

Professional Identity of Teachers and Selection Criteria in University Education: A Situated Competency Approach and the Sociocultural Context of The Venezuelan Plains

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ABSTRACT

This article analyzes the relationship between teacher professional identity and the selection criteria in Venezuelan higher education institutions, with emphasis on the sociocultural context of the plains region (llano). From the epistemological framework of situated competencies, the relevance of classical models of teacher evaluation is questioned, as they tend to ignore territory as a constitutive variable of the professional profile. The research adopts a qualitative hermeneutic-interpretive paradigm, using in-depth interviews and documentary analysis. Results reveal a deep gap between the professional identity built by practicing teachers and the formal institutional selection criteria, which respond to standardized logics alien to the socio-educational reality of the Venezuelan plains. It is concluded that it is necessary to reformulate teacher selection processes by integrating territorial, intercultural, and axiological dimensions, as a condition for improving educational quality in rural and peri-urban contexts.

Keywords: professional identity, situated competencies, teacher selection, higher education, Venezuelan plains.

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