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EVALUATION OF THE TEACHING TRAINING OF POSTGRADUATE TEACHERS

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Abstract: Higher education in our country involves a series of problems, which have recently become more palpable. It is known that teacher training in our country only covers the basic levels (preschool, primary and secondary), and for this reason the teachers who teach classes at the university levels are usually professionals who for some reason are working as professors, and at the graduate level, in addition to being professionals, they are people who dedicate a lot of time to research. And although we know about the problem and have the conviction to remedy it, to achieve quality education this way, the profile of the main actors in this situation must be completely different from what it currently has. With this work, through the use of questionnaires and interviews, we know the pedagogical training of teachers in higher education, specifically postgraduate at the Center for Innovation and Technological Development in Computing (CIDETEC), of the National Polytechnic Institute.

Keywords: Teacher Training, Higher Education, Professionals, Teachers, Postgraduate, Continuing Training.

INTRODUCTION

Higher education in Mexico involves a series of problems, which have recently become more palpable; It is known that teacher training in our country only covers the basic levels (preschool, primary and secondary), and that is why the teachers who teach courses at the upper secondary and higher levels are regularly professionals who for some reason find themselves teaching classes; and at the postgraduate level, apart from being professionals, they are people who dedicate a lot to research. And although the problem is known and there is the conviction to correct it, the profile of the main actors in this situation must be totally different from what we currently have; This requires efforts to

improve the pedagogical training of teachers, which will contribute to better preparation of university graduates.

In the UNESCO World Declaration on Higher Education in the 21st Century, documents were approved that insist on the need for continuing education of university teachers and their pedagogical training. One of these documents specifies: "An essential element for higher education institutions is a vigorous staff training policy. Clear guidelines must be established for higher education teachers, who must be primarily concerned, today, with to teach their students to learn and to take initiatives, and not to be, only, wells of science. Appropriate measures must be taken in terms of research, as well as updating and improving their pedagogical skills through appropriate staff training programs, which "stimulate permanent innovation in curricula and teaching-learning methods, and ensure appropriate professional and financial conditions for teachers in order to guarantee excellence in research and teaching." (UNESCO, 1998).

Today's society makes it evident that it no longer requires subjects who repeat content memorized throughout a student's life, but rather individuals capable of understanding and solving the problems they face, quietly adapting to a society in constant change. This is the great challenge of university education; same that must be overcome to have the opportunity to satisfy the requirements of a changing reality that needs to be understood and assumed by those who participate in it.

Given this, teaching in higher education cannot have, as its main objective, the sole and exclusive transmission of contents isolated from each other, but rather to provide the means and instruments that allow the individual to understand its immediate and mediate environment. That is, we must ensure that students locate their society and culture

through an approach to what surrounds them, promoting their critical and reflective vision of movements and the global nature of changes, in addition to developing their potential to solve problems. which he faces, not only throughout his schooling, but throughout his own existence.

From this perspective, the participation of university professors is essential to achieve an education with the indicated characteristics: high levels of quality, effectiveness and efficiency.

For the University to be able to fulfill its academic, labor and research tasks, it requires prepared teachers who not only master the scientific content, but also know how to teach what society needs, hence the need for training at the university. to teachers so that they learn to educate, and that students learn to learn.

THE TRAINING OF THE UNIVERSITY PROFESSOR

Talking about teacher training means starting by pointing out that training is a process that must be considered as a global action, which affects all professional development and includes the entire educational institution; It is the aspiration to link the teaching function with the problems of practice and the use of consistent methodologies, which implies that it is contextualized to the extent possible, committed to innovation, quality and change. Meanwhile, teacher training must respond, not only to personal interests or desires, but to collective attitudes and needs aimed at solving those problems that do not allow a real teaching-learning process to be achieved.

In this same sense, training must be based on practice, which must be systematically analyzed, which means integrating theory and practice, contemplating new technologies. (Jimenez, 1995)

There is awareness that every professional

must receive training for the activity he or she performs. Every individual who is developing a task in a given area must think that the knowledge they have previously acquired, initial training, (hereinafter FI) cannot be, strictly speaking, the only one they must have throughout their career. productive stage. The changes that have been referred to in the course of this research, and the constant evolution of social needs, require that each subject have a constant update and expansion of knowledge regarding the work they are developing, as well as a change of attitudes that allow him to advance at the same pace as the other elements that play around him in continuous training, (hereinafter FC).

The analysis already carried out makes it evident that university professors, like any other professional, require an FI and CF that reinforces their daily work, promotes professional skills, didactic skills along with the social and personal skills that all teacher requires to develop with professionalism and practice teaching that allows and lays the foundations for quality in HE.

CF can be defined as “the process that improves knowledge regarding the actions, strategies and attitudes of those who work in schools. The priority purpose of the CF is to promote student learning through improving the performance of teachers.” (Imbernon, 1998)

It cannot be ignored that the academic workforce of Higher Education Institutions (hereinafter HEIs), understood as that which is made up of teachers, has a specific peculiarity, which makes it totally different from the rest of the professions. it is not homogeneous; That is, the doctor, the lawyer, the engineer, and other professionals, have been prepared to develop as such, they have the tools, content, abilities and skills to develop certain competencies, however, the HEI academic who develops In Mexico, it is one who, although he has received

training in some area of knowledge, has rarely been trained to perform the teaching function he faces. In other words, for reasons of its own characteristics, in this activity there are people who are teaching professionals and not teaching professionals; which requires paying close attention to the teacher training, (hereinafter FD), of HEI teachers, if we truly wish to meet the challenges that have been established today for higher education (hereinafter ES), of Mexico.

The university teacher must consider his CF in two main aspects:

- a) Within your specialization (updating); and,
- b) That which offers the tools to analyze, understand, develop and transform the teaching function.

CF is inevitable among those who find themselves performing a function for which they were not initially trained: teaching. Teaching is now, more than ever, an activity that requires full information and training regarding what the teaching-learning process means.

METHOD

A non-experimental, quantitative and exploratory field research was carried out, with an information collection methodology. The study was carried out with the participation of 32 teachers, who work at the Center for Innovation and Technological Development in Computing (CIDETEC), of the National Polytechnic Institute to whom the same questionnaire composed of the following dimensions was applied:

Personal, Training and Socio-laboral Dimensions, which have the objective of establishing who is the subject who carries out the teaching function, taking into account their age, sex, professional or initial training and experience as a teacher, as well as identifying the socio-laboral field in which act.

The information obtained on each of the stated dimensions allowed us to reveal the profile and training needs of the teachers, in accordance with the educational expectations of our affiliated center; of the ideal of the teaching-learning process and its quality levels, for which the guidelines indicated by the training models will be taken up.

In the same order of ideas, it is necessary to indicate that in the elaboration and specification of the dimensions, the theoretical and contextual framework of the study is taken into account, in such a way that in the definition of each dimension only previous studies will be referred to, in order to justify and explain each of them.

PERSONAL, TRAINING AND SOCIO-LABOR DIMENSIONS

These dimensions aim to establish who is the subject who carries out the teaching function, taking into account their age, gender, initial training and experience as a teacher in general and in particular within CIDETEC, as well as identifying the socio-laboral field in which they act; observing the aspects correlated with the level of income, contractual situation, dedication to teaching and research per hour/week and the various teaching activities carried out by teachers inside and outside CIDETEC.

To obtain this information, teachers were asked to indicate:

- Age;
- Gender;
- Professional training they have;
- Teaching experience;
- Seniority at CIDETEC;
- Time dedicated to teaching hour/week;
- Time dedicated to research hour/week; and finally,

- Various teaching activities carried out within CIDETEC and outside of it.

ATTITUDES AND MOTIVATION

The analysis of the dimension called attitudes and motivation is valuable in that it allows predicting behaviors; Knowledge of a teacher's activities in relation to certain objects and/or situations allows us to infer future behaviors. This way, the objective of the dimension lies in identifying what the teacher thinks about the practice he carries out, his identification with the institution, the relationships with colleagues and managers, towards the curriculum and his own continuous training, as well as the manifestation expresses that the teacher does all of this.

It is assumed that human behavior is a product of learning that arises from constant interaction and influence with others; In this sense, the study of attitudes is valuable since they directly affect the climate that prevails in the classrooms, the rejection or attraction to CF and innovation processes, adaptation to changes, interpersonal relationships and work. team up.

Along with attitudes, it is essential to study motivation, necessary to achieve the teacher's profile and desirable training, so it is important to visualize the real motivation experienced by teachers and the behaviors, acts or facts that can promote professional development in quality education.

The aspects involved in this dimension are: institutional motivation, collaborative work, institutional climate, working conditions, attitude towards continuous training processes, job change, and professional satisfaction from teaching. To have data that would allow these aspects to be recognized, the following questions were asked:

- The teacher must remain within continuing education programs;

- Work demands motivate university professors to remain in CF programs;
- he is in a vocational training program;
- he would enroll in continuing education programs if given the opportunity to take them;
- Considers that among university teachers, the predisposition to self-criticism, evaluation and professional control is low;
- How a collaborative work climate could be obtained that would benefit the teaching and learning processes in HEIs;
- Aspects that they consider important regarding the institutional climate
- Why the teaching function is carried out;
- The working conditions of university teachers are flattering
- The institution allows you to have professional satisfaction as a teacher; and,
- He would change to a job, where he would stop performing the teaching function.

RESULTS

The information treatment was carried out qualitatively and quantitatively. The description, analysis and interpretation of the data obtained make up the research, since it was not exclusively about recording a reality but about beginning to understand and explain it; Therefore, the inductive-deductive, generative-verifying, constructive-enumerative and subjective-objective dimensions were the five analytical procedures used.

Analyzing the data this way allowed us to work with the dimensions and aspects together, identifying the combinations that are fully associated with the profile of the

teachers, the personal, training and socio-laboral aspects, attitudes and motivation.

Personal, Training and Socio-laboral Dimensions.

Personal characteristics of teachers:

AGE

- Professionally young teachers
- Average age of 40.39 years
- Gender
- Mostly male
- 91% of teachers are male and 9% female

TOTAL QUALIFIED TEACHING STAFF

- 11% of teachers have a bachelor's degree
- 33% have the degree of teachers
- 8% Accounts with specialty studies
- 48% of teachers have a doctorate degree

TEACHING EXPERIENCE

- There is a high percentage of teachers with teaching experience
- In percentages, 33% have been working in the teaching area for more than 15 years.
- 22% from 10 to 15 years old 33% of the total teachers surveyed from 5 to 10 years old
- 11% have been teaching for 1 to 5 years

AVERAGE SENIORITY OF TEACHERS

- 33% of the total have been between 10 and 15 years old

DEDICATION TO TEACHING

- 44% teach 1 to 6 hours a week
- 39% from 7 to 12 hours a week
- 17% more than 15 hours a week

DEDICATION TO RESEARCH

- 22% dedicate 1 to 6 hours a week
- 11% dedicate 7 to 12 hours a week
- 17% dedicate 12 to 15 hours a week
- 39% dedicate more than 15 hours a week
- 11% did not answer this question

DIMENSIONS ON ATTITUDES AND MOTIVATION

Relevance and teaching function

- There is a deep-rooted belief in continuing training
- Lack of knowledge of the area in which to be trained
- There is predominantly the intention to update oneself in specialized knowledge.
- 3 out of 10 show interest in professionalization in teaching and technology
- Lack of correspondence between the perception of the importance of continuous training and the lines for its training
- 89% are inclined to participate in training programs within the specialization of each teacher
- Only 2 out of ten are interested in continuing training programs.

TEACHER APPRECIATION DIMENSION

- 61% of teachers did not consider dedicating themselves to teaching.
- 33% considered dedicating themselves to teaching.
- 6% did not respond

WHAT MOTIVATED YOU TO FOLLOW THIS PATH?

In those who answered YES we have the following reasons:

- The pleasure of teaching and serving as an example
- To teach what was being learned at that time
- The motivation of the students when explaining
- To investigate and apply knowledge, training people prepared both in research and at an industrial level.
- To transmit knowledge and the satisfaction of generating human resources
- Lack of commitment from teachers

In those who answered NO we have the following reasons:

- To explain topics to classmates
- To transmit knowledge to a few so that it is acquired by many
- To be in the academic area, only
- The economic need

- Go to work at the school where you studied

What do you understand by teacher training in competencies?

There were various answers to this question, predominating in the aspect that the teacher must train skills that guide students to learning in accordance with their abilities.

From your perspective:

What would be the fields in which teachers must receive continuous training?

They mentioned psychology, pedagogy, management of new technologies

What are the skills that teachers must have at the higher and/or postgraduate level?

Ability to transmit knowledge, leadership, objectivity, proactive, openness to accept students' observations.

CONCLUSIONS

The results obtained in the work allow us to conclude that although the CIDETEC teachers do not have pedagogical training as their initial training, and the fact of being teachers was not part of their life project at the beginning, they are aware of the important role that play in the development of students, and aware of the shortcomings they have, some of them would find themselves willing to correct the shortcomings in the pedagogical field by taking specific purpose courses.

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