

## **Andragogical profile of the exemplary university professor for strengthening his or her educational practice**

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**ABSTRACT:** *The teaching activity of the university professor also affects the formation of the students, forging the higher education in a dynamic participation, through their entry and critical interaction. 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 transactional 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 Tecnológica de Israel (UISRAEL) 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. Also, reliability was determined, to which was applied the descriptive value Cronbach's Alpha, where a coefficient of 0.826 was obtained. The research was oriented to determine the andragogic profile of the exemplary 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:** *Professional training, high education, academic orientation, theory of education, professor, university student.*

### **I. 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 [1]. 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 UISRAEL - ESPE; because in society there are changes that make a teacher, whose performance is ideal and of quality, necessary [2]. 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 [3]. 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 encourage the growth of participants, to the extent of reaching levels of self-management and self-responsibility in their conscious processes, both individual and group. The current societies are identified by constant changes in the social, economic and cultural scope. About this, [26] expresses that "among the professionals, the facilitators stand out, who must undertake the arduous task of guiding the participants" (p. 13). In this sense, the facilitator is the entity which guides students to manifest to the world as committed and native beings, who accompanies them in the search and mastery of knowledge.

The changes generated as a result of the growing competition in the fields demand a completely renewed management that emerges from the new paradigms to face the challenges of the future [4]. In this sense, the importance of the action of the facilitators as members of the university institution lies in the fact of allowing the increase of the levels of efficiency to achieve the effectiveness of their performance in academic praxis.

For this reason, this research aims to describe the andragogic profile of the university facilitator for the strengthening of his educational praxis in the UISRAEL - ESPE. The research is justified by its orientation towards new research contributions in university education, for concentrating on a relevant aspect of the educational problem, not only in Ecuador but in many countries of the world, given that this research will respond to the new needs of the teaching and learning process, as is the academic profile that the university facilitator should have for the strengthening of university practice. On the other hand, the research will give rise to the establishment and generation of contributions and productive ideas that lead to guarantee, in addition to ensuring the good development, as well as effectiveness of university teaching [5]. That is why this research raises and offers constructive contributions that will serve as a fundamental basis to guide the teaching staff, so that they can perform their role fully, where they emerge as the university facilitator required by today's society.

**Andragogy : For [6]:** In traditional form, the adult has been defined according to their age; that is, to every person who oscillates between eighteen and seventy years. Thus, adulthood extends from the age of twenty and is classified into three types: early adulthood (from twenty to forty years of age, intermediate adulthood (from forty to sixty-five years) and late adulthood (after sixty-five years of age) (p.19).

Regarding the previously cited author, the definition of adult is linked to the physiological, psychological and social development of people, distinguishing or differentiating from the child or adolescent by his style of thought and action in which his education is characterized by "pedagogy". Etymologically, the term pedagogy emerges for [27] from the Greek paidos meaning child and gogia which means to lead or to drive. The term "andragogy" has been debated by many researchers throughout history, from the vision or edge of the teacher's own training, therefore, it is considered in the adult stage the student who exceeds 18 years of age. [28] considers:

If the university student is an adult, then we have to resort to andragogy, to locate in it the theoretical foundation that makes it possible to construct curricular proposals and methodological strategies coherent with the psychological and sociocultural aspects that characterize adulthood (p.1).

In the field of educational, practical, political and university theories, the education implemented to upper level students, mostly by entering an average age between 18 and 30 years of age, is to be considered adults. Based on these considerations, [29] highlights that "today it is impossible not to recognize adult education as a part of university education systems" (p.14). This discipline takes note in the classification or location, since it must belong to the student in adulthood. In this sense, the andragogic training operations, coupled with the diligences of the socio-educational contours, are destined to new concepts and classifications totally different to the traditional models [7].

**Andragogic profile of the university teacher:** The profile of the teacher or university facilitator can be considered as the quantity of qualities and attributes characteristic of every competent teacher. These are conceived as good knowledge, research skills, development of professional attitudes in the classroom and cultural values [8] and [9]. For this reason, these sets of attributions facilitate the effective performance of university teaching staff. In this regard, [30] points out that "the need to invest in training, through advanced courses in various areas, is a priority to achieve professional success" (p.84). In this way, the efficiency in the profile of the university teacher must be within the framework of the juncture and efficiency both investigative, as academic and administrative, in which the university teacher is developed. In andragogic programming, the teacher fulfills the role of facilitator of learning, establishing a dynamic participation link where the university student assumes the role of self-manager in learning. In this regard, [9] states that andragogy:

It is a process of integral development of the human being to access self-realization, self-transformation and the context in which the individual unfolds. In addition, it seeks to mobilize and enhance in each one of us knowledge, values, solidarity and social commitment skills and that the production of knowledge in the university space is one of creation, not repetition (p.6).

Within this approach, the facilitator is, in some way, the intellectual guide that reinforces the study of the students, leading them to reveal their responsibility. [10] states that: "the facilitator is the person who confronts the group and explores the interpersonal relationships that take place" (page 67), that is, the facilitator trusts the group, gives autonomy to its members to work to their liking and adopt their equipment. To achieve a better performance in education, the facilitator must shed the leader's mantle that surrounds him, in order to transform the environment where he performs his work and achieve the renewal he craves.

The facilitator must become a member of the group, that is, receive influence from the group and, at the same time, influence learning and teach to learn. In this regard, [31] states that "Being a facilitator of a group makes you respond to very specific situations" (page 46). Therefore, it is necessary that those who occupy the commitment of the teaching staff, among other aspects, must possess virtues such as: being sincere, expressing affection, submission and passion; With these qualities, constructive learning is allowed to develop. The academic teaching occupation must stimulate the student to be critical of analysis and creativity, to transform and improve their study environment, establishing horizontal agreement with the student. With these impositions that represent the teacher, their capacity for integration and perception is strengthened structurally, including the cognitive and emotional component of their environment, which facilitates the student's training in the orientation and performance of their learning management. Likewise, the teacher as a human being must consider projects that allow him to self-lead his life to deal with other human beings, also understand the fact that they may need or wish to program projects, bases and social resonance [11]. In this way, a system of human interrelationships will be established, propitiating and enriching individual and group learning, in addition to personal self-growth. In this regard, [32] states: "If we believe in man and in his infinite potential for development, we will look at educational institutions and agendas of such character as the means to reach their potential for self-improvement" (p 27), that is, if the facilitator starts from the fact that each one, in an appropriate environment, can work for their self-improvement, self-development; then it will establish its commitment with human beings, rather than with abstractions. The main action will be aimed at creating the propitious environment for each person to carry out their vital projects.

For this reason, [33] highlights that "democratic environments do not appear by magic, but are built through processes, sometimes more or less pleasant started by human beings" (p.64), that is, if the facilitator plans to go towards this environment, can keep in mind various work patterns. In this sense, the facilitator should feel that the group is a point of support to reflect and make decisions; that the group itself is a creative subject of environments, of referential systems (cognitive, affective, ethical, aesthetic) that can serve as a support to the actions and decisions of group members. That is why the task of defining the features that express the identity as a university facilitator could not dispense with the system of relationships that link it to society, or their position within it. In this regard, the [34], evidence that:

the profile of the teacher should integrate, on the one hand, the lines derived from the utopia about the society and the man that they want to create and, on the other hand, the instrumental capacity that will be required to carry out the proposed task (p. 42).

The integration of these two aspects, should at each step of the facilitator training process, be presented in a set of traits, that is, in the social, psychological and personal.

**The educational praxis:** In the educational praxis, the university student alternates the conciliation of the analytical programs, issued by the universities, where the teachers, through their experiences, generate an experiential introspection, where the emergent categories of analysis are resolved in an interpretation that allows understand the facts implicit in the research problem, to develop their educational praxis [12]. The critical behavior of the student can be considered an impediment when developing academic activities, especially if it was developed under a model of little adaptability to the university environment [13]. Therefore, students in higher education find great difficulty in giving up customs and attitudes that were adapted to the level of the high school, to distinguish and appreciate the university practices, which must be perceived as strange. For this reason, it is essential that the teacher fully perform their role and that they gather the necessary skills to make their practice effective. In this regard [35] indicates:

The teacher is competent in teaching for active learning if he masters methodologies and didactic techniques to carry out a learning process centered on the participant, using at the same time the possibilities offered by the technological platform to enrich learning (p. 43). From there, there is a willingness on the part of the university teacher to learn skills to establish optimal relationships, guide the academic and management processes, among others, such as integration with the student body, providing a collaborative participation with the university educational society. In relation to the aforementioned, [36] states that "the theory and praxis of andragogy promote the development of a human being trained and sensitized to the changes demanded by the postmodern world" (p.75). In this way, the relationship between orientation and learning visualized from the andragogic edge belongs to a paradigm where an interaction of peers is processed, since the teacher provides guidance to the student and he or she provides the information that will be useful for future activities.

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

## II. METHOD

**Overall objective:** Determine the andragogic profiles of the university professor's models of the UISRAEL - 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 UISRAEL - ESPE.
- Study the theoretical foundations that establish the andragogic fact in the process of orientation - learning in the UISRAEL - ESPE.
- Characterize the theoretical elements that define educational praxis.

**Type of investigation:** Due to the characteristics of field research, according to [37] "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 [38] 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. (p 18) 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.

**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, [39], states that: 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 (p.131). In this sense, the research was located within the non-experimental field. Likewise, the non-experimental designs refer to a temporal dimension, to the number of moments or points in time in which the data are collected according to [14]. Similarly, it is a transactional or cross-sectional study, since for [40]: trans-sectional or cross-sectional research designs collect data in a single moment, in a single time. Its purpose is to describe variables and analyze their incidence and interrelation at a given time. It's like "taking a picture" of something that happens (p.154). In response to the above, it should be noted that the research took into account this design as it was the one that allowed to obtain the opinions of the students and teachers of the UISRAEL - ESPE, in order to know the andragogic profile of the model university facilitator. for the strengthening of its educational praxis.

**Population and sample:** The population was determined by its defining characteristic, according to [41] as "a finite or infinite set of elements with common characteristics for which the conclusions of the investigation will be extensive. This is limited by the problem and by the objectives of the study "(p.81). Therefore, all the people who agree with the phenomena that were studied and had to do with the result are known by this name. The population under study was represented by two groups: the first represented by 15 active facilitators and 239 participants from the different careers administered by UISRAEL. The second by 15 teachers and 200 students of the ESPE, both sets during the period 2017-2018. Due to the characteristics of the research, non-probabilistic type sampling of volunteer participants was carried out, because the researchers established the criteria that allowed the selection, as explained by [40], "This kind of sample can also be called self-selected, since people propose themselves as participants in the study or respond to an invitation" (page 387). Regarding the criterion of teachers, was willing to participate voluntarily in the study. Regarding the students, the following criteria were used; be willing to participate voluntarily in the study, and be students who attend between the sixth and tenth semester of the study career, for being considered as students who provide critical and reflective knowledge about the current university system.

**Techniques and instruments:** According to the nature of the research and the objectives set, the techniques for data collection are defined by [37]) "as the means through which the researcher interacts with the participants to obtain the necessary information allows to achieve the objectives of the investigation "(p.82). As a technique for data collection, questionnaires were applied, considered one of the most used research techniques in quantitative research. For the purpose of the research, the scale of attitudes was applied as an instrument where [15] express that it allows to measure attitudes in an objective way for their construction that imply procedures through the selection of judgments or sentences according to certain rules that are awarded quantitative values that measures the degree of acceptance or rejection. According to the aforementioned author, it is the written record where the attitudes are quantified, classifying and recording the degrees of approval and repercussion. The scale of attitudes is also known as the Likert scale, as a structured instrument for collecting essential data used to calculate variables at an ordinal comparison level through an established set of items or questions, also called judgments, judgments or reagents in a collection of items, half expressing a position according to the attitude to be measured in favor and the other half against. Each item is accompanied by an ordinal appreciation scale. Its ease of descriptive analysis was originated at the attitudinal level. For [16] these scales:

included a neutral midpoint, as well as points left and right, originally disagree and agree, with numerical response options from 1 to 5. The scales of alternatives appeared horizontally, evenly spaced, next to the item and including the labels numerical (p.1) For the design of each of the items of the research, indicators were structured that represent the way in which the variables were operationalized. Therefore, the questionnaire was structured by twenty-seven (27) items for dimensions and indicators with five (5) alternative answers, the first is "Totally agree" (TA), with a maximum value of 5, then the option "Agree" (A) with an ordinal valuation of four, then the answer option is "Indecisive" (I) with ordinal value of 3 or considered the intermediate point, then the answer option "Disagree" (D) with ordinal score of 2 and finally the answer option "Strongly disagree" (TD) with score or value of the lowest scale constituted by a single point, which are projected so that they can be answered satisfactorily.

**Reliability:** Similarly, regarding the level of reliability of a measurement instrument, according to [17] the term reliability refers to the accuracy with which a tool measures what it intends to calculate or test. Therefore, for the determination of reliability, the Cronbach's Alpha coefficient was calculated, applied to the informants with the purpose of evaluating the instrument in the search to achieve the maximum possible reliability of the results. In this regard, Table 1 shows the result obtained through the Statistical Package for Social Sciences (SPSS) Version 24 software, which was 0.826, which indicates a high (strong) coefficient value, since the results that are within the limit of 0.7 to 0.9 indicate a good internal consistency for this scale [18].

Table I. Values obtained for the reliability coefficient Alfa of Cronbach:

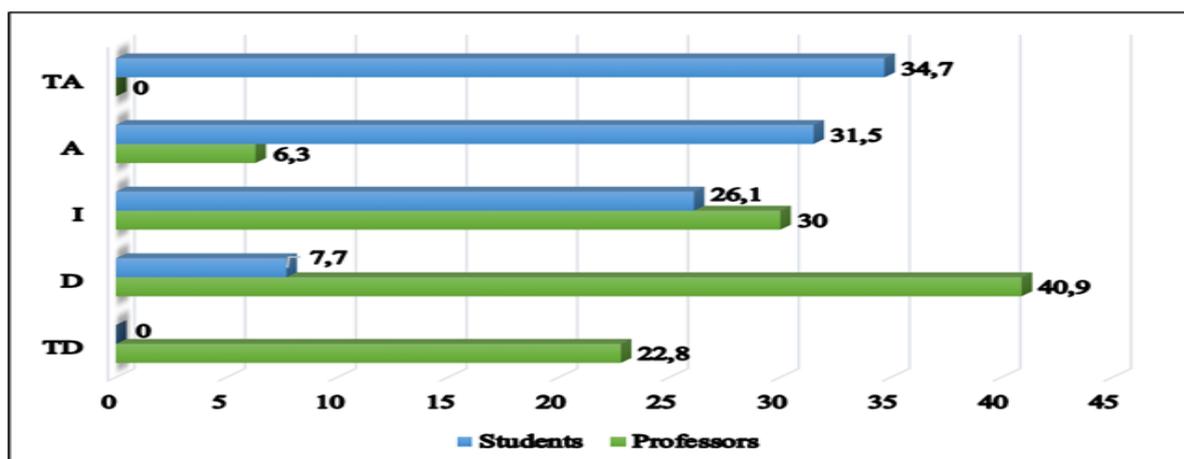
	<b>Alfa of Cronbach</b>		<b>Standard Alfa</b>
<b>Items</b>	Variance of the items	SPSS (24)	Factor (9.3)
<b>Likert</b>	0.890	0.842	0.826

### III. RESULTS

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

**Innovation indicator**

Figure 1. Educational innovation indicator

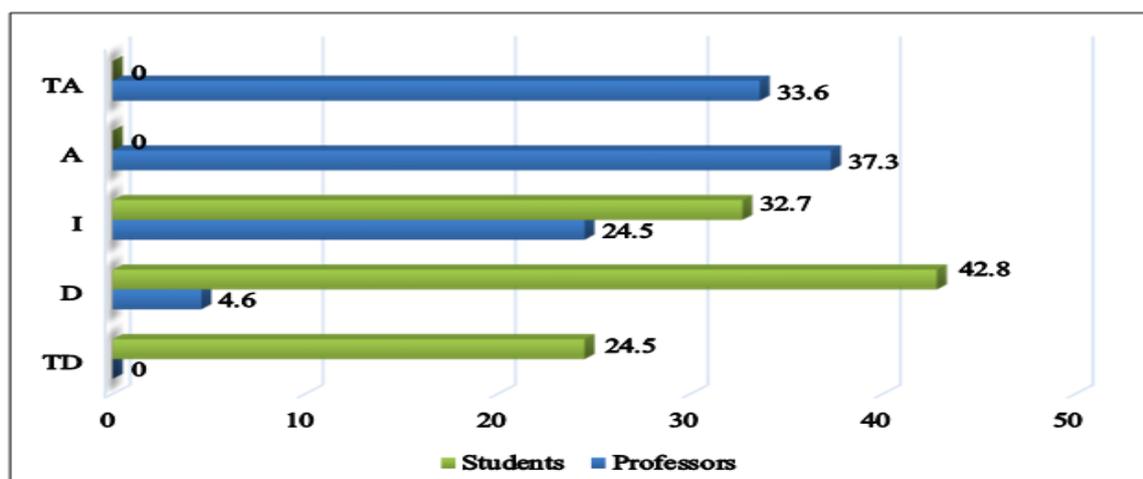


Source: elaborated by the researchers

Regarding the indicator of educational innovation in Figure 1, 34.7% of teachers expressed their agreement to have an innovative profile in their educational presentation, followed by 31.5% of teachers surveyed who highlighted agreeing to demonstrate before their students an innovative model, then 26.1% of the teachers highlighted in their questionnaire feeling undecided if the educational model is innovative, finally 7.7% of the educators responded feeling dissatisfied according to their educational model. Contrary to the students surveyed, the majority answered 40.9% to the option in disagreement, then 30% of the participants answered to be undecided, then 22.8% of the students responded to be in total disagreement, finally the 6.3% of the respondents emphasize agreeing to receive an innovative educational model from their teachers. Based on the results, the teachers present a resistance to promote changes in the university educational development, although there is updated equipment in the institution that facilitate the work in the university classrooms. In this regard, [19] state that the teacher must present their collaboration to update as an essential condition to promote processes of innovation and improvement in education. Since innovative teaching is to put aside what once worked to constantly look for what will work in the future, that is, the implementation of innovation in university education debt apply steps that strengthen the obtaining of solutions with courses generalized educational context.

**Indicator of interpersonal relationships**

Figure 2. Indicator of interpersonal relationships

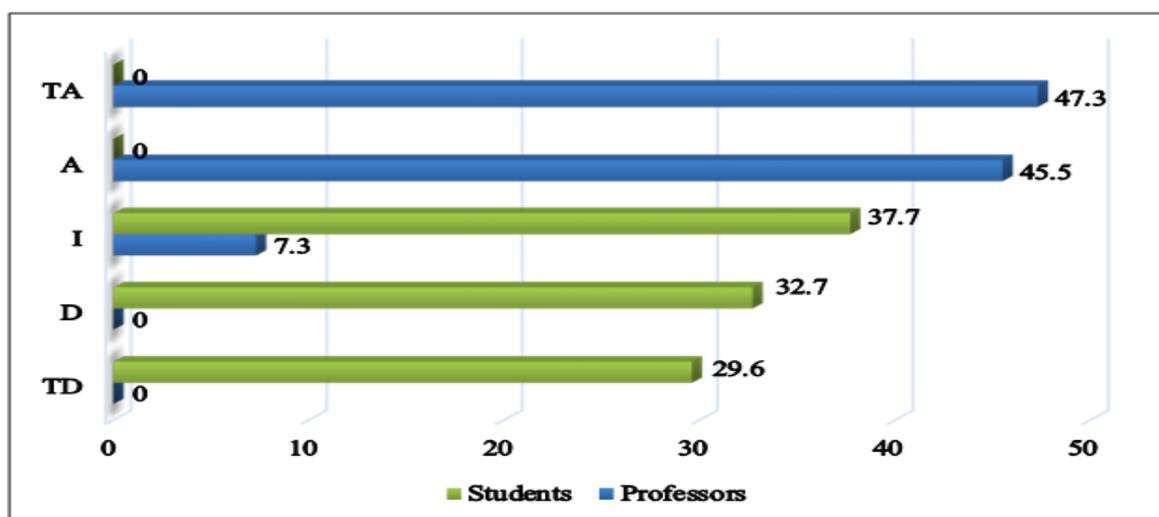


Source: elaborated by the researchers

In Figure 2, of the percentage numerical data obtained, 37.3% of teachers expressed their agreement to maintain interpersonal relationships with the student body, then in second position, 33.6% of teachers indicate that they fully agree to maintain interpersonal relationships with participants, thirdly, 24.5% of teachers expressed feeling indecisive if their relationships are interpersonal with students and finally 4.6% of teachers emphasize disagreement with maintaining interpersonal relationships with students. For students, 42.8% consider disagreeing to maintain interpersonal relationships with the teaching staff of the university, followed by 32.7% of the respondents feeling undecided if their relations with the academic guidance staff are questionable or not. Finally, 24.5% of the students surveyed totally disagreed with having or wanting to maintain interpersonal relationships with the university teachers. The percentage values corresponding to the indicator interpersonal relations were favorable in the alternatives of agreement and disagreement; in contrast, the participants who disagreed with the alternatives disagree and strongly disagree. By means of these answers it is deduced that the teachers present and accept the opinions of the participants without any demagoguery. But on the contrary, students present the habit of a student with behavioral and academic essence that comes from the baccalaureate, where the teacher is considered a distant or superior being that does not allow to maintain friendship, trust or communication link. In this sense, [20] emphasize that the teacher-student relationship influences the learning of students from high school to college. The response to this problematic highlighted in the variable interpersonal relationship, is presented of the factual tendencies of society through conservative or academic ideological interests of formation. For this reason, the personal relationships of the facilitator and the participant, implies thinking correctly in their role as trainer. In this way, it is necessary to point out that interpersonal criticism is the model attitude of curiosity, characteristic of the vital phenomenon that must be impregnated in the profile of the university teacher.

**Cognitive indicator.**

Figure 3. Cognitive indicator



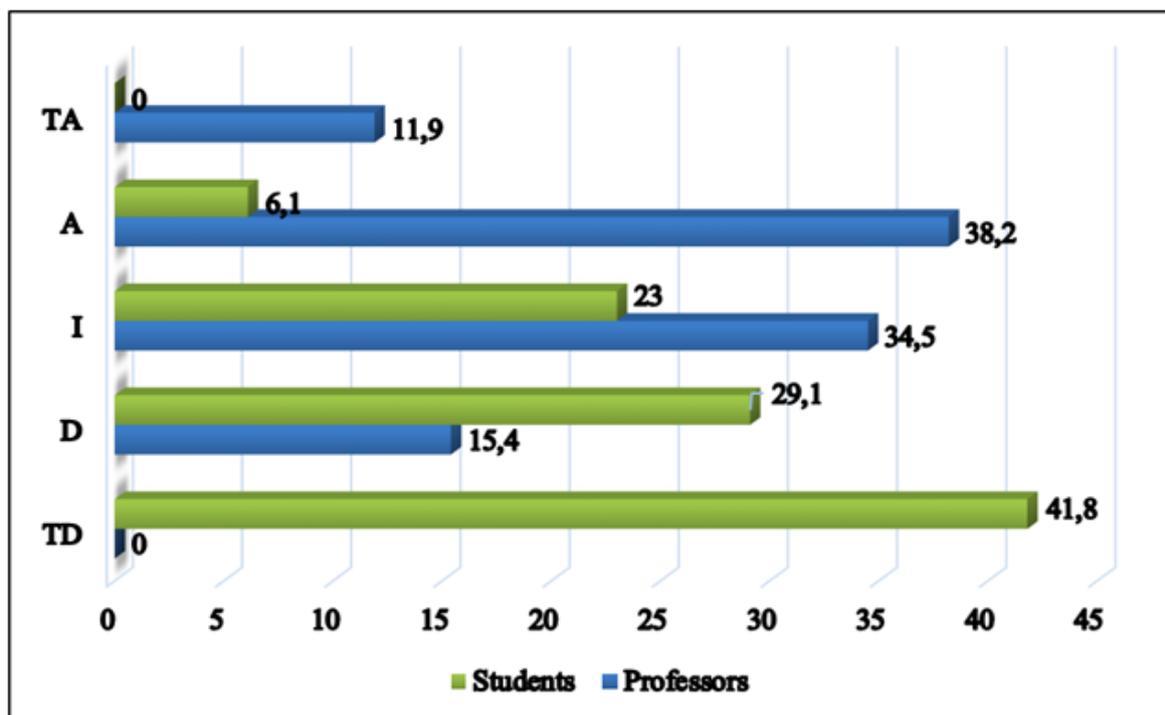
Source: elaborated by the researchers

The cognitive indicator exposed as third variable in figure 3, remained led by the response option totally agreed by the teachers with 47.3% followed by 45.5% of the teachers who expressed their agreement to provide a cognitive education, finally 7.3% of teachers answered the questionnaire feeling undecided in the model exposed before their students. On the contrary, for students 37.7% are undecided about their education if it is to be cognitive or not, then 32.7% of the students answered disagreeing with receiving a cognitive education as well as 29.6% of Students feel totally at odds with a cognitive model in university education. Regarding the cognitive indicator, it was observed that the facilitators in the majority present a cognitive teaching, but it is not the accepted praxis or better conceived by the students, to be considered a university model profile, in part of the student opinions the didactic model was requested, Practical or feasibility of orientation, which requires a constant update or change in the current model. [42] states that: "The current of cognitive psychology seeks not only to predict behavior, but also to explain it" (p.168). Therefore, students need to express themselves and have confidence, responsibility and learn to be co-participatory and analysts, because in the classes it seems that the students do not encourage the stimulus-response behavior offered by the teachers. For [21] it is important to

implement the epistemological foundation of university didactics, since it is in a constant state of innovation and tends to facilitate what is taught in higher education.

#### Affective Indicator.

Figure 4. Affectivity indicator

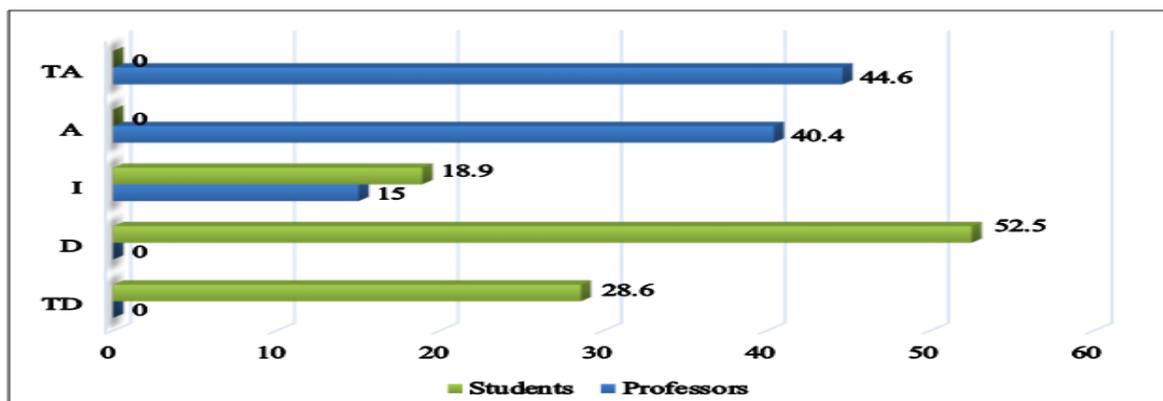


Source: elaborated by the researchers

The numerical results of the affective indicator shown in figure 4, indicate that 38.2% of teachers agree to offer their affection to students, then 34.5% of teachers say they feel hesitant to have offered their Affective state to the students, followed by 15.4% of the teachers who disagree to give their affectivity to the students, and finally 11.9% of the teachers who responded to be totally in agreement to expose their affection to the students in academic activities. For the students surveyed, the majority answered 41.8% to be totally in disagreement in receiving affectivity by the teachers, as also 29.1% of the students remarked to feel in disagreement with the affectivity perceived by the academic staff, next the 23% of the participants declared themselves to be undecided in having affectivity by the teachers in their studies, finally only 6.1% of the participating students expressed feeling of affection on the part of the teachers in their studies. The indicator of affectivity is seen by the teachers according to the percentages thrown, in a favorable way, unlike the students in the unfavorable alternatives. This indicates that the majority of students adapted from childhood to a behavioral pedagogy, characterized by [22] as a rigid model that reinforces reinforcement, also in which certain stimuli increase the probability of behavior. On the other hand, the students are not adapted to a constructive critical andragogy, where [23] explains all criticism whatever their tenor ends up being constructive for the receiver of the same and affirms this judgment because in the university education, that criticism must always reflect a different way of approaching the phenomenon at hand. That is, the university student does not know a didactic and / or method to develop the educational fact, as well as during the study were presented distance attitudes of affectivity which were instilled from the baccalaureate, to the limit of not wanting to stimulate or fall in cronyism where the student-teacher relations could be improved, with a teacher being an andragogical and flexible model. In this sense [43] states that "the affective facilitator must have the spirit to know how to discern between all the information that arrives to him, that which is reliable from that which is not" (p. 39). Also, determine what is considered important or not.

Research indicator

Figure 5. Research indicator

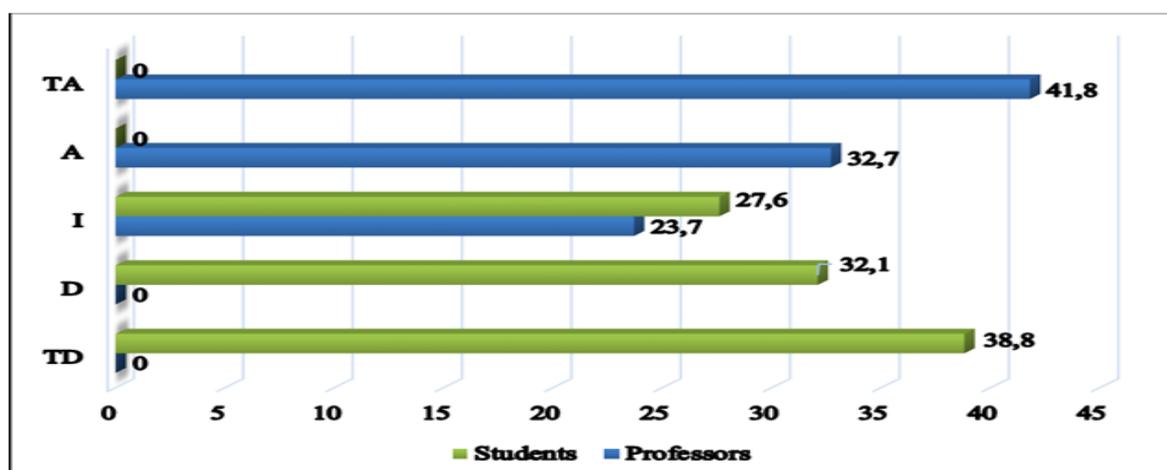


Source: elaborated by the researchers

The data collected by the questionnaire indicates that for the research variable in figure 5 the results were dissimilar, where 44.6% of the professors responded totally to implement and execute a research culture, followed by 40.4% of the professors in agreeing to force research in the university student body and finally, 15% of the teachers in being undecided to support the research. On the contrary, for the majority students by 52.5% who consider that they disagree with the application of studies or research subjects, followed by 28.6% of the students who state that they totally disagree with the research and finally with only 18.9% of the remaining student population that responded in feeling undecided to the execution of investigations. In reference to the research indicator, it was found that the facilitators consider an investigative attitude in the participants; while the students, mostly disagreed, expressed that the teachers in their training from basic education and baccalaureate are rarely stimulated and linked to the research processes. This reflects that students do not have the adequate methodological tools to develop research practice in class environments, which leads to students not being motivated by it and not having the necessary preparation in this area so indispensable at the level academic. For its part, [24] states that by implementing the democratization of knowledge is presented as a set of processes necessary to address the growth trends of inequality for university research, so the model profile of the university teacher should guide their formation towards an authentic critical investigative attitude, that allows to overcome the epistemic difficulties that university professors are currently submerged. In this sense, the teacher, being trained in research, can play an effective role in the formative orientation of the student body.

Evaluation indicator

Figure 6. Evaluation indicator



Source: elaborated by the researchers

The evaluation as the last indicator of the study (see figure 6), presented a result similar to the data of the previous indicator. Where 41.8% of teachers say they fully agree to apply a constant assessment to their students, as well as for 32.7% of teachers who responded to agree to the constant evaluation, finally to 23.7 % responded feeling undecided by the applied evaluation model, since they highlighted that there are different models of systematic evaluation. For the students surveyed, mostly for 38.8% said they were in total disagreement with the frequent evaluations applied, ie a cognitive model, as well as for 32.1% of the students when expressing disagreement with the evaluations. executed during the last semesters of study, finally 27.6% of the students responded feeling undecided with the evaluation provided by the university academic staff. The data indicate that teachers evaluate having a permanent evaluation progress of students; while the students differ in a higher percentage in the sum of the alternatives between total disagreement and disagreement, as far as carrying out the continuous evaluation according to indicative emotional character but not rational in the planned of the teaching planning. It can be concluded that the teachers are not evaluated by the students in relation to their performance tastes or preferences of evaluation, therefore, the self-assessment and co-evaluation processes are not carried out properly. [25] states that it is important to establish competencies, indicators, criteria and an information system to evaluate and feedback student performance and thus verify the progress and level of compliance with the objectives, goals and activities planned. It is for this reason that a constant but participatory evaluation must be applied to determine the most impressive results in order to make decisions about adjustments and changes in planning.

#### **IV. CONCLUSIONS**

In relation to the aspects emanating from the theoretical support and after the analysis of the results, a body of conclusions was drawn up which were generated to respond to the objectives projected in the research. The conclusions obtained were formulated based on the results provided by the study analysis, when confronted with the theoretical framework as an ideal situation. It was concluded that: In response to the first specific objective, after diagnosing the operability of the facilitators in their andragogic practice, it can be concluded that the majority of the teachers estimated the participants' learning rhythm as elements that hinder the development of the activities; they also limited facilitator-participant interaction, due to lack of experience in andragogy. This situation has an unfavorable impact on the performance of the teaching praxis during the orientation - learning process where it is reaffirmed that the experience, training and disposition of the teacher is fundamental in this process, because with his training he exposes a model profile of competent type to the provide experiences that enrich the continuous practice in classroom environments and the philosophical principles of universities so that they can experience new situations during the orientation - learning process. Likewise, the teachers with their experiences imposed their initiatives as accepted; However, they maintained that it is necessary to take into account the needs, interests and decisions of the students, because they must allow a climate of freedom and self-reliance, within the group, as well as be placed in equal conditions from person to person in the process of orientation and learning.

Based on the second specific objective, the theoretical bases that support the andragogic fact in the orientation - learning process were reviewed, where it was known that there are different authors that argue this position, among which [44]), [36], [44] and [10], among others, who consider that andragogy takes into account man's functional maturity and the interest-need relationship, since they enable the stimulation of potentialities present in him, based on its integral improvement. Similarly, it was demonstrated that teachers know the duty to be the same, because the respondents mostly stated to be identified with their role as facilitator teacher by allowing participants to organize according to the achievement of the objectives to be achieved. Regarding the theoretical and practical criteria of the andragogic profile in the university educational praxis, it is concluded that the UISRAEL - ESPE learning facilitators do not know the didactic andragogic profile, as it was evidenced, that they do not know the factors to develop an andragogic activity as empathy, authenticity and ethical behavior standing out as essential values for the educational improvement that every model teacher must possess in their academic profile. However, some teachers are immersed in the training plans and programs, which help them design strategies to capture the motivation of the participants, to foster a climate of human solidarity and achieve horizontal and equitable communication. Regarding the third specific objective, when characterizing the theoretical elements that define the educational praxis, it is admitted that the teachers consider and appreciate the group dynamics for the development of the participant, because the facilitator must feedback the contents in the orientation process - learning, as well as, show the horizontality with the group. In this sense, it is concluded that to carry out this process (orientation - learning), the teachers of the UISRAEL - ESPE have difficulties to execute educational actions guided by their own convictions, which interfere in their performance as promoter of the participation.

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

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