

Strengthening of Educational Practice through an Andragogic Model Profile

The present study is justified by its orientation toward new research contributions in higher education, by focusing on a relevant aspect of the educational problem, and responding to the new needs of the learning process by seeking the change of the teacher facing the orientation of learning. An investigation of a descriptive quantitative approach was carried out, supported by a non-experimental field study of a transectional nature. The population was constituted by two groups, the first composed by 30 professors and the second by 439 students. Both groups belong to the Universidad Nacional de Educación (UNAE) and the Universidad de las Fuerzas Armadas (ESPE), and their selection was non-probabilistic participatory. Likewise, questionnaires were applied as a technique for data collection and the Likert scale was applied as a tool through the Moodle virtual platform of the studied institution. The research was oriented to determine the andragogic profile of the model university professor for the strengthening of its educational praxis, establishing that the teachers must have a didactic and critical-constructive model which has to be favorable in the principles that govern the andragogic fact, in relation to the orientation – learning process in higher education.

Keywords: High education, professional training, theory of education, academic orientation, university student.

Introduction

The changes originated in all areas of society require the effective action of a true facilitator who is widely trained to effectively assume the role he plays in the university. Nowadays, there is a process of great transformations where higher education institutions will have the urgent need to update and innovate in an accelerated and vertiginous way, in order to face the challenges that advances in science and technology bring (Cuesta, 2018). The aforementioned leads to analyze and propose the characteristics or qualities that university professors must possess, taking as a reference case the facilitators of the UNAE - ESPE; because in society there are changes that make a teacher, whose performance is ideal and of quality, necessary. (Araya, Taut, Santelices, Manzi and Miño, 2012).

The university praxis is organized primarily in order to achieve learning, whose immediate application contributes to solve problems of the social environment that affects the participants (Hurtado, 2018). These learnings are enhanced based on the lived experiences of its members and through inter-facilitation as well as providing the possibility of developing skills that

1 encourage the growth of participants, to the extent of reaching levels of self-
2 management and self-responsibility in their conscious processes, both
3 individual and group. The current societies are identified by constant changes
4 in the social, economic and cultural scope. About this, Gispert (2003) expresses
5 that "among the professionals, the facilitators stand out, who must undertake
6 the arduous task of guiding the participants" (p. 13). In this sense, the facilitator
7 is the entity which guides students to manifest to the world as committed and
8 native beings, who accompanies them in the search and mastery of knowledge.

9 The changes generated as a result of the growing competition in the fields
10 demand a completely renewed management that emerges from the new
11 paradigms to face the challenges of the future (Standish, 2016). In this sense,
12 the importance of the action of the facilitators as members of the university
13 institution lies in the fact of allowing the increase of the levels of efficiency to
14 achieve the effectiveness of their performance in academic praxis. For this
15 reason, this research aims to describe the andragogic profile of the university
16 facilitator for the strengthening of his educational praxis in the UNAE - ESPE.
17 The research is justified by its orientation towards new research contributions
18 in university education, for concentrating on a relevant aspect of the
19 educational problem, not only in Ecuador but in many countries of the world,
20 given that this research will respond to the new needs of the teaching and
21 learning process, as is the academic profile that the university facilitator should
22 have for the strengthening of university practice.

23 On the other hand, the research will give rise to the establishment and
24 generation of contributions and productive ideas that lead to guarantee, in
25 addition to ensuring the good development, as well as effectiveness of
26 university teaching (Biesta and Säfström, 2018). That is why this research
27 raises and offers constructive contributions that will serve as a fundamental
28 basis to guide the teaching staff, so that they can perform their role fully, where
29 they emerge as the university facilitator required by today's society.

31 32 **Literature Review**

33 34 **Andragogy**

35
36 For Chacón (2012), in traditional form, the adult has been defined
37 according to their age; that is, to every person who oscillates between eighteen
38 and seventy years. Thus, adulthood extends from the age of twenty and is
39 classified into three types: early adulthood (from twenty to forty years of age,
40 intermediate adulthood (from forty to sixty-five years) and late adulthood (after
41 sixty-five years of age).

42 Regarding the previously cited author, the definition of adult is linked to
43 the physiological, psychological and social development of people,
44 distinguishing or differentiating from the child or adolescent by his style of
45 thought and action in which his education is characterized by "pedagogy".

1 Etymologically, the term pedagogy emerges for Guanipa (2008) from the Greek
2 paidos meaning child and gogia which means to lead or to drive. The term
3 “andragogy” has been debated by many researchers throughout history, from
4 the vision or edge of the teacher's own training, therefore, it is considered in the
5 adult stage the student who exceeds 18 years of age. Adam (2008) considers, if
6 the university student is an adult, then we have to resort to andragogy, to locate
7 in it the theoretical foundation that makes it possible to construct curricular
8 proposals and methodological strategies coherent with the psychological and
9 sociocultural aspects that characterize adulthood.

10 In the field of educational, practical, political and university theories, the
11 education implemented to upper level students, mostly by entering an average
12 age between 18 and 30 years of age, is to be considered adults. Based on these
13 considerations, Pérez (2009) highlights that today it is impossible not to
14 recognize adult education as a part of university education systems. This
15 discipline takes note in the classification or location, since it must belong to the
16 student in adulthood. In this sense, the andragogic training operations, coupled
17 with the diligences of the socio-educational contours, are destined to new
18 concepts and classifications totally different to the traditional models (Morales
19 and Leguizamón, 2018).

21 **Andragogic Profile of the University Teacher**

22
23 The profile of the teacher or university facilitator can be considered as the
24 quantity of qualities and attributes characteristic of every competent teacher.
25 These are conceived as good knowledge, research skills, development of
26 professional attitudes in the classroom and cultural values (Aguilar, 2015). For
27 this reason, these sets of attributions facilitate the effective performance of
28 university teaching staff. In this regard, Cruz (2002) points out that "the need to
29 invest in training, through advanced courses in various areas, is a priority to
30 achieve professional success" (p.84). In this way, the efficiency in the profile of
31 the university teacher must be within the framework of the juncture and
32 efficiency both investigative, as academic and administrative, in which the
33 university teacher is developed. In andragogic programming, the teacher fulfills
34 the role of facilitator of learning, establishing a dynamic participation link
35 where the university student assumes the role of self-manager in learning. In
36 this regard, Marrero (2004) states that andragogy, it is a process of integral
37 development of the human being to access self-realization, self-transformation
38 and the context in which the individual unfolds. In addition, it seeks to
39 mobilize and enhance in each one of us knowledge, values, solidarity and
40 social commitment skills and that the production of knowledge in the
41 university space is one of creation, not repetition.

42 Within this approach, the facilitator is, in some way, the intellectual guide
43 that reinforces the study of the students, leading them to reveal their
44 responsibility. The International Institute of Andragogy (INSTIA) (1986) states
45 that, the facilitator is the person who confronts the group and explores the

1 interpersonal relationships that take place, that is, the facilitator trusts the
2 group, gives autonomy to its members to work to their liking and adopt their
3 equipment. To achieve a better performance in education, the facilitator must
4 shed the leader's mantle that surrounds him, in order to transform the
5 environment where he performs his work and achieve the renewal he craves.
6 The facilitator must become a member of the group, that is, receive influence
7 from the group and, at the same time, influence learning and teach to learn.

8 In this regard, Sanchez (2005), states that being a facilitator of a group
9 makes you respond to very specific situations. Therefore, it is necessary that
10 those who occupy the commitment of the teaching staff, among other aspects,
11 must possess virtues such as: being sincere, expressing affection, submission
12 and passion; With these qualities, constructive learning is allowed to develop.
13 The academic teaching occupation must stimulate the student to be critical of
14 analysis and creativity, to transform and improve their study environment,
15 establishing horizontal agreement with the student.

16 With these impositions that represent the teacher, their capacity for
17 integration and perception is strengthened structurally, including the cognitive
18 and emotional component of their environment, which facilitates the student's
19 training in the orientation and performance of their learning management.
20 Likewise, the teacher as a human being must consider projects that allow him
21 to self-lead his life to deal with other human beings, also understand the fact
22 that they may need or wish to program projects, bases and social resonance
23 (Aguinaga, Rimari and Velazquez, 2018). In this way, a system of human
24 interrelationships will be established, propitiating and enriching individual and
25 group learning, in addition to personal self-growth. In this regard, Axford
26 (1976) states, if we believe in man and in his infinite potential for development,
27 we will look at educational institutions and agendas of such character as the
28 means to reach their potential for self-improvement, that is, if the facilitator
29 starts from the fact that each one, in an appropriate environment, can work for
30 their self-improvement, self-development; then it will establish its commitment
31 with human beings, rather than with abstractions. The main action will be
32 aimed at creating the propitious environment for each person to carry out their
33 vital projects.

34 For this reason, Dominguez (2012) highlights that, democratic
35 environments do not appear by magic, but are built through processes,
36 sometimes more or less pleasant started by human beings, that is, if the
37 facilitator plans to go towards this environment, can keep in mind various work
38 patterns. In this sense, the facilitator should feel that the group is a point of
39 support to reflect and make decisions; that the group itself is a creative subject
40 of environments, of referential systems (cognitive, affective, ethical, aesthetic)
41 that can serve as a support to the actions and decisions of group members. That
42 is why the task of defining the features that express the identity as a university
43 facilitator could not dispense with the system of relationships that link it to
44 society, or their position within it. In this regard, the Center for Reflection and
45 Educational Planning (CERPE) (2010), evidence that, the profile of the teacher

1 should integrate, on the one hand, the lines derived from the utopia about the
2 society and the man that they want to create and, on the other hand, the
3 instrumental capacity that will be required to carry out the proposed task. The
4 integration of these two aspects, should at each step of the facilitator training
5 process, be presented in a set of traits, that is, in the social, psychological and
6 personal.

7 8 **The Educational Praxis**

9
10 In the educational praxis, the university student alternates the conciliation
11 of the analytical programs, issued by the universities, where the teachers,
12 through their experiences, generate an experiential introspection, where the
13 emergent categories of analysis are resolved in an interpretation that allows
14 understand the facts implicit in the research problem, to develop their
15 educational praxis (Padrón, 2001). The critical behavior of the student can be
16 considered an impediment when developing academic activities, especially if it
17 was developed under a model of little adaptability to the university
18 environment (Hirsch, 2016). Therefore, students in higher education find great
19 difficulty in giving up customs and attitudes that were adapted to the level of
20 the high school, to distinguish and appreciate the university practices, which
21 must be perceived as strange. For this reason, it is essential that the teacher
22 fully perform their role and that they gather the necessary skills to make their
23 practice effective. In this regard Bilbao (2008) indicates, the teacher is
24 competent in teaching for active learning if he masters methodologies and
25 didactic techniques to carry out a learning process centered on the participant,
26 using at the same time the possibilities offered by the technological platform to
27 enrich learning.

28 From there, there is a willingness on the part of the university teacher to
29 learn skills to establish optimal relationships, guide the academic and
30 management processes, among others, such as integration with the student
31 body, providing a collaborative participation with the university educational
32 society. In relation to the aforementioned, Alcalá (1999) states that, the theory
33 and praxis of andragogy promote the development of a human being trained
34 and sensitized to the changes demanded by the postmodern world. In this way,
35 the relationship between orientation and learning visualized from the
36 andragogic edge belongs to a paradigm where an interaction of peers is
37 processed, since the teacher provides guidance to the student and he or she
38 provides the information that will be useful for future activities.

39 The above allows us to point out that the process of orientation and
40 learning is important for instruction within the andragogic conception at the
41 university level, for this reason effectively and intelligently developing the
42 university practice establishes a complex challenge for the model profile of the
43 university professor, because there must be a joint conglomerate of knowledge,
44 combined with optional strategies merged with the versatile roles of higher
45 education.

Methodology

Overall Objective

- Determine the andragogic profiles of the university professor's models of the UNAE - ESPE for the strengthening of their educational praxis.

Specific Objectives

- Diagnose the operation of the andragogic principles put into practice by the facilitators of the UNAE - ESPE.
- Study the theoretical foundations that establish the andragogic fact in the process of orientation - learning in the UNAE - ESPE.
- Characterize the theoretical elements that define educational praxis.

Type of Investigation

Due to the characteristics of field research, according to Hurtado (2006) "they refer to living sources where information is collected in their natural environment" (p.143). In this case, the descriptive research seeks to detail the most representative entities of the individuals, groups or population, who were subjected to the researcher's analysis. Regarding the field study, the Universidad Pedagógica Experimental Libertador (UPEL) (2016) defines it as the systematic analysis of problems in reality, with the purpose either of describing them, interpreting them, understanding their nature and constituent factors, explaining their causes and effects, or predicting their occurrence, making use of methods characteristic of any of the paradigms or approaches of research known or in development.

The descriptive research supported by a field study, allowed to collect relevant aspects to describe the current reality of the andragogic profile of the university model teacher for the strengthening of educational praxis in the universities under study (Mendoza, Cejas, Navarro, Vega and Albán, 2019).

Design of the Investigation

The design of the research starts with a set of actions, which, as a whole, shapes the way in which the methodological process was conceived, how it was done. The conditions, resources and limitations that allow compliance and development of the study are also measured. In this sense, Balestrini (2002), states a research design is defined as the global research plan that integrates in a coherent and adequately correct manner, data collection techniques to be used, planned and objective analyzes. The design of an investigation attempts to give a clear and unambiguous answer to the questions posed in it.

In this sense, the research was located within the non-experimental field. Likewise, the non-experimental designs refer to a temporal dimension, to the

1 number of moments or points in time in which the data are collected according
2 to Garcia and Lena (2018). Similarly, it is a transactional or cross-sectional
3 study, since for Hernández, Fernández and Baptista (2014), trans-sectional or
4 cross-sectional research designs collect data in a single moment, in a single
5 time. Its purpose is to describe variables and analyze their incidence and
6 interrelation at a given time. It's like "taking a picture" of something that
7 happens.

8 In response to the above, it should be noted that the research took into
9 account this design as it was the one that allowed to obtain the opinions of the
10 students and teachers of the UNAE - ESPE, in order to know the andragogic
11 profile of the model university facilitator. for the strengthening of its
12 educational praxis.

13 14 **Population and Sample**

15
16 The population was determined by its defining characteristic, according to
17 Arias (2012) as a finite or infinite set of elements with common characteristics
18 for which the conclusions of the investigation will be extensive. This is limited
19 by the problem and by the objectives of the study. Therefore, all the people
20 who agree with the phenomena that were studied and had to do with the result
21 are known by this name. The population under study was represented by two
22 groups: the first represented by 15 active facilitators and 239 participants from
23 the different careers administered by UNAE. The second by 15 teachers and
24 200 students of the ESPE, both sets during the period 2017-2018.

25 Due to the characteristics of the research, non-probabilistic type sampling
26 of volunteer participants was carried out, because the researchers established
27 the criteria that allowed the selection, as explained by Hernández et al. (2014),
28 this kind of sample can also be called self-selected, since people propose
29 themselves as participants in the study or respond to an invitation. Regarding
30 the criterion of teachers, was willing to participate voluntarily in the study.
31 Regarding the students, the following criteria were used; be willing to
32 participate voluntarily in the study, and be students who attend between the
33 sixth and tenth semester of the study career, for being considered as students
34 who provide critical and reflective knowledge about the current university
35 system (Vega, Navarro, Cejas and Mendoza, 2019).

36 37 **Techniques and Instruments**

38
39 According to the nature of the research and the objectives set, the
40 techniques for data collection are defined by Hurtado (2006) as the means
41 through which the researcher interacts with the participants to obtain the
42 necessary information allows to achieve the objectives of the investigation. As
43 a technique for data collection, questionnaires were applied, considered one of
44 the most used research techniques in quantitative research.

1 For the purpose of the research, the scale of attitudes was applied as an
2 instrument where Cecchini, Méndez and García (2018) express that it allows to
3 measure attitudes in an objective way for their construction that imply
4 procedures through the selection of judgments or sentences according to certain
5 rules that are awarded quantitative values that measures the degree of
6 acceptance or rejection. According to the aforementioned author, it is the
7 written record where the attitudes are quantified, classifying and recording the
8 degrees of approval and repercussion. The scale of attitudes is also known as
9 the Likert scale, as a structured instrument for collecting essential data used to
10 calculate variables at an ordinal comparison level through an established set of
11 items or questions, also called judgments, judgments or reagents in a collection
12 of items, half expressing a position according to the attitude to be measured in
13 favor and the other half against. Each item is accompanied by an ordinal
14 appreciation scale. Its ease of descriptive analysis was originated at the
15 attitudinal level. For Matas (2018) these scales, included a neutral midpoint, as
16 well as points left and right, originally disagree and agree, with numerical
17 response options from 1 to 5. The scales of alternatives appeared horizontally,
18 evenly spaced, next to the item and including the labels numerical (Cejas,
19 Mendoza, Navarro, Rogel and Ortega, 2019).

20 For the design of each of the items of the research, indicators were
21 structured that represent the way in which the variables were operationalized.
22 Therefore, the questionnaire was structured by twenty-seven (27) items for
23 dimensions and indicators with five (5) alternative answers, the first is "Totally
24 agree" (TA), with a maximum value of 5, then the option "Agree" (A) with an
25 ordinal valuation of four, then the answer option is "Indecisive" (I) with ordinal
26 value of 3 or considered the intermediate point, then the answer option
27 "Disagree" (D) with ordinal score of 2 and finally the answer option "Strongly
28 disagree" (TD) with score or value of the lowest scale constituted by a single
29 point, which are projected so that they can be answered satisfactorily.

30

31 **Reliability**

32

33 Similarly, regarding the level of reliability of a measurement instrument,
34 according to Barraza and Barraza, (2018) the term reliability refers to the
35 accuracy with which a tool measures what it intends to calculate or test.
36 Therefore, for the determination of reliability, the Cronbach's Alpha coefficient
37 was calculated, applied to the informants with the purpose of evaluating the
38 instrument in the search to achieve the maximum possible reliability of the
39 results. In this regard, Table 1 shows the result obtained through the Statistical
40 Package for Social Sciences (SPSS) Version 25 software, which was 0.826,
41 which indicates a high (strong) coefficient value, since the results that are
42 within the limit of 0.7 to 0.9 indicate a good internal consistency for this scale
43 (González and Pazmiño, 2015; Mendoza, Nieto and Vergel, 2019).

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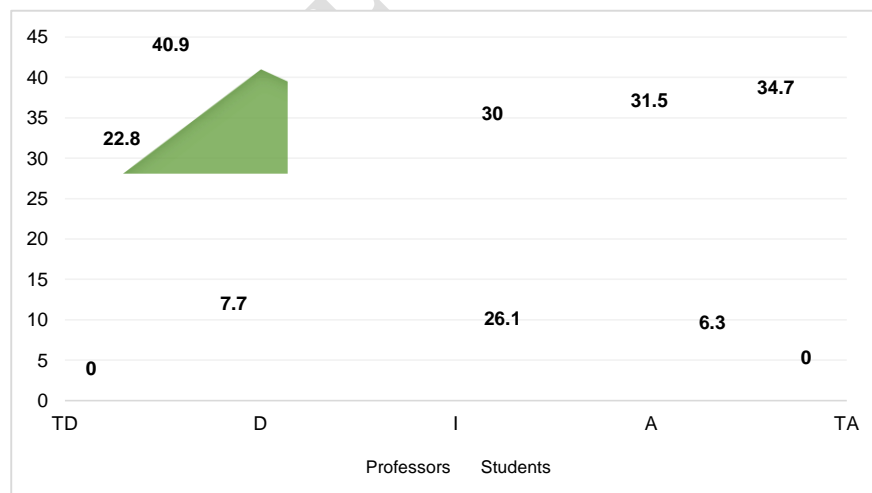
1 *Table 1.* Values obtained for the reliability coefficient Alfa of Cronbach

Alfa of Cronbach		Standard Alfa	
Items	Variance of the items	SPSS (24)	Factor (9.3)
Likert	0.890	0.842	0.826

2 Source: SPSS version 25.

3
4
5 **Results**

6
7 Once the instrument was applied to both universities (UNAE - ESPE), the
8 researchers proceeded to tabulate the information obtained in summation of
9 frequencies to determine the percentage levels of each of the presented
10 alternatives. These results were grouped, presented and analyzed according to
11 the indicators, with their respective frequencies and percentage value of each
12 one of them. The data obtained were presented in statistical tables, with their
13 respective quantitative and qualitative analysis. In this way, the information
14 obtained allowed to determine the conclusions and theoretical - practical
15 guidelines of the andragogic profile of the model university facilitator required
16 by the UNAE - ESPE universities for the strengthening of their educational
17 praxis that provided the answer to the proposed objectives of the research.

18
19 **Innovation Indicator**20
21 *Figure 1.* Educational innovation indicator

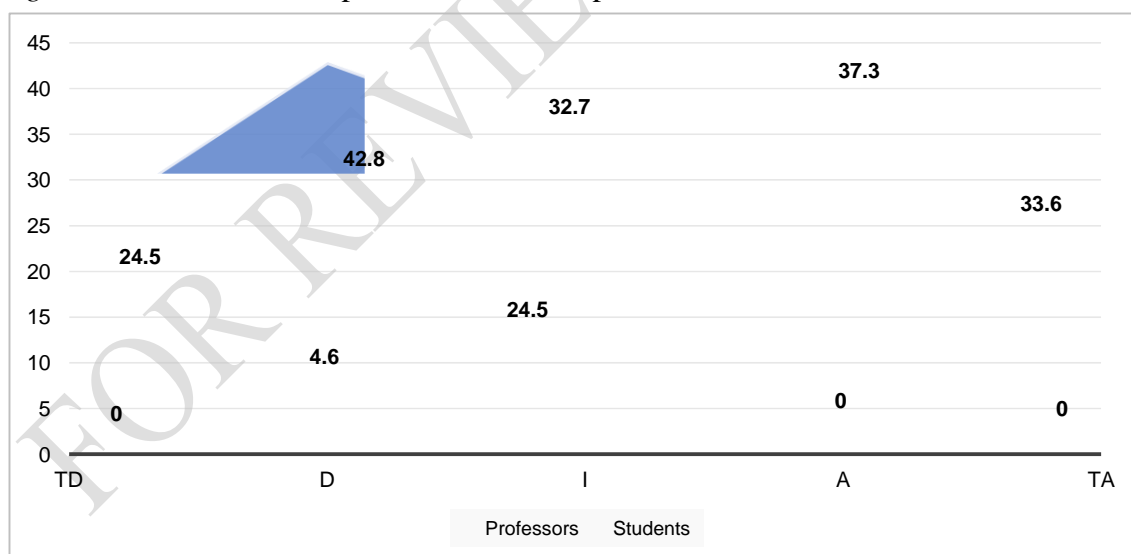
22
23 Regarding the indicator of educational innovation in Figure 1, 34.7% of
24 teachers expressed their agreement to have an innovative profile in their
25 educational presentation, followed by 31.5% of teachers surveyed who
26 highlighted agreeing to demonstrate before their students an innovative model,

1 then 26.1% of the teachers highlighted in their questionnaire feeling undecided
 2 if the educational model is innovative, finally 7.7% of the educators responded
 3 feeling dissatisfied according to their educational model. Contrary to the
 4 students surveyed, the majority answered 40.9% to the option in disagreement,
 5 then 30% of the participants answered to be undecided, then 22.8% of the
 6 students responded to be in total disagreement, finally the 6.3% of the
 7 respondents emphasize agreeing to receive an innovative educational model
 8 from their teachers.

9 Based on the results, the teachers present a resistance to promote changes
 10 in the university educational development, although there is updated equipment
 11 in the institution that facilitate the work in the university classrooms. In this
 12 regard, Krichesky and Murillo (2018) state that the teacher must present their
 13 collaboration to update as an essential condition to promote processes of
 14 innovation and improvement in education. Since innovative teaching is to put
 15 aside what once worked to constantly look for what will work in the future, that
 16 is, the implementation of innovation in university education debt apply steps
 17 that strengthen the obtaining of solutions with courses generalized educational
 18 context.

20 Indicator of Interpersonal Relationships

22 *Figure 2.* Indicator of interpersonal relationships



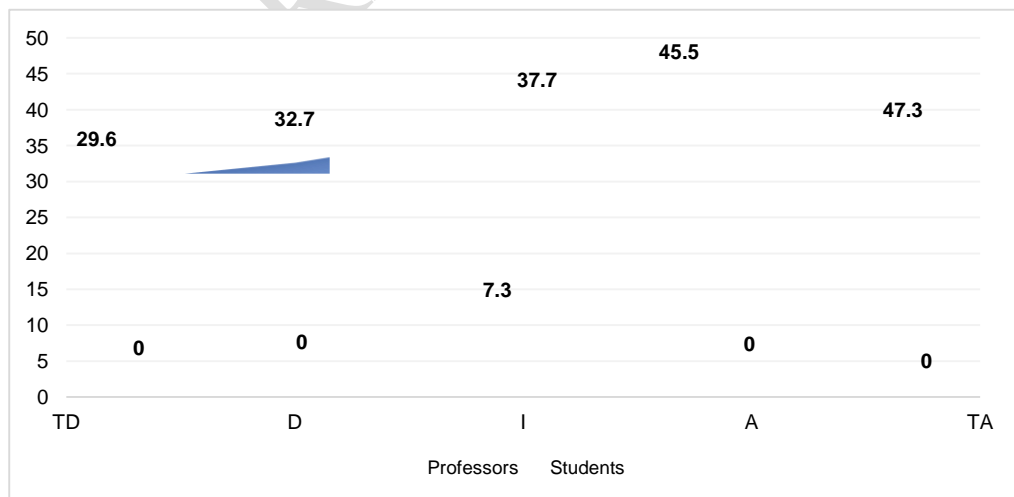
23
 24
 25 In Figure 2, of the percentage numerical data obtained, 37.3% of teachers
 26 expressed their agreement to maintain interpersonal relationships with the
 27 student body, then in second position, 33.6% of teachers indicate that they fully
 28 agree to maintain interpersonal relationships with participants, thirdly, 24.5%
 29 of teachers expressed feeling indecisive if their relationships are interpersonal
 30 with students and finally 4.6% of teachers emphasize disagreement with
 31 maintaining interpersonal relationships with students. For students, 42.8%

1 consider disagreeing to maintain interpersonal relationships with the teaching
 2 staff of the university, followed by 32.7% of the respondents feeling undecided
 3 if their relations with the academic guidance staff are questionable or not.
 4 Finally, 24.5% of the students surveyed totally disagreed with having or
 5 wanting to maintain interpersonal relationships with the university teachers.

6 The percentage values corresponding to the indicator interpersonal
 7 relations were favorable in the alternatives of agreement and disagreement; in
 8 contrast, the participants who disagreed with the alternatives disagree and
 9 strongly disagree. By means of these answers it is deduced that the teachers
 10 present and accept the opinions of the participants without any demagoguery.
 11 But on the contrary, students present the habit of a student with behavioral and
 12 academic essence that comes from the baccalaureate, where the teacher is
 13 considered a distant or superior being that does not allow to maintain
 14 friendship, trust or communication link. In this sense, García, García and
 15 Reyes, (2014) emphasize that the teacher-student relationship influences the
 16 learning of students from high school to college. The response to this
 17 problematic highlighted in the variable interpersonal relationship, is presented
 18 of the factual tendencies of society through conservative or academic
 19 ideological interests of formation. For this reason, the personal relationships of
 20 the facilitator and the participant, implies thinking correctly in their role as
 21 trainer. In this way, it is necessary to point out that interpersonal criticism is the
 22 model attitude of curiosity, characteristic of the vital phenomenon that must be
 23 impregnated in the profile of the university teacher (Samuel, Mayra, Velazco,
 24 Santiago, Iván and Mauricio, 2019).

25
 26 **Cognitive Indicator**

27
 28 *Figure 3. Cognitive indicator*



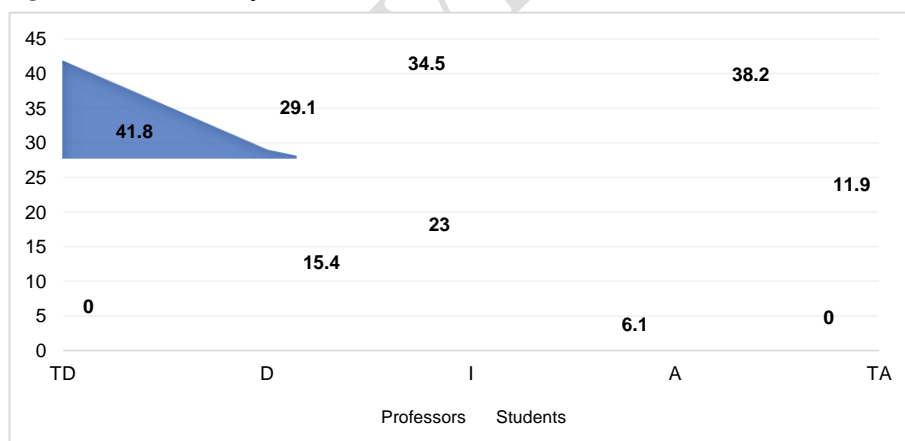
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 30
 31 The cognitive indicator exposed as third variable in figure 3, remained led
 32 by the response option totally agreed by the teachers with 47.3% followed by

1 45.5% of the teachers who expressed their agreement to provide a cognitive
 2 education, finally 7.3% of teachers answered the questionnaire feeling
 3 undecided in the model exposed before their students. On the contrary, for
 4 students 37.7% are undecided about their education if it is to be cognitive or
 5 not, then 32.7% of the students answered disagreeing with receiving a cognitive
 6 education as well as 29.6% of Students feel totally at odds with a cognitive
 7 model in university education.

8 Regarding the cognitive indicator, it was observed that the facilitators in
 9 the majority present a cognitive teaching, but it is not the accepted praxis or
 10 better conceived by the students, to be considered a university model profile, in
 11 part of the student opinions the didactic model was requested, Practical or
 12 feasibility of orientation, which requires a constant update or change in the
 13 current model. Beltrán (1995) states that, the current of cognitive psychology
 14 seeks not only to predict behavior, but also to explain it. Therefore, students
 15 need to express themselves and have confidence, responsibility and learn to be
 16 co-participatory and analysts, because in the classes it seems that the students
 17 do not encourage the stimulus-response behavior offered by the teachers. For
 18 López and Pérez (2017), it is important to implement the epistemological
 19 foundation of university didactics, since it is in a constant state of innovation
 20 and tends to facilitate what is taught in higher education.

22 Affective Indicator

24 *Figure 4. Affectivity indicator*



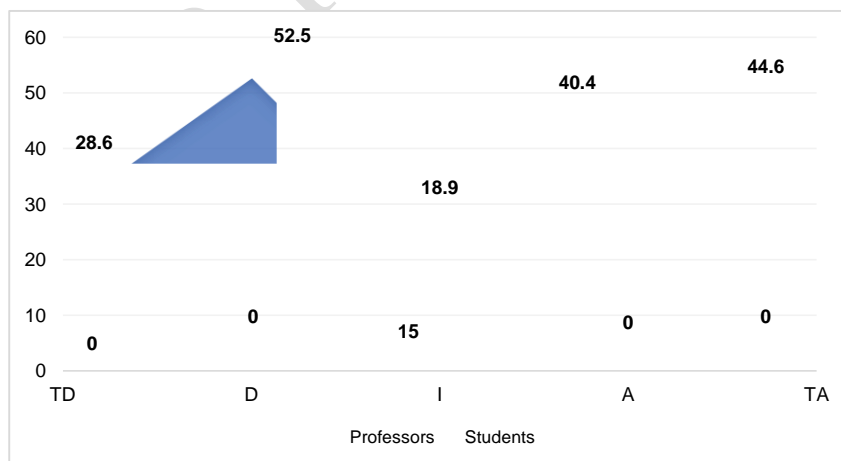
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 26
 27 The numerical results of the affective indicator shown in figure 4, indicate
 28 that 38.2% of teachers agree to offer their affection to students, then 34.5% of
 29 teachers say they feel hesitant to have offered their Affective state to the
 30 students, followed by 15.4% of the teachers who disagree to give their
 31 affectivity to the students, and finally 11.9% of the teachers who responded to
 32 be totally in agreement to expose their affection to the students. students in
 33 academic activities. For the students surveyed, the majority answered 41.8% to

1 be totally in disagreement in receiving affectivity by the teachers, as also 29.1%
 2 of the students remarked to feel in disagreement with the affectivity perceived
 3 by the academic staff, next the 23% of the participants declared themselves to
 4 be undecided in having affectivity by the teachers in their studies, finally only
 5 6.1% of the participating students expressed feeling of affection on the part of
 6 the teachers in their studies.

7 The indicator of affectivity is seen by the teachers according to the
 8 percentages thrown, in a favorable way, unlike the students in the unfavorable
 9 alternatives. This indicates that the majority of students adapted from
 10 childhood to a behavioral pedagogy, characterized by Pellón (2013), as a rigid
 11 model that reinforces reinforcement, also in which certain stimuli increase the
 12 probability of behavior. On the other hand, the students are not adapted to a
 13 constructive critical andragogy, where Rodríguez (2016), explains all criticism
 14 whatever their tenor ends up being constructive for the receiver of the same and
 15 affirms this judgment because in the university education, that criticism must
 16 always reflect a different way of approaching the phenomenon at hand. That is,
 17 the university student does not know a didactic and / or method to develop the
 18 educational fact, as well as during the study were presented distance attitudes
 19 of affectivity which were instilled from the baccaureate, to the limit of not
 20 wanting to stimulate or fall in cronyism where the student-teacher relations
 21 could be improved, with a teacher being an andragogical and flexible model. In
 22 this sense, Díaz (2006), states that the affective facilitator must have the spirit
 23 to know how to discern between all the information that arrives to him, that
 24 which is reliable from that which is not. Also, determine what is considered
 25 important or not.

26 27 **Research Indicator**

28
29 *Figure 5. Research Indicator*



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 31 The data collected by the questionnaire indicates that for the research
 32 variable in figure 5 the results were dissimilar, where 44.6% of the professors

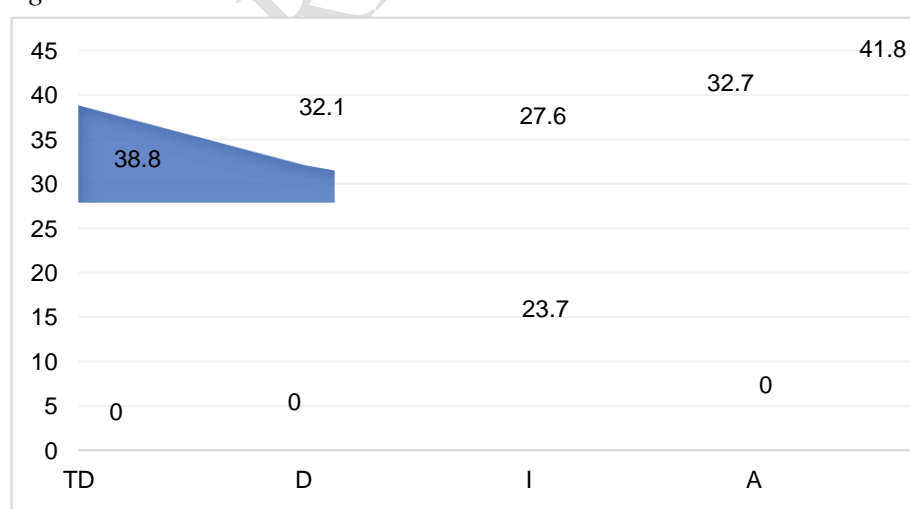
1 responded totally to implement and execute a research culture, followed by
 2 40.4% of the professors in agreeing to force research in the university student
 3 body and finally, 15% of the teachers in being undecided to support the
 4 research. On the contrary, for the majority students by 52.5% who consider that
 5 they disagree with the application of studies or research subjects, followed by
 6 28.6% of the students who state that they totally disagree with the research and
 7 finally with only 18.9% of the remaining student population that responded in
 8 feeling undecided to the execution of investigations.

9 In reference to the research indicator, it was found that the facilitators
 10 consider an investigative attitude in the participants; while the students, mostly
 11 disagreed, expressed that the teachers in their training from basic education and
 12 baccalaureate are rarely stimulated and linked to the research processes. This
 13 reflects that students do not have the adequate methodological tools to develop
 14 research practice in class environments, which leads to students not being
 15 motivated by it and not having the necessary preparation in this area so
 16 indispensable at the level academic.

17 For its part, Arocena (2014) states that by implementing the
 18 democratization of knowledge is presented as a set of processes necessary to
 19 address the growth trends of inequality for university research, so the model
 20 profile of the university teacher should guide their formation towards an
 21 authentic critical investigative attitude, that allows to overcome the epistemic
 22 difficulties that university professors are currently submerged. In this sense, the
 23 teacher, being trained in research, can play an effective role in the formative
 24 orientation of the student body.

25 Evaluation Indicator

26 *Figure 6. Evaluation indicator*



29
 30
 31 The evaluation as the last indicator of the study (see figure 6), presented a
 32 result similar to the data of the previous indicator. Where 41.8% of teachers say
 33 they fully agree to apply a constant assessment to their students, as well as for

1 32.7% of teachers who responded to agree to the constant evaluation, finally to
2 23.7 % responded feeling undecided by the applied evaluation model, since
3 they highlighted that there are different models of systematic evaluation. For
4 the students surveyed, mostly for 38.8% said they were in total disagreement
5 with the frequent evaluations applied, is a cognitive model, as well as for
6 32.1% of the students when expressing disagreement with the evaluations.
7 executed during the last semesters of study, finally 27.6% of the students
8 responded feeling undecided with the evaluation provided by the university
9 academic staff.

10 The data indicate that teachers evaluate having a permanent evaluation
11 progress of students; while the students differ in a higher percentage in the sum
12 of the alternatives between total disagreement and disagreement, as far as
13 carrying out the continuous evaluation according to indicative emotional
14 character but not rational in the planned of the teaching planning. It can be
15 concluded that the teachers are not evaluated by the students in relation to their
16 performance tastes or preferences of evaluation, therefore, the self-assessment
17 and co-evaluation processes are not carried out properly. García (2014) states
18 that it is important to establish competencies, indicators, criteria and an
19 information system to evaluate and feedback student performance and thus
20 verify the progress and level of compliance with the objectives, goals and
21 activities planned. It is for this reason that a constant but participatory
22 evaluation must be applied to determine the most impressive results in order to
23 make decisions about adjustments and changes in planning.
24
25

26 **Conclusions**

27
28 In relation to the aspects emanating from the theoretical support and after
29 the analysis of the results, a body of conclusions was drawn up which were
30 generated to respond to the objectives projected in the research. The
31 conclusions obtained were formulated based on the results provided by the
32 study analysis, when confronted with the theoretical framework as an ideal
33 situation. It was concluded that:

34 In response to the first specific objective, after diagnosing the operability
35 of the facilitators in their andragogic practice, it can be concluded that the
36 majority of the teachers estimated the participants' learning rhythm as elements
37 that hinder the development of the activities; they also limited facilitator-
38 participant interaction, due to lack of experience in andragogy. This situation
39 has an unfavorable impact on the performance of the teaching praxis during the
40 orientation - learning process where it is reaffirmed that the experience,
41 training and disposition of the teacher is fundamental in this process, because
42 with his training he exposes a model profile of competent type to the provide
43 experiences that enrich the continuous practice in classroom environments and
44 the philosophical principles of universities so that they can experience new
45 situations during the orientation - learning process. Likewise, the teachers with

1 their experiences imposed their initiatives as accepted; However, they
2 maintained that it is necessary to take into account the needs, interests and
3 decisions of the students, because they must allow a climate of freedom and
4 self-reliance, within the group, as well as be placed in equal conditions from
5 person to person in the process of orientation and learning.

6 Based on the second specific objective, the theoretical bases that support
7 the andragogic fact in the orientation - learning process were reviewed, where it
8 was known that there are different authors that argue this position, among
9 which Adam (1990), Alcalá (cited). 1999), Axford (1976) and INSTIA (1986),
10 among others, who consider that andragogy takes into account man's functional
11 maturity and the interest-need relationship, since they enable the stimulation of
12 potentialities present in him, based on its integral improvement. Similarly, it
13 was demonstrated that teachers know the duty to be the same, because the
14 respondents mostly stated to be identified with their role as facilitator teacher
15 by allowing participants to organize according to the achievement of the
16 objectives to be achieved.

17 Regarding the theoretical and practical criteria of the andragogic profile in
18 the university educational praxis, it is concluded that the UNAE - ESPE
19 learning facilitators do not know the didactic andragogic profile, as it was
20 evidenced, that they do not know the factors to develop an andragogic activity
21 as empathy, authenticity and ethical behavior standing out as essential values
22 for the educational improvement that every model teacher must possess in their
23 academic profile. However, some teachers are immersed in the training plans
24 and programs, which help them design strategies to capture the motivation of
25 the participants, to foster a climate of human solidarity and achieve horizontal
26 and equitable communication.

27 Regarding the third specific objective, when characterizing the theoretical
28 elements that define the educational praxis, it is admitted that the teachers
29 consider and appreciate the group dynamics for the development of the
30 participant, because the facilitator must feedback the contents in the orientation
31 process - learning, as well as, show the horizontality with the group. In this
32 sense, it is concluded that to carry out this process (orientation - learning), the
33 teachers of the UNAE - ESPE have difficulties to execute educational actions
34 guided by their own convictions, which interfere in their performance as
35 promoter of the participation.

36 In response to the general objective, after confirming that there is a close
37 relationship between the profiles of andragogy and educational praxis, it can be
38 determined that the shortcomings of these two profiles have a significant
39 influence on the principles governing university education in relation to the
40 orientation – learning process. That is to say, the exemplary professor of every
41 university must propose or execute didactic and critical-constructive models of
42 formation, where the student is treated with elements of the andragogical
43 practice, for the strengthening and improvement of their educational praxis.

44
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