123
110	2	96,50	4,950	3,500	52,03	140,97	93	100
111	5	81,00	25,140	11,243	49,79	112,21	54	104
112	2	109,50	2,121	1,500	90,44	128,56	108	111
113	2	78,50	38,891	27,500	-270,92	427,92	51	106
114	1	114,00	.	.	.	.	114	114
115	1	85,00	.	.	.	.	85	85
116	1	97,00	.	.	.	.	97	97
117	4	97,75	25,838	12,919	56,64	138,86	63	125
118	2	105,50	9,192	6,500	22,91	188,09	99	112
119	3	104,33	16,743	9,667	62,74	145,93	85	114
120	1	87,00	.	.	.	.	87	87
121	3	100,00	4,000	2,309	90,06	109,94	96	104
122	2	92,50	28,991	20,500	-167,98	352,98	72	113
123	6	96,33	8,595	3,509	87,31	105,35	88	111
124	2	102,50	6,364	4,500	45,32	159,68	98	107

125	5	102,40	18,555	8,298	79,36	125,44	70	115
126	4	116,75	8,221	4,110	103,67	129,83	108	126
127	4	108,25	24,405	12,202	69,42	147,08	72	125
128	1	77,00	.	.	.	.	77	77
129	7	110,43	9,108	3,442	102,01	118,85	92	122
130	1	116,00	.	.	.	.	116	116
131	5	98,80	15,369	6,873	79,72	117,88	83	118
132	15	69,60	32,326	8,347	51,70	87,50	31	125
133	10	69,90	27,303	8,634	50,37	89,43	32	107
134	5	109,60	17,516	7,833	87,85	131,35	88	130
135	11	114,45	16,397	4,944	103,44	125,47	87	135
Total	144	91,67	24,353	2,029	87,66	95,69	31	135

Note, descriptive statistical results are shown

The table of descriptive statistics shows a detailed summary of the pedagogical accompaniment segmented by different groups, which allows us to observe the existing variability in this variable. With a total of 144 cases, the overall mean is 91.67 points, with a standard deviation of 24.353, indicating a moderate dispersion in perceptions or levels of accompaniment. When observing the groups, a wide variability is noted in the means (from 58.00 to 116.75) and also in the deviations, which suggests that some groups are homogeneous (standard deviation close to zero), while others present great internal dispersion. In addition, some confidence intervals are very wide or even inconsistent (e.g., with negative bounds), which may be due to small sample sizes in some groups or outliers.

Factors influencing the effectiveness of teaching

The research highlights that while PA plays an important role in improving teaching effectiveness, there are other factors that also influence this outcome. Here are some of the key factors identified:

Contextual adaptation

The ability of teachers to adjust their pedagogical techniques to the particular needs of their rural context is crucial. The study emphasizes the importance of considering the unique challenges and characteristics of rural education in Ecuador, which can affect how effectively teachers implement their training and strategies (Gorter & Arocena, 2020).

Curriculum Alignment

The alignment of teaching practices with the national curriculum is another factor that influences. Teachers who are well versed in the current curriculum are better prepared to deliver effective education, which can improve the effectiveness of teaching. Teachers who have access to the right materials and training are better equipped to implement effective teaching strategies (Gorter & Arocena, 2020).

Use of digital tools

The actual use of digital tools in teaching is a direct factor influencing effectiveness. Teachers who actively use various digital tools can improve their teaching methods and student engagement (Peng et al., 2023)

Support Systems

Institutional support, including access to resources, mentoring, and opportunities for collaboration, can have a significant impact on the effectiveness of teaching. The study suggests that continued support beyond the PC is needed to sustain improvements in teaching practices (Beltrán et al., 2024)

Teacher motivation and commitment

Teachers' levels of incentive and commitment can also influence their effectiveness. Teachers who are motivated to improve their skills and interact with their students tend to perform their teaching roles better. This intrinsic motivation can lead them to apply what they learn in PC programs more effectively (Yang et al., 2024).

Student characteristics

The diverse needs and backgrounds of students in rural areas can also affect the effectiveness of teaching. Teachers must be able to address students' different levels of readiness and learning styles, which can complicate the implementation of standardized teaching strategies (Aydos et al., 2025).

Collaboration between colleagues

Collaboration among teachers can improve the effectiveness of teaching. Sharing best practices, resources,

and experiences can lead to better teaching strategies and a more conducive teaching environment (Peng et al., 2023).

Finally, while PA is a key factor in improving teaching effectiveness, contextual adaptation, curricular alignment, institutional support, teacher motivation, student specificities, and peer-to-peer synergy are essential and play an important role in shaping the overall effectiveness of teaching in rural settings.

DISCUSSION

In this section, an exhaustive analysis of the findings related to the impact of pedagogical accompaniment on the effectiveness of rural teachers in Milagro, Ecuador, has been carried out. Here are the key points discussed:

Significant association The research establishes a direct and significant association between PA and the improvement of teaching practices, particularly in the area of learning assessment. This suggests that structured and ongoing support for teachers leads to better academic outcomes for students (Walsh et al., 2020).

Improving Assessment Practices

Teachers who received a continuous PA demonstrated substantial improvements in their assessment practices. This was evident in the intentional use of formative and summative strategies, in the relevance of assessment tools, and in the quality of feedback provided to students (Williamson, 2024).

Improving teacher training

Investing in teacher education programmes is essential to equip educators with the skills needed to teach effectively. Well-trained teachers can better engage students and pass on knowledge by achieving meaningful learning with students (Wei & Sun, 2023).

Comparison with other studies

The findings are consistent with previous research indicating that planned educational training improves teacher effectiveness. However, they contrast with the studies of Ige and Jita, (2020), which found no direct impact on student learning outcomes despite professional interventions. This discrepancy is attributed to methodological differences, as the current study employed mixed methods for a more holistic assessment.

The discussion refers to Bandura's (1997) theory of self-efficacy, highlighting that PA improves teachers' perception of their abilities, which positively influences their professional performance and the application of evaluation strategies in the classroom.

Challenges in rural contexts

As mentioned (Cattaneo et al., 2025), technological inequalities that affect educational quality in marginalized areas, and points out that limited resources hinder innovative evaluation processes. Despite these challenges, the study confirms that AP can help mitigate some of these shortcomings by providing methodological support and improving assessment competencies, teachers play a critical role in integrating technology into the classroom, which is essential to prepare students for a digital future. Their ability to effectively use digital tools can improve the learning experience and student engagement.

Political implications

The findings suggest that systematic and contextualized PA should be prioritized in education policies to improve the quality of teaching in vulnerable sectors. This includes focusing on the planning, execution, and evaluation of learning as integral components of teacher PA, while teachers demonstrate their effectiveness through various feedback strategies and the alignment of beliefs with practices, their effectiveness is also influenced by individual characteristics and contextual challenges. Institutional support plays a crucial role in enabling teachers to improve their feedback practices and, consequently, student learning outcomes (Alkhalaf and Alhojailan, 2024).

Community of Practice

The discussion emphasizes the importance of collaborative practices and continuous reflection in teaching, as proposed by Wenger's (1998) theory of community of practice. This approach fosters an environment in which teachers can share experiences and improve their pedagogical skills, collectively improving the learning experience of students, particularly in community settings (Luo, 2025).

Workload Impact

Increasing demands placed on teachers can negatively affect their performance and, consequently, the quality of education. Overburdened teachers may struggle to provide the attention and support students need, which can diminish the learning experience (Meneses et al., 2024).

Finally, the relationship between PA and teacher effectiveness is critically examined, based on empirical evidence, theoretical frameworks and practical implications for educational policy in rural contexts.

CONCLUSIONS

The study confirmed that PC has a positive impact on the academic performance of rural teachers. This impact is particularly evident in areas such as teaching planning, the execution of pedagogical strategies, and the assessment of student learning.

Rural teachers face numerous challenges, including limited access to resources, inadequate infrastructure, and geographic isolation. These factors hinder your ability to implement innovative teaching methods and effectively assess student performance

The findings highlighted the need for education policies specifically designed to address the unique needs of rural educators. Such policies should focus on providing ongoing pedagogical support and resources that are adapted to the local context

The research indicated that structural constraints, such as unequal access to training and resources, significantly affect the pedagogical practices of rural teachers. These constraints need to be addressed to improve the overall quality of education in these areas

The study emphasized the role of collaborative practices among teachers as a means of improving pedagogical effectiveness. By fostering a community of practice, teachers can share experiences and strategies, which can lead to better educational outcomes for students

While the study found a significant relationship between pedagogical accompaniment and teacher effectiveness, it also noted that the statistical model explained only a small part of the variability in teaching outcomes. This suggests that other contextual factors also play a crucial role and should be taken into account in future research

In conclusion, the article underlined the importance of understanding and addressing the contextual factors that affect the effectiveness of pedagogical support in rural settings. By focusing on personalized pedagogical accompaniment and addressing structural challenges, education stakeholders can significantly improve the quality of education in the Milagro canton.

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