Satisfacción del estudiante de contabilidad respecto al desempeño docente según su rango de antigüedad

Accounting Student Satisfaction Regarding Teaching Performance According to Seniority Range

Satisfação do estudante de contabilidade em relação ao desempenho docente de acordo com a faixa de antiguidade

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Resumen

El objetivo de este trabajo es determinar la satisfacción del estudiante del programa de Contador Público del Instituto Tecnológico de Chetumal respecto al desempeño de los profesores considerando la antigüedad de estos últimos (los de mayor experiencia, los que se encuentran en etapa intermedia y los que inician actividades). El estudio es de tipo correlacional. En cuanto al diseño, se considera no experimental. La muestra fue a conveniencia. Se aplicó un cuestionario de 30 preguntas con opción múltiple a 123 alumnos. Entre los resultados destaca que los estudiantes experimentan mayor satisfacción académica cuando hay profesores nuevos involucrados. En el ámbito de los conocimientos, están más satisfechos con los profesores longevos. Y en las capacidades para transmitir y desarrollar competencias, hay una mayor satisfacción cuando hay profesores intermedios involucrados. Los resultados dejan entrever que es necesaria una acción proactiva y comprometida de todos los actores institucionales para observar el comportamiento y detectar a tiempo cualquier problemática que pueda causar la deserción de los alumnos. De la labor docente depende sin duda el grado de motivación, así como el crecimiento académico de los estudiantes, por lo que debe haber un balance entre las habilidades y competencias de los educadores, lo cual es responsabilidad de las autoridades.

Palabras clave: competencias docentes, percepción estudiantil, educación superior.

Abstract

The objective of this work is to determine the satisfaction of the student of the Public Accountant program of the Instituto Tecnológico de Chetumal regarding the performance of the professors considering the seniority of the latter (those with more experience, those who are in the intermediate stage and those who start activities). The study is of a correlational type. Regarding the design, it is considered non-experimental. The sample was at convenience. A questionnaire of 30 questions with multiple choice was applied to 123 students. Among the results, it stands out that students experience greater academic
satisfaction when there are new teachers involved. In the field of knowledge, they are more satisfied with long-serving teachers. And in the capacities to transmit and develop skills, there is greater satisfaction when there are intermediate teachers involved. The results suggest that a proactive and committed action of all the institutional actors is necessary to observe the behavior and detect in time any problem that may cause the dropout of the students. The degree of motivation, as well as the academic growth of the students, undoubtedly depends on the teaching work, so there must be a balance between the skills and competencies of the educators, which is the responsibility of the authorities.

Keywords: teaching skills, student perception, higher education.

Resumo

O objetivo deste trabalho é determinar a satisfação do aluno do curso de Contador Público do Instituto Tecnológico de Chetumal quanto ao desempenho dos professores considerando a antiguidade destes últimos (os com mais experiência, os que estão no estágio intermediário e aqueles que iniciam as atividades). O estudo é do tipo correlacional. Quanto ao design, é considerado não experimental. A amostra foi por conveniência. Um questionário de 30 questões de múltipla escolha foi aplicado a 123 alunos. Entre os resultados, destaca-se que os alunos experimentam maior satisfação acadêmica quando há novos professores envolvidos. No campo do conhecimento, eles estão mais satisfeitos com os professores de longa data. E nas capacidades de transmitir e desenvolver competências, há maior satisfação quando há professores intermédios envolvidos. Os resultados sugerem que é necessária uma atuação proativa e comprometida de todos os atores institucionais para observar o comportamento e detectar a tempo qualquer problema que possa causar a evasão dos alunos. O grau de motivação, bem como o crescimento acadêmico dos alunos, depende indubitavelmente do trabalho docente, pelo que deve haver um equilíbrio entre as competências e as competências dos educadores, o que é da responsabilidade das autoridades.

Palavras-chave: habilidades docentes, percepção do aluno, ensino superior.

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Introduction

Teachers, on certain occasions, after consecutive years of doing the same thing, can lose perspective of how they teach the class. Taking into account the above, and in order to know the satisfaction of higher education students about their long-serving teachers, it is intended to know from the student perspective if the teachers are competent, have sufficient knowledge, if they are capable of transmitting the basic elements about the contents of the subject, if they have the same motivation to teach as a teacher who is starting work in the institution. The university-level teacher who teaches first-year subjects finds himself with quite heterogeneous groups, students who come from totally different study houses, have different habits, styles and perceptions in educational terms (Hamer, 2015). The research that was carried out is a first attempt to find identifiable characteristics in the teachers of the educational program of the Public Accountant career of the Technological Institute of Chetumal.

Universities have the responsibility to train professionals with skills, knowledge and attitudes that allow them, in addition to understanding, to adapt to changes, without neglecting to consider how to influence any process that makes social transformation possible today (García and Maquilon, 2011).

For Rodríguez, Beltrán, Díaz and Selem (2018), students must increase the skills they have acquired and appropriate new ones, in other words, increase their professional potential, which, in turn, will promote the competitiveness of teachers. The study houses are jointly responsible for guaranteeing that the team of teachers has the necessary skills to carry out quality teaching-learning (Celis, 2021). There are factors that predominate in the development and training of the student; it is not enough for the teacher to know how to impart knowledge of the subject at a higher level, but also pedagogical wisdom (Portocarrero y Barrionuevo, 2019).

At the time of carrying out the educational practice, formulations and expectations related to the expected behavior of the teacher according to the context, inside and outside the classroom, come into play, great ideas about what would be the skills, attitudes, qualities and the methodological process that would have to meet to be a highly competent professional (Hamer, 2015). Teaching can be a merely transformative task for everyone who practices it and for those who receive the fruits of good teaching (Celis, 2021). According to Carazo (1999, cited in Solanes, Núñez and Rodríguez, 2008), the teacher has the
responsibility to provide all his knowledge to his students in order to develop their skills without neglecting one of the primary tasks of the educator: motivation, which must be sought every day to achieve the skills and cover the objectives established in the curriculum of the educational program.

**Materials and methods**

For the Ministry of Public Education [SEP] (2013), the teaching competencies established in the National System of Technological Education are diverse, such as the planning of the subject, promotion of the discipline, generation of learning environments, implementation of methods, development of strategies, mastery of learning techniques, generation of motivation, improvement of communication, implementation of course management, evaluation of learning objectives and the use of information and communication technologies (ICT).

The current crisis may be an opportunity for higher education institutions, specifically, to innovate and formulate new models and ways of educating. Undoubtedly, teacher training is a key piece in this transformation process (Martínez, 2020).

According to Carazo (1999, cited in Solanes et al., 2008), competencies can be defined as "stabilized sets of knowledge, type behaviors, standard procedures, types of reasoning, which can be put into practice without new learning" (p. 36). The development of competencies requires integrating different knowledge (knowing how to do, knowing how to be, knowing how to know and knowing how to live together) with the aim of being able to carry out a variety of activities and solve problems (González, 2018).

Teacher competencies include:

- Basic knowledge of the profession.
- Communication skills. Here communicative competence is considered as the box of strictly linguistic resources, yes, but it also includes the tools for the development of interpersonal relationships, the generation of empathic understanding, together with the correct handling of social situations that arise in any field where the student develops, that is, both in the houses of studies and in society (Pérez, 2017).
• Problem resolution. According to Benzing, Manh and Kara, 2009), the ability to solve problems, having relationships with other people, as well as being able to communicate, generally help to meet the planned objectives.

• Ability to organize and plan. Arriagada (2002) points out that planning contributes to obtaining the expected results. It is merely necessary because it forces organizations to a certain link, specifically in their ethics and decision-making process, as well as to set objectives and goals.

• Ability to work in a team.

• Ethical commitment. Including the elements related to the representation of the profession, including ethics and values, is essential for a good teacher (Fierro, Román and Martínez, 2021);

• Responsibility at work.

• Motivation at work. For Chiavenato (2017), motivating staff in order to increase organizational performance standards today, in a highly competitive business world with extreme constant changes, is a matter of survival in organizations. It is the most important skill among the merely professional world. It is not only about having the required motivation but also about having the ability to transmit it to others. In the educational field, it is about incorporating every need, goal of the student and reaching the objectives of the educational program. Motivation can be considered as the degree to which the student strives to achieve their academic goals, because these are perceived as something very useful and, in turn, highly significant (Hernández, 2005). Motivation refers to that psychological force that drives people to take action: aspiration, will and behavior (Azmi, 2017).

• Care for improvement and quality. The teaching staff has the duty to provide educational quality by simple professional ethics. Currently, most schools operate guided by the competency model, which encourages the student to seek continuous improvement. A competent professional (including the facilitator) should be able to adapt and transfer the skills acquired (Pavić, 2011).
The meaning of perception, longevity categories and teaching skills

In order to understand what perception the students have of the educational program of Public Accountant of the Technological Institute of Chetumal, three categories were created: 1) long-serving teaching staff, 2) intermediate teaching staff and 3) new teacher.

Perception is the first knowledge of something in particular, the impression that is generated at the sensory level. The long-lived teacher is one who has many years of experience within the same university; the intermediate teacher, although he has experience, does not exceed the years of the initial category, and the new teacher is one who has been in office for a short time.

Montoya and Farías (2018) mention that a competence can be defined as the ability of a person to perform a task in a certain standard professional environment. To be competent, the professional must be trained in three different and complementary aspects: attitudinal (values, ethics and behavior), cognitive (knowledge-technical) and procedural (skills-skills).

For Montoya and Farías (2018) themselves, when discussing the knowledge provided in the institution, there are important differences between the degree of demand required by the market and that provided by the higher education institution. A recent graduate of the degree in Public Accounting from the Technological Institute of Chetumal must have 30 skills and adequately fulfill their professional activity.

However, in the opinion of the organizations, the graduates have poor skills. Of course, the person responsible for inspiring these skills is the teaching staff, who must be trained to create strategies, disseminate knowledge and, of course, train both productive and proactive professionals.

As Segovia (2019) states, the student is the main reason in higher level institutions. And reaching the goal of training professionals from any nation promotes the prestige of organizations.

Classification of teaching staff based on their skills

The so-called long-lived teachers, who have a large number of years of service, are considered competent, have the basic knowledge, have been updated during the time they have worked, their skills were forged based on teaching experience for a long time. In the same way, they present an ethical-professional behavior attached to the required standards.
Although it is considered that long-serving teachers have extensive experience in the area, this does not imply that they are all adapted to today's world. Sometimes they do not adapt one hundred percent because they do not always agree with all the changes that are made, especially those of a technological nature, and all the facilities that a work tool can provide to resolve many of the problems more effectively, problems that may arise in the workplace.

Intermediate teaching staff are competent, have knowledge acquired throughout their teaching career and are kept up to date; he is considered to have polished skills, in addition to those he has absorbed during his academic career; his performance falls within the ethical-professional standards, and his values as a professional are maintained over time.

New teachers with little time in service are considered competent, they have the basic skills and knowledge, which must be perfected over time, as well as acting within the ethical-professional standard. These teachers need to implement a wide range of strategies in order to motivate the student to be interested in their subject. Student motivation influences both internal and external factors. Undoubtedly, it is not easy to catch the learner's attention when they have a low concentration on what is happening in the classroom.

**Classification of teachers based on motivation**

**Long-lived teachers**

Normally, the motivation of teachers with extensive seniority decreases more and more over the years, especially when the study plan they address is repeated in each academic cycle. The routine often becomes tiresome for academics and obsolete for students, so it is inferred that this state causes a lower degree of interest in the latter.

The long-lived teacher presents customs, ancient practices, from when the education provided was stricter; This has now changed radically, since students assert their rights, so some academics located in this category may be reluctant to the changes that have taken place. Indeed, education today is more flexible. In this sense, educational institutions aim to train competent professionals and cover the training required by society. The old methods, in many cases, do not match the modern world.

Solís, Aguilar and Pinzón (2017) point out that the parent or guardian has the duty to be fully involved in the educational process of their children. This assertion implies a mutual effort between the educational institution and the family, where parents are considered a
determining factor, since they affect the student's education by instilling attitudes, values, as well as the motivation to successfully complete their studies.

**Intermediate teachers**

In terms of motivation, at this stage the teacher is at a point of decline. His performance is located between the stage of apathy and fatigue, where monotony prevails and he allows himself to be enveloped by the external environment, such as personal matters, on many occasions his postgraduate studies, among other activities.

Solis et al. (2017) found that 27.7% have an academic career of between 11 and 15 years. In addition, a large part of the teachers who are active have managed to adapt to the changes and have managed to involve the family in the student's education. Once again: the contribution made at home is essential.

**New teachers**

The motivation of the new teacher is high, after a long period of learning avoiding various inconveniences, makes us consider that the satisfaction of completing his career, is a powerful factor in his enthusiasm that is reflected when carrying out his academic work.

** Teachers with many years of service from the perception of students**

Although the discourse when imparting is only one, when comprehensively analyzing the educational reality, five dimensions become evident, regardless of the level or modality: instructional, motivational, affective, ethical and social (Suescun, 2015).

The motivation and skills presented by these three categories of teachers are different, which generates uncertainty in the learner. Their pedagogical methods, the way of approaching motivation and the way of transmitting their knowledge are different. The common problems of an educational institution are then accentuated: student desertion is common, graduation rates are not adequate. Although problematic is often caused by external factors in which the student lives, the teaching-learning process is considered an important factor, in which the teacher intervenes, showing the benefits of being a professional or looking for pedagogical strategies, to motivate the student. to continue with their academic career, since we know that students have different ways of learning. The student's lack of
motivation often has its origin in a lack of sense about what she is studying, coupled with a lack of strategies and knowledge of study techniques (Alvarado, García y Cornejo, 2016).

**Focus**

A quantitative approach was used. Thus, the information provided by the students was analyzed, who rated their teachers according to the degree of experience, based on the years of teaching experience. To provide analytical depth on the subject, the point of view of the students towards the long-lived teachers was considered. The perception of the teachers they had in the weighing, at the beginning of their studies, and the one they had more recently, was considered.

**Type of study**

This study was of a correlational type. It included the management of variables and, for this, Spearman's ro was used. The phenomenon was observed in its natural context. The results were obtained thanks to the measuring instrument that was carried out.

Why is it important to collect student information in a questionnaire? Because it is the primary client of the academic services provided by public and private university houses of study, as well as the sociocultural impact of its professional teaching, and this will have an impact on the development of technological issues, science and, above all, sustainability. (Segovia, 2018).

**Measuring instrument**

The questionnaire was structured by 30 multiple-choice questions with a Likert-type scale. The first page contains a brief explanation of the project, the objectives and the classification of the teaching staff, followed by the weighting to evaluate, divided into three sections: a) teaching skills, b) knowledge and c) skills to be transmitted. Each one briefly explains what it is about. For the application, the time available to students between classes to respond was considered. On average, it took 10 to 15 minutes. The Google Forms template was applied to collect the questionnaire data in a period of five days virtually, carried out in the month of June 2021.

In total, 123 questionnaire-type instruments were applied to know the perception of the student of the Public Accountant program of the Technological Institute of Chetumal,
campus of the National Technological Institute of Mexico, towards the teaching staff. Students who were in the fourth, sixth and eighth semesters of the career were invited to participate. Regarding the teaching competencies at the undergraduate level considered, what was established by the General Directorate of Higher Technological Education was taken into account. In the same way, data added to the instrument were taken to complement it correctly with the purpose of the investigation.

Results

In order to determine the existence of a correlation between the variables related to student satisfaction with respect to teaching performance, taking into account each of the classifications (old, intermediate and new) and the components of the teaching staff established in the research instrument (competencies teachers, knowledge and skills to be transmitted) the hypothesis tests were carried out using Spearman's ρ statistic. The results are presented below.

Spearman's ρ river hypothesis test for the performance of long-lived teachers.

The following hypotheses are proposed for each of the variables that represent teaching performance:

- $H_0 =$ The variables are independent.
- $H_1 =$ The variables are dependent.

As can be seen in table 1, the degree of significance for the three components that measure the performance of long-lived teachers was below 0.05, so the alternative hypothesis is accepted for each of the variables studied and it is established that there is a correlation between the general satisfaction of the student with the performance of long-serving teachers for each component analyzed.
Tabla 1. Correlación entre la satisfacción del alumno contra el desempeño del docente longevo por componentes

<table>
<thead>
<tr>
<th>Ro de Spearman</th>
<th>Componente1_L*</th>
<th>Componente2_L*</th>
<th>Componente3_L*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfacción (L)</td>
<td>Coef. de correlación</td>
<td>0.409**</td>
<td>0.552**</td>
</tr>
<tr>
<td>Significancia (bilateral)</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>N</td>
<td>123</td>
<td>123</td>
<td>123</td>
</tr>
</tbody>
</table>

* Componente1 (competencias docentes), Componente2 (conocimientos del docente) y Componente (competencias a transmitir por el docente).
** La correlación es muy representativa en el nivel 0.01 (bilateral).

Fuente: Elaboración propia

In relation to Component1_L, which shows mastery of teaching skills, it can be seen in table 1 that the correlation is direct, with a coefficient of 0.409, so it is possible to affirm that the strength of association is moderate, this is due to because it is relatively far from the value one.

Similarly, it is observed that for Component 2_L, which takes into account the teacher’s knowledge of the topics covered in the subject, there is a correlation between student satisfaction and long-term teacher performance. The relationship between these variables is considered direct and, taking into account that the coefficient was 0.552, it is established that the association strength is moderate because it is relatively far from the value of one.

As for Component 3_L, there is also a correlation between student satisfaction and long-serving teacher performance. It should be remembered that this measures the teacher's ability to transmit and develop skills in their students. Thus, it can be seen that the relationship between these variables is direct, and with a coefficient of 0.359 the strength of association falls in the moderate-low range, since it is far from the value 1.

For all three cases, the correlation is direct, that is, if you increase one variable, it will consequently increase the other; however, and considering that the correlation range goes from zero to one, the variable with the greatest strength of association was presented by Component 2, which integrates the items related to mastery and the teacher's knowledge of the subject. The component with the lowest strength of association is component three, which denotes low skills on the part of teachers to transmit skills to students.
In this sense, it can be affirmed that the long-lived teacher has a high degree of knowledge and mastery of the topics established in the curriculum, has sufficient pedagogical resources to transmit that knowledge, however, it is difficult for him to develop the skills required in your students.

Spearman's river hypothesis test for the performance of intermediate teachers.

The following hypotheses are proposed:

- \( H_0 \) = Variables are independent
- \( H_1 \) = Variables are dependent

Table 2. Correlación entre la satisfacción del alumno contra el desempeño del docente intermedio por componentes.

<table>
<thead>
<tr>
<th>Ro de Spearman</th>
<th>Componente1_I (agrupada)*</th>
<th>Componente2_I (agrupada)*</th>
<th>Componente3_I (agrupada)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfacción (I)</td>
<td>Coef. de correlación</td>
<td>0.397**</td>
<td>0.494**</td>
</tr>
<tr>
<td>Significancia (bilateral)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>N</td>
<td>123</td>
<td>123</td>
<td>123</td>
</tr>
</tbody>
</table>

* Componente 1 (competencias docentes), Componente 2 (conocimientos del docente) y Componente 3 (competencias a transmitir por el docente).

** La correlación es muy representativa en el nivel 0.01 (bilateral).

Table 2 shows that the degree of significance for the three components that determine the performance of the intermediate teacher were below 0.05, so the alternative hypothesis is accepted and it is established that there is a correlation between student satisfaction with the performance of the intermediate teacher for each of the variables analyzed. For the Component1_I variable, which indicates the degree of mastery of the competencies for a teacher, it is observed that the relationship is direct and a coefficient of 0.397, for which the strength of association is considered to be low, due to the fact that the result is relatively far from the value one.

For Component 2_I, the aforementioned table shows a correlation between the general satisfaction of the student with the performance of the intermediate teachers (this
variable shows the mastery of the topics and the subject by the teacher). Similarly, there is a
direct relationship between these variables, and considering the coefficient of 0.494, it is
established that the strength of association is moderate because it is relatively far from the
value one.

Similarly, for Component 3_I, which condenses the teacher's ability to transmit and
develop skills in their students, there is a correlation between student satisfaction and the
performance of intermediate teachers. Once again, therefore, it can be stated that the
relationship between these variables is direct; furthermore, with a coefficient of 0.405, the
strength of association is moderate, since its value is far from one.

For the three cases, a moderate and direct correlation between the investigated
components is confirmed; however, it is appreciated that Component 2 has a greater strength
of association, so it is inferred that the greater weight on the general satisfaction of the student
is related to the mastery and experience of the intermediate teacher on the subject to be taught.
Component 1 presents the lowest degree of correlation, which suggests a low mastery of the
teacher in the competencies of her profession.

In this sense, it can be affirmed that the intermediate teacher presents solidity in the
mastery of the subjects and contents of his subject, he has greater facility to develop the
required competences in his students, but he presents a low performance in his pedagogical
performance due to the lack of the competencies that a teacher must master.

Hypothesis test for the performance of new teachers using Spearman's river.

The following hypotheses are established:

• H0 = The variables are independent.

• H1 = The variables are dependent.
Correlación entre la satisfacción del alumno contra el desempeño del docente

tabla 3. Fuente: Elaboración propia

<table>
<thead>
<tr>
<th>Ro de Spearman</th>
<th>Componente1_N (agrupada)*</th>
<th>Componente2_N (agrupada)*</th>
<th>Componente3_N (agrupada)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfacción (N)</td>
<td>Coef. de correlación</td>
<td>0.417**</td>
<td>0.406**</td>
</tr>
<tr>
<td>Significancia (bilateral)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>N</td>
<td>123</td>
<td>123</td>
<td>123</td>
</tr>
</tbody>
</table>

* Componente1 (competencias docentes), Componente2 (conocimientos del docente) y Componente3 (competencias a transmitir por el docente).

** La correlación es muy representativa en el nivel 0.01 (bilateral).

Aunque de acuerdo a los resultados de la tabla 3, se acepta la hipótesis alternativa debido al nivel de significancia, que fue menor a 0.05 para los tres componentes analizados. Entonces, se afirma que existe una correlación entre la satisfacción del estudiante y las variables que observan el desempeño de los nuevos maestros.

Specificamente, respecto al Componente1_N variable, se destaca que la relación es directa; con un coeficiente de 0.417, se considera que la fuerza de la asociación entre la satisfacción y la variable que mide el grado de maestría de las habilidades de enseñanza es moderada, ya que es relativamente lejos del valor de uno.

En relación con la variable Componente2_N, según los resultados presentados en la misma tabla, se puede determinar que existe una correlación entre la satisfacción del estudiante con la variable que indica el dominio de los temas y el tema por el nuevo maestro. Una relación directa entre estas variables se presenta y considerando el coeficiente de 0.406, la fuerza de asociación se puede establecer como moderada porque es relativamente lejos del valor 1.

Para el Componente3_N variable, se puede ver que existe una correlación entre la satisfacción del estudiante con la variable que indica la capacidad del nuevo maestro para transmitir y desarrollar las habilidades a sus estudiantes. También puede establecerse que la relación entre estas variables es directa; con un coeficiente de 0.324, la fuerza de asociación es moderada-baja, debido a que su valor es relativamente lejos de uno.
In all three cases, a moderate and direct strength of association is observed, but the greatest weight is observed around Component 1, which is theoretically based on the teaching skills that the new teacher must master when teaching their classes. A lower association with Component 3 is observed, which shows few abilities to transmit the skills to the students.

From what has been described above, it can be established that the strength of the new teacher is found in the greater command of the pedagogical skills that a teacher must handle, his mastery of the subjects and contents of the subject are sufficient, but he presents greater difficulty in develop the skills required in their students.

**Discussion**

The results found show that there is a direct relationship between student satisfaction with the skills of long-serving, intermediate and new teachers, because the significances between the variables analyzed allow accepting the hypotheses that indicate the existence of correlation. This shows that, for the students of the Public Accountant career at the Technological Institute of Chetumal, there are no wide differences in their levels of academic satisfaction with respect to long-term, intermediate and new teachers.

With respect to mastery of teaching skills (Component 1), students perceive greater academic satisfaction in new teachers (0.417) than in long-serving teachers (0.409). This means that new teachers make a greater effort to acquire skills that allow them to enhance the teaching-learning process, and this is perceived as something positive and is even the most valued by students. However, the intermediate teachers were the ones who obtained the lowest score in this area (0.397), which suggests an area of opportunity to direct the institution's academic policies that allow strengthening the teachers' skills.

The results of Component 2, which refer to mastery of the topics that are part of a subject in the curriculum, indicate that students are more satisfied with long-serving teachers (0.552) than with intermediate teachers (0.494). These results confirm that long-lived teachers master the topics they teach in the subjects they teach in greater depth, perhaps as a result of the years in teaching or the experiences lived in the practical world. Precisely, this is what the student of the long-lived professors values the most. In this same item, the lowest rating (0.406) corresponds to the new teacher, which is consistent with the incipient expertise presented by the new teacher.
Finally, regarding the abilities to transmit and develop skills in students (Component 3), students feel more academically satisfied with intermediate teachers (0.405) than with long-serving teachers (0.359). Intermediate teachers, being in a stage of academic maturity, more efficiently deploy teaching strategies that allow the student to understand and acquire skills in the courses they take. These abilities are the most valued by the students of the intermediate teachers. The group with the lowest satisfaction is that of new teachers (0.324), which indicates another area of opportunity in which the institution should focus.

**Conclusions**

Similarities were found in the information obtained here and the theoretical research, which was taken as the basis for the questionnaire. In the first instance, a clearer focus on student satisfaction with teachers was obtained, which was the main purpose of this research.

Following the classification of teachers by seniority, convincing results were found that allowed explaining the student's response. Long-lived teachers show great strength in mastering the subject. However, they follow outdated methods that do not arouse the interest of today's student, which is why motivation is lost and the ideal development of student skills is not achieved.

Intermediate teachers try to be in a neutral point regarding the above, that is, they take as an example certain methods of long-term teachers but apply them in a different way, which means that students can better understand and continue to be motivated to improve continually.

The new teachers arrive with innovative methods and ideas that make the student demand and motivate himself; They use technological tools so that the student develops skills relevant to this era. However, the lack of experience affects the difficulty to stimulate skills in their students.

An active and committed participation is necessary where the institution, the teacher and the student are involved, observe the behavior and detect in time any problem that may cause the desertion of the students. The motivation and growth of students also depend on teachers: there must be a balance between both approaches to create better skills.

People have just different mindsets. As they advance in the career, the criteria slowly change due to the growth and experiences of the students in each school year. This research serves as a tool for all people and future research that wishes to have a more precise
perception of students towards teachers with the aim of complementing and improving the commitment of each one.

**Future lines of research**

Continuing with the approach to higher level student satisfaction, taking into account the categorization of teachers present in this work, will bring useful knowledge for the relevant hiring of teachers. In this sense, witnessing the perception that students have can be useful to find similar or different characteristics to those found here.

**References**


Rodríguez, K. G., Beltrán, R., Díaz, E. y Selem, M. A. (2018). Percepción de los estudiantes hacia los profesores de muchos años de servicios en la docencia. Estudio de caso:


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