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EXPLORING THE IMPACT OF CAREER SELF-EVALUATION ON EDUCATION QUALITY: AN ANALYTICAL STUDY

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ABSTRACT

This analytical study examines the impact of career self-evaluation on education quality. Career self-evaluation, defined as the process by which individuals assess their own career progress, skills, and aspirations, is posited to have significant implications for educational outcomes. The study explores how this self-assessment influences educational quality through improved alignment of educational goals, increased motivation, and enhanced engagement in learning activities. Utilizing a mixed-methods approach, data were collected from students, educators, and educational administrators through surveys, interviews, and academic performance records. The findings reveal a positive correlation between regular career self-evaluation and higher educational quality, characterized by better academic performance, greater student satisfaction, and more effective teaching methodologies. These results underscore the importance of integrating career self-evaluation practices into educational frameworks to foster a more responsive and adaptive learning environment.

KEYWORDS

Career Self-Evaluation, Education Quality, Student Motivation, Academic Performance, Educational Outcomes, Self-Assessment, Teaching Effectiveness.

INTRODUCTION

In an ever-evolving global economy, the alignment of educational outcomes with career aspirations is paramount. Career self-evaluation, a process by which individuals assess their career goals, skills, and progress, has emerged as a critical component in personal and professional development. This self-assessment process allows individuals to reflect on their career trajectories, identify areas for improvement, and set realistic goals, thereby potentially enhancing their educational experiences and outcomes.

The concept of career self-evaluation is rooted in career development theories that emphasize self-awareness, goal setting, and proactive planning. It encourages individuals to take ownership of their career paths and make informed decisions about their educational pursuits. As such, career self-evaluation can play a vital role in shaping the quality of education by aligning students' academic endeavors with their long-term career objectives.

Education quality is a multifaceted construct that encompasses various dimensions, including academic performance, student satisfaction, and the effectiveness of teaching methodologies. High-quality education equips students with the knowledge, skills, and competencies necessary to succeed in their chosen careers. However, traditional educational systems often focus on standardized curricula and assessment methods, which may not fully address individual career aspirations and learning needs.

This study aims to explore the impact of career self-evaluation on education quality, hypothesizing that regular self-assessment can lead to improved educational outcomes. By fostering a greater sense of purpose and motivation, career self-evaluation may

enhance student engagement, leading to better academic performance and overall satisfaction with the educational experience. Furthermore, educators who understand the career aspirations of their students can tailor their teaching approaches to better meet these goals, thereby improving the effectiveness of their instruction.

To investigate this hypothesis, the study employs a mixed-methods approach, gathering quantitative data through surveys and academic performance records, and qualitative insights through interviews with students, educators, and educational administrators. The findings of this research are expected to provide valuable insights into how career self-evaluation practices can be integrated into educational frameworks to create a more responsive and adaptive learning environment.

Ultimately, this study seeks to contribute to the ongoing discourse on educational improvement by highlighting the importance of aligning educational practices with individual career aspirations. By doing so, it aims to underscore the potential benefits of career self-evaluation as a tool for enhancing the quality of education and better preparing students for the demands of the modern workforce.

METHOD

Definition and goals of the self-assessment

A few self-assessment definitions have been proposed, yet completely, they consent to raise the test proposed by the establishments that execute them. “The difficulty lies in encouraging group discussion in order to effect changes that encourage an ongoing improvement process. The institutional self-evaluation (AI) is depicted as a participatory and collaborative

process in which every part of the organization contributes their knowledge and experiences to the process and makes suggestions and contributions.

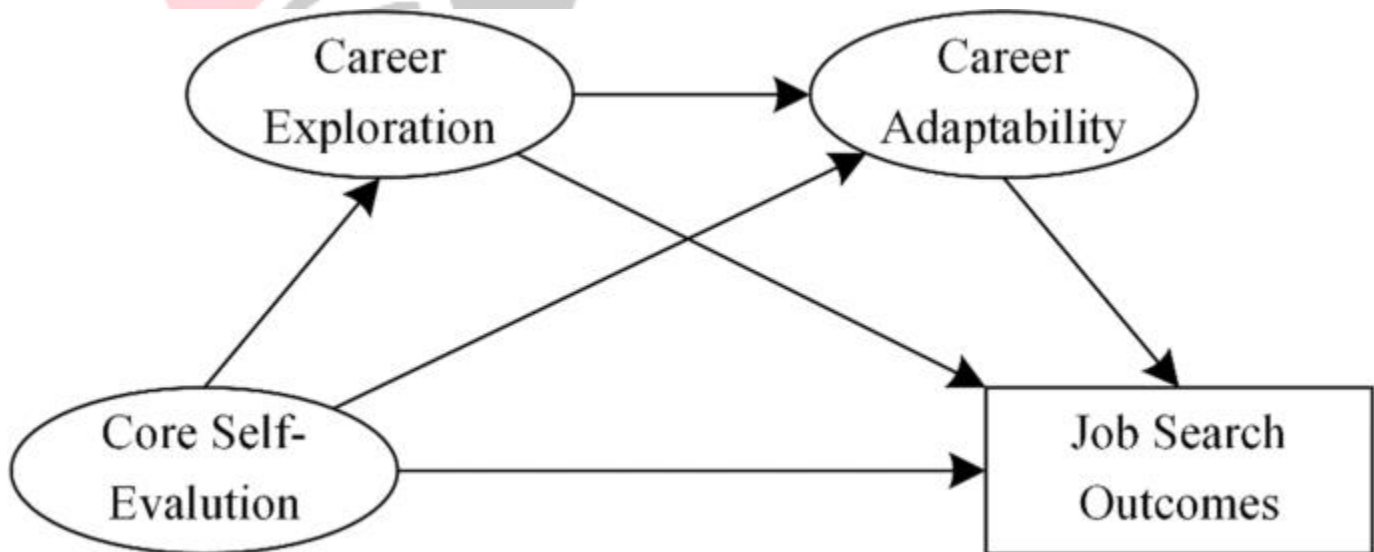
The self-assessment can be done in a number of different ways, and each institution uses the method that best fits its organizational culture. Because of this, different ways of doing it are designed by designing specific instruments, including one that looks at inclusion. "The problem does not lie in the lack of instruments, but in the lack of a clear scheme shared by the agents who must carry out the self-assessment processes," according to the statement. We do agree, however, that the self-evaluation serves two primary goals:

a) Identify the issues, successes, challenges, and shortcomings;

b) Commit to the review and adjustment in order to guarantee a continuous process of qualitative improvement.

As a result, not all AI processes have the same characteristics, which vary depending on the model used and the educational system in which they are implemented. Notwithstanding, we can feature the accompanying particular elements:

The process is led and carried out by the school organization's actors. In the process, you can only hire consultants or other outsiders if it's necessary and there are problems with management. The goal is to improve institutional self-regulation mechanisms. The dimensions, aspects, and criteria for this self-evaluation are initially chosen by the institution. Your product is a self-evaluation report with suggestions for improving the training's quality and achieving educational goals.



Therefore, we can deduce that the IA is active in educational institutions. On the one hand, it necessitates the planning of its process's actions. On

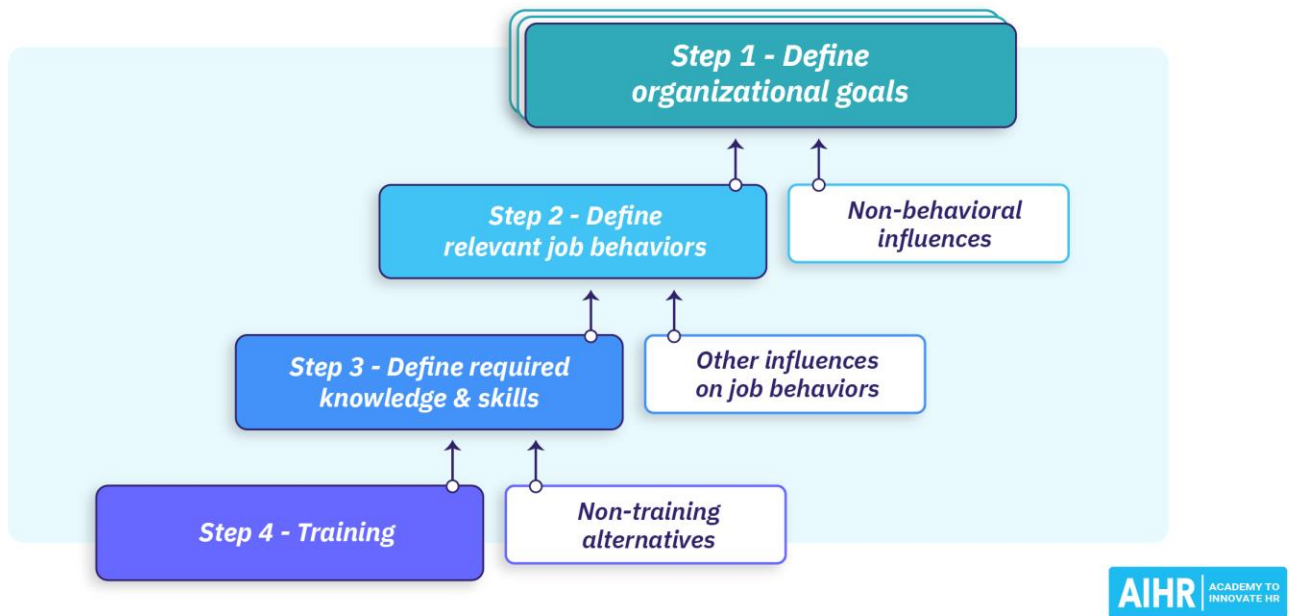
the other hand, it aims to generate actions related to institutional planning as a result of the value judgments that it elicits dynamiting institutional management at

the same time in a dynamic evolution that continuously feeds itself. The definition of self-assessment demonstrates the participation of the academic community as a whole. On the other hand, as internal evaluators, this has its limitations: It's possible that some flaws are overlooked, and even if they are, they are given little weight, making evaluations arbitrary and focusing only on the good aspects. To add a little more impartiality and objectivity to the final

evaluation, we believe it is healthy to include external evaluators in these self-evaluation processes whenever possible.

We applaud the initiative to conduct self-evaluations not only prior to the evaluation or, in the event of non-accreditation, as part of the evaluation of the Action Plans or proposed improvements, but also on a regular basis as self-analysis and decision-making processes.

Training Needs Analysis



The Ecuadorian evaluation system

On account of Ecuador, the Assessment, License and Quality Affirmation of Advanced education Gathering (CEAACES) has an assessing and authorizing body. It has been in charge of the planning and implementation of a policy to improve the quality of higher education

since it was established in 2010 on the basis of the new law that governs Ecuadorian higher education. Although it is true that efforts have been made to improve higher education quality since previous years, the most recent one was in 2008. When Mandate 14 was issued, it marked one of the significant junctures in the recent history of recovery by establishing the

state's role in the management and regulation of this system.

The evaluation of the Higher Technical and Technological Institutes was specifically the focus of the CEAACES goals for the year 2014. The process of evaluating careers of social interest and applying for the first examination for professional certification began with the medical profession. the completion of a more extensive program of assistance and advice to universities and other institutions in order to design and implement their plans for improvement and strengthening; the intensification of thinking about the existing connections between equity and the quality of higher education and the institution's connection to international accreditation, which makes it possible to exchange experiences, methods, and evaluators. The first races, known as social interest, were evaluated as a result of this process. As is the case with the various universities in the country that teach medicine and dentistry, some groups were granted accreditation, but others did not meet the required standards, so a new process was started to help the careers of the second group. You could be tested again in a certain amount of time and be able to show that you've improved academically.

As a result, and at the request of CEAACES, a profound moment of self-analysis began within these careers, which led to the creation of a "Plan of Strengthening for the Race," which was to be implemented within one or two years, as approved by CEAACES. It will permit it to fulfill the base guideline of assessment of the learning climate", in this plan the shortcomings, qualities were perceived, and the undertakings were considered for the accomplishment of the new objectives, as well as the constraints of time,

characterizing entertainers and answerable for consistence.

RESULTS

The careers within them established internal control mechanisms that allowed monitoring the progress made in the tasks proposed and detecting the brakes that were emerging, in addition to notifying the university authorities of the progress and difficulties. This was done in addition to the self-evaluation process. Self-evaluation, as defined by Ecuador's Organic Law of Higher Education (LOES), is the rigorous analysis that an institution conducts at all. its institutional activities, a particular career, program, or postgraduate, with a large number of members participating. To overcome existing challenges and take into consideration accomplishments, enhance academic quality and institutional efficiency through critical analysis and reflective dialogue. Article 99 of the LOES says that every career must conduct its own self-evaluation every year, except for the Medicine career at the Technical University of Manab. With the assistance of CEAACES and the participation of external evaluators from solidarity universities, it was decided to include it in the careers that would take effect self-evaluation process due to its role in the accreditation process. This procedure had already been piloted in the fields of nursing and agronomy, which had not yet been evaluated but would later, be the subject of evaluation for the purposes of accreditation. The respective organizational forecasts were consulted prior to beginning this procedure, using the Regulation for self-evaluation processes' descriptions of specific phases as a point of reference.

The process of self-evaluation can be broken down into three stages: execution and planning of the self-

evaluation process; and producing a report and delivering the results. First Stage: The process of self-assessment planning: A plan for the development of the self-assessment process must be developed by higher education institutions. In this plan, actions that are intended to be carried out to achieve the institutions' quality-improving goals based on their own characteristics and goals must be determined. The process must be disseminated, and the entire community that will take part in the process must be motivated and interested. Phases two and three. Putting the self-evaluation process into action, making a report, and getting the results. The subsequent actions include:

- a) Make sure that the Self-evaluation Commission and the committees that work with the process run smoothly.
- b) Produce preliminary reports on the goals and ongoing improvement.
- c) Examine the responses received from the committees and the academic community as a whole and follow up on them.
- d) Handle surveys, sort through them, and look at the results.
- e) Verify and verify the information;
- f) Write reports on the goals and continuous improvement;
- g) Write the first draft of the self-assessment report;
- h) Conduct and promote a comprehensive review of the institution with regard to the first draft of the self-assessment report At this point, it would be important

to take into consideration the following: the establishment of working groups.

The collection of information, both facts and opinions regarding the various factors and instances both internal and external to the system under study, as well as the location of work premises, the definition of times and periods, and the required administrative support

Data on the teaching staff (academic profiles, functions, responsibilities, production, and other aspects) and students (socioeconomic characterization, academic and of origin, academic indexes of regularity, and other aspects) are among the facts that need to be gathered. Educational plan (curricular guide, course conveyance, extracurricular exercises, instructing and growing experience and others); resources (such as a bibliography, infrastructure, equipment, sources of funding, and others) Teaching staff, graduates, executives, support services, external agencies, comparable institutions, and academic peers all serve as sources of opinion.

The application and processing of surveys, interviews, data review and verification of facts and figures, the creation of indexes and opinion judgments, and the preparation of technical reports on a variety of functions, the holding of committee meetings, discussions, and conclusions are all included in this. Depending on the institutional self-evaluation process, careers, or programs, the preliminary self-evaluation report must be shared with various levels of the institution. The self-evaluation report must respond to a diagnosis of the career's reality and include a work plan whose conditions must be confirmed by external evaluators.

A proposal for improvement and development is consolidated in the evaluators' report after it has been issued. This proposal must be negotiated and agreed upon as an implementation plan derived from the self-assessment and its outcomes. It is necessary to establish a monitoring and follow-up phase for the implementation of the action plan in order to derive a common action plan with the institution's central administration—the institutional development plan—in which resources, personnel, infrastructure, equipment, and capacities are committed to improving outcomes in problematic areas. This stage is dynamic because it lets you make the changes to the plans that are needed. Regardless of whether the measurements' results are career-specific or external, they must be compared to the values specified in the standards. In this cycle, you ought to take as a source of perspective, obviously, the assessment model endorsed by the assessing body for your foundation, vocation or program, which will give the specificities of the cycle.

CONCLUSION

Institutional self-evaluation is a useful tool for bolstering the culture of evaluation within careers. It enables them to adapt the essence and characteristics of this process, mobilizing the teaching and administrative communities in the direction of the north we all aspire to, which is to perform in an institution that is socially recognized and has the highest quality levels possible. Given the role of external evaluating agents, who not only act as such but frequently transmit their positive experiences to perform substantive processes more efficiently, it also favors cooperation, inter-institutional exchange, and the internationalization of higher education. External evaluating agents can also repair those points that could contribute to their own and better performance.

There is no single approach in the self-evaluation, this relies upon the characteristics of the climate and will be a component of the assessment model that is tried and the states of the school system in which they happen.

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