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## TRAINING OF HUMAN RESOURCES IN AN EDUCATIONAL INSTITUTION. PROPOSAL FOR THE TRAINING OF VIRTUAL TEACHERS

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**Abstract:** The virtual teacher in an educational institution is the main human resource that interacts with students; and training it is essential not only so that it performs its functions well from the first assigned course; but also to improve procedures; With this, it is sought that initially the induction to the position is generated, which will allow the teacher to know what is expected of him during the school year and the training that will allow him to master the tools of the virtual classroom and perfect his way of working. The foregoing has an impact on providing a quality service that guarantees a uniform way of working, with evaluation processes for teaching staff and, above all, that guarantees that the academic training of the students complies with the standards and achieves that its graduates are competitive at a national and international level. It is concluded that for the knowledge of teachers to materialize in quality training for students, it is necessary to know the institutional regulations, the way of working of the educational institution, the virtual platform and what will be evaluated to the teacher and for this It is essential that educational institutions have an induction and training program for their teachers.

**Keywords:** induction, training, human resources and productivity

## INTRODUCTION

Distance education in recent years has had a significant boom, which has been boosted by information and communication technologies, since in a globalized world where the needs of individuals require continuing to prepare without having to attend in person to an educational institution sticking to its schedule; but to create an individuality where the student himself manages his own study times and access to the virtual platform.

The study plans and programs that make up the distance modality allow the creation

of flexible time systems, where the student accesses the virtual campus at any time of the day and there are mechanisms to recognize and evaluate the learning obtained throughout a school year and to each subject taken. A point in favor is the technological convergence that allows students to work with different tools to diversify the interaction with the teacher online, such as doubt and collaborative forums, planning forums, announcements or notices, among others; virtual education is an alternative to study from any national or international place where there is an internet connection.

Through technology, administrative procedures are simplified since they rely on technology to solve the delivery of reports. Educational institutions must have a platform so that teachers and students have the possibility of carrying out the teaching-learning process, through a Virtual Learning Environment (EVA) which is constituted by a set of resources, interaction and learning activities that are carried out on a virtual platform using a computer support.

The work model of an educational institution includes an EVA where students develop the different activities proposed by disciplinary experts in a didactic plan or descriptive letter; which will allow to achieve the competencies and abilities established in the subject and curricular mesh. In the virtual environment, the student must be self-managed and must manage their own learning, always supported by technological tools and the disciplinary and academic experience of the virtual teacher.

Within the academic structure of the educational institution there are two actors that are directly related to virtual teachers and that have specific functions both in hiring, training and evaluation:

1. The person in charge of the educational program: interviews the teacher, selects

and induces the position.

2. The academic advisor: accompanies the teacher during the school year and trains him to work properly and improve his academic performance.

## **METHODOLOGY**

The methodology used is qualitative in which the scenario is the virtual classroom where the teacher performs his duties; the figures of the teacher and the student are integrated with a holistic perspective, considering reality as a whole, different from the sum of the parts that compose it; translated into a need to hire teaching staff prepared disciplinary, academic and technologically to teach a course to one or more groups. The educational institution is the whole and each of its parts can be distinguished as the management staff, administrative staff, school management staff, teaching staff and students, to name a few; as well as the facilities and the virtual classroom as a technological aspect.

## **OBJECTIVE**

It shows the relevance of having highly trained and suitable teachers to serve the assigned group; For this, it is proposed that when joining the educational institution, the induction to the position be carried out; and in a second moment, training as part of strengthening their academic practice.

## **SPECIFIC OBJECTIVES**

As specific objectives are contemplated:

- They have a defined process of induction to the position of the virtual teacher.
- They have a defined process for the training of the virtual teacher, through the teacher support program.

## **PROBLEM STATEMENT**

The assignment of teachers in front of the group must guarantee that the teacher has the necessary skills and competencies to attend the virtual learning environment, since he is the one who will first-hand support the students; For this reason, he must know and properly handle all the tools in the classroom; coupled with it; he must master the educational model and the regulations to which he must adhere, even if he is a newly admitted teacher who already knows the virtual platform, but each institution establishes its own way of working.

On occasions, it could occur that due to some emergency the teacher already assigned to the group did not have an induction to the position and is not trained in the use and management of the virtual classroom tools; Therefore, he does not carry out the necessary activities to fulfill his responsibilities and, therefore, the attention of the students is not adequate. The problem arises when students express any disagreement or when the teacher receives recommendations from the academic advisor assigned to him.

This problem could be solved by implementing an induction program for the position, prior to its assignment in front of the group and the proper training on the use of the virtual classroom; in such a way that, without these two processes, a subject must not be assigned to the teacher in order not to affect the students and the teacher's own evaluation.

## **JUSTIFICATION**

The educational model of the educational institution must be focused on the student; For this reason, the teacher is the core figure in the first approach with the student, since he is the one who will be asked their disciplinary questions, but also the technological ones related to the virtual learning environment; and administrative procedures such as

certificates, registrations, among others. By virtue of the foregoing, the teacher must be able to resolve doubts or, failing that, direct students to the corresponding areas; but this can only be possible if the teacher knows how the educational institution works.

This research determines the importance of induction to the position and training that strengthens the academic practice of the teacher; Therefore, the institution must give timely follow-up to these processes so that the quality of the educational service is of a high level and so that administrative compliance is given to the adequate selection of the personnel that will work hand in hand with the students.

Training must be part of the daily processes of the educational institution that allow it to meet the objectives set, based on the environment and that, supported by the detection of training needs, the training plan can be strengthened; which can be formulated annually with semiannual, quarterly, quarterly, bimonthly or monthly goals as appropriate to the school cycles of the educational level.

## **THEORETICAL FOUNDATION**

The teacher's productivity implies that he knows from the beginning what is expected of him, as Jasso, J. (2004, p. 60) mentions, learning encompasses the accumulation of applied skills and knowledge. It is a cumulative process in its nature and effects, and is often qualitative. It usually encompasses knowledge and experience, and is generated by formal (training and on-the-job training) and informal (imitation and copying) sources. Both include both research and development and innovation activities as well as incremental technological changes and gradually accumulated skills during the development of production activities.

The induction allows the teacher to know the educational model of the educational

institution, its regulations and way of working; For example, one of the established guidelines is that the teacher must access the virtual classroom five days a week and attend their students four hours a day; time can be distributed throughout the day; and it is a fundamental factor that is evaluated by the academic advisor as part of the teacher evaluation. If from the beginning, the person in charge of the educational program does not make it known to him, it can be assumed that there are no restrictions in this regard and that he could not enter the classroom daily without having detrimental consequences of his academic performance evaluation. As part of the selection of candidates and assignment of the teaching position,

Transdiscipline according to Cruz-Meléndez, (2019, p. 134) implies that the staff learn from new disciplines and use concepts and methodologies that maintain the emphasis on their area of origin specialty and do not definitively break with the frontiers of their knowledge.

As part of the induction to the position, the person in charge of the educational program must teach the teacher how to use the virtual classroom, what is expected of their performance and activities to be carried out in the course; he must provide him with the formats that he will use and the school calendar so that he can carry out his didactic planning.

Training is the acquisition of technical, theoretical and practical knowledge that will contribute to the development of individuals unemployed in an activity; Its objective is to generate knowledge related to the institution and the position in order to guarantee that the employee does not make mistakes in the development of their activities.

The training provides the security of the training of each employee who, in this case, is the virtual teacher so that they can efficiently

carry out their work functions in the assigned position; on the other hand, it also benefits workers by eliminating fears of not being able to perform their activities properly and instills in them confidence in themselves and in their work.

The educational institution must develop a teacher training process that guarantees the correct development of the activities of the position; as they are:

1. *Detection of training needs*: part of the possible questions that the teacher may have and various support devices are generated such as (tutorials, videos, synchronous sessions, among others).

2. *Training planning*: it is generated at different moments of the course, although it is generally emphasized at the beginning of the course that covers the first three weeks to cover the initial activities that the teacher must carry out; during the course to reinforce the areas of opportunity and at the end to publicize the guidelines of the academic and administrative closing activities.

3. *Control*: all sessions without exception have an agenda and support material to carry it out, which will be previously reviewed in plenary session with a group of advisors. Attendance is taken from teachers to contemplate that they are involved in the activities organized by the educational institution; and this is considered in the attitude indicator in teacher evaluation.

4. *Execution of training programs*: They are taught mostly through sessions where the sessions that each academic advisor will carry out, the theme, time and link to access the session are scheduled. In-person sessions are also held, which are usually for new teachers and in which both the person in charge of the

educational program and the academic advisor participate.

5. *training follow-up*: At the end of the session, the moderator asks the attendees if the session was useful and if they wish to continue being invited to future sessions. Additionally, the recording link is shared so that those teachers who could not attend can review it or, failing that, those who attended can reinforce what they have seen at any time when consulting the recording in case of doubt.

6. *qualitative evaluation*: the sessions are carried out by an academic advisor and is accompanied by another advisor from a different educational program who moderates the session, helps answer questions and qualitatively measures the performance of teachers based on the number of questions they have and their theme.

The training plan must be planned, executed and evaluated, which, as mentioned, is carried out by the teacher himself with the accompaniment of the academic advisor and the teacher's performance is evaluated in order to improve the teacher's skills and, therefore, improve the performance of the organization by aligning the general objectives of the educational institution with the results obtained by teachers.

Chiavenato (2009) indicates that, "training constitutes the core of a continuous effort, designed to improve people's skills and, consequently, the performance of the organization. It is one of the processes most important aspects of human resource management.

Regarding the legal framework of training in Mexico, we can mention the Political Constitution of the United Mexican States (CPEUM) and the Federal Labor Law (LFT), based on the following articles:

*Article 123* of the Constitution, in its fraction

XIII indicates that companies, whatever their activity, will be obliged to provide their workers with training or training for work.

*Article 132* of the LFT mentions the obligations of employers, among them, section XV that indicates providing training and training to their workers.

The LFT regulates the productivity, education and training of workers in the following articles, namely:

*Article 153-A.* Employers have the obligation to provide all workers, and these to receive, the training or training in their work that allows them to raise their standard of living, their labor competence and their productivity, in accordance with the plans and programs formulated, in accordance with the mutual agreement, by the employer and the union or the majority of its workers.

*Article 153-B.* The purpose of the training will be to prepare newly recruited workers and others interested in filling the vacancies or newly created positions.

The support that the employer provides to workers to start, continue or complete school cycles of the basic, intermediate or higher levels may be part of the training programs.

*Article 153-C.* The training will be aimed at:

**I.** Update and improve the knowledge and skills of workers and provide them with information so that they can apply in their activities the new technologies that employers must implement to increase productivity in companies;

**II.** Make workers aware of the risks and dangers to which they are exposed during the performance of their work, as well as the provisions contained in the regulations and official Mexican standards on safety, health and work environment that are applicable to them, to prevent work risks;

**III.** Increase productivity; and

**IV.** In general, improve the educational level, labor competence and skills of workers.

*Article 153-D.* The workers to whom training or training is given are obliged to:

**I.** Punctually attend courses, group sessions and other activities that are part of the training or training process;

**II.** Follow the indications of the people who provide the training or training, and comply with the respective programs; and

**III.** Take the required knowledge and aptitude or job competency assessment exams.

To give a metric of the characteristics that the teacher must have in order to have a better performance, the following concepts must be considered: talent, capacity, aptitude, attitude and competence in the labor and educational field.

Dubrin A. (2008) argues that people who have a great talent for organizing their time and effort tend to experience fewer conflicts at work. Therefore, it is recommended that the teacher carry out his activities on a daily basis in order not to fall behind in work and this way the students will be attended, accompanied and doubts will be resolved.

Intellectual capacity or intelligence is defined by Dubrin A. (2008) as the ability to acquire and apply knowledge, including problem solving. Intellectual capacity includes four important aspects:

1. Traditional intelligence: consists of independent mental aptitude.

2. Practical intelligence: ability to develop tasks related to academic work that contemplates the theory of triple intelligence which maintains that it is made up of three subtypes: analytical to solve difficult problems; the emotional one for the imagination and the

combination of things in a novel way; and the practical one required to adapt the environment to one's own needs.

3. Multiple Intelligences: People know and understand the world in markedly different ways and learn in different ways.

4. Emotional intelligence: These are the qualities such as understanding one's own feelings, feeling empathy for others and controlling emotions to improve life.

Similarly, Dubrin A. (2008) mentions seven factors that contribute to general mental aptitude such as verbal comprehension, lexical fluency, numerical acuity, perception of space, memory, speed of perception and inductive reasoning. The attitude must be positive at all times to help remove communication barriers.

Comellas (2002, p. 19), defines competence in the labor and educational field as that ability that allows the correct execution of a task, which implies both the possession of certain knowledge and the practice in solving tasks, for what is said that a person is competent when he is able to "know, know how to do and know how to be" through a set of behaviors (cognitive, psychomotor and affective) that allow him to effectively carry out an activity generally considered complex. this way, the virtual teacher must have the best disposition to develop his aptitudes and attitudes to strengthen his skills, abilities and talents.

## **GENERAL INDUCTION PROCEDURE**

Dessler (1991) defines induction as a procedure that allows workers to be provided with basic information about the company, information they need to perform their tasks satisfactorily. For his part, Stoner (1990) defines induction as those activities that tend to facilitate the entry of an individual into the organization and provide him with information about it. The induction provided

at the beginning will allow the worker to know what the company is dedicated to, its goals, values, its historical framework, mission, vision, programs and policies of the company, so that the worker will be able to perform and manage easily inside and outside of the company

The induction is carried out by the person in charge of the educational program who is his immediate boss and is the one who makes his selection, assignment and reassignment of subject; It is generally taught in a few hours, establishing the way of working in the virtual classroom and you must consider the following:

1. Based on the teacher selection process, the candidate must accredit an induction course and only if he accredits it will he go to the pool of assignable teachers.
2. According to the teacher's profile and based on the subjects that make up the curriculum, the teacher is selected and assigned the subject.
3. He is summoned for the induction either in person or through a synchronous session link and the portal of the institution and the educational platform are made known to him.
4. The work guidelines contained in the school regulations, code of ethics and in the internet portal are indicated.
5. The way of working in the classroom is indicated.
6. The virtual classroom is shown and each section is explained.
7. It is important that all the doubts of the teacher are clarified so that the initial activities can be carried out without problems.

## **GENERAL TRAINING PROCEDURE**

The training is carried out by the academic advisor, who will accompany the teacher throughout the course and will evaluate their academic performance; so you must consider:

1. The academic advisor sends a letter of introduction and welcome to the teacher, where he informs him of general aspects of the way of working.
2. The advisor communicates the main aspects that your didactic planning must comply with and shares the format corresponding to the educational program, as well as the course calendar.
3. The advisor communicates the main aspects to consider in the feedback of the activities sent by the students.
4. The advisor schedules the initial training session and invites all the teachers through an email where they share the theme, time and link to access the synchronous session. It is specified that she can access, in addition to the computer equipment, through a tablet or cell phone.
5. The assessor notifies the session moderator to confirm timely attendance, since he is the one who initiates the session and performs the audio and video tests.
6. The advisor prepares the material that will be used in the training session, contemplating the indicators of teacher evaluation.
7. Prior to the session, the academic advisor prepares the additional material that will be shown in the session on the computer and opens the classrooms that will be shown as part of the remote access to the classrooms and see in real time the doubts that teachers may have.

8. In the beginning session, the points that will be evaluated and the way in which they must work so as not to affect their teaching performance in the evaluation are made known. The main norms and policies and the particularities of the educational program are indicated to them. (If the counselor is assigned to multiple educational programs, a separate session is scheduled to avoid confusion.)

9. After the initial training session, sessions on different topics are scheduled to reinforce the academic practice of teachers.

The training will be given as part of a set of topics that can be reinforced in a personalized way in case a teacher requires it (it is regularly given to new teachers). The themes include:

1. Philosophy of the educational institution
2. Virtual classroom tools
3. Elaboration of the didactic planning
4. Effective feedback
5. Forum monitoring and feedback
6. Strategies for retention, recovery, regularization and motivation of students
7. Teacher evaluation indicators

The trainings are carried out with remote access to the classroom and live what is expected to be done for each subject is exemplified; in such a way that the teacher knows the procedure, strengthens it and automates it so that in the next blocks he only focuses on his areas of opportunity or on specific doubts.

## **ONLINE TEACHER PERFORMANCE EVALUATION**

The objective of the training will be to ensure that the teacher adapts with the adequate exercise of his functions or the execution of one or several specific tasks within the educational institution; therefore, for the virtual teacher to have a good performance in the classroom, the academic adviser who accompanies him during the school year must evaluate certain indicators that guarantee that if the teacher commits himself to following the regulations established by the institution, and He expects his performance to be better in each school year and thus, the average of his evaluation must rise and not drop below 90/100, where 100 is the maximum grade to obtain.

The indicators that will be observed in the teacher's performance include the following:

- 30% Didactic planning published in a timely manner with clear and detailed instructions considering the complexity of the learning activities.
- 20% Effective feedback where the student is indicated the areas of opportunity and indications to improve the activity, promoting the appropriation of knowledge and, therefore, meaningful learning.
- 10% Follow-up and monitoring of the collaborative forums, both for notices, doubts and ponderable activities in the qualifier.
- 10% Technological tools such as the tool to carry out videoconferences, sending emails and messages through the classroom, among others.
- 10% Retention strategies, recovery, regularization and motivation of students.
- 10% Attitude of the teacher who

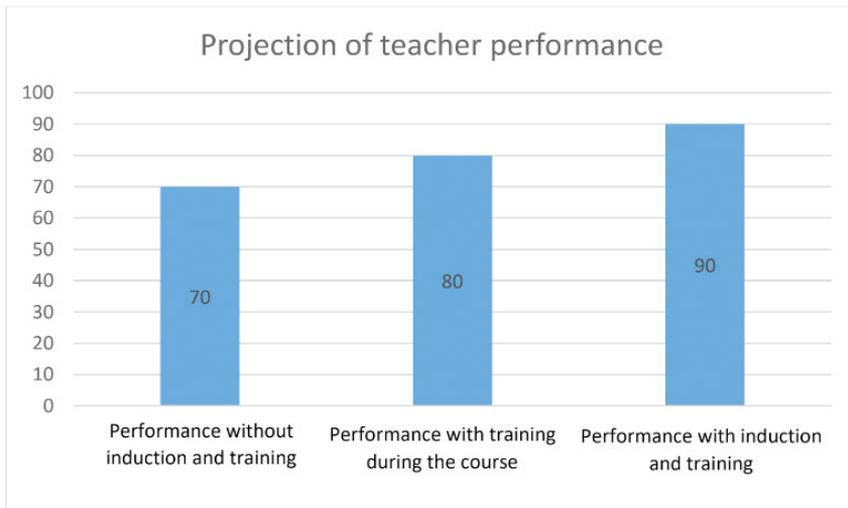
considers that from the beginning of the course they join on time, carry out their activities as requested, in a timely manner and honesty in the presentation of work evidence in their final report.

- 10% Course closing activities that include completing grading and administrative activities such as sending the final report on time, the teacher's activity chart, the closing grades format, and the grader
- 5% Additional activities such as building and reviewing extraordinary exams, preparing support material, participating as a speaker, among others. This score is additional to 100% of the above.

The follow-up of the teachers is carried out based on the historical records of each school year in which the teacher was assigned; which helps to form the academic trajectory and as a history to review their performance.

## **RESULTS**

The benefits of training teachers online is shown by improving the relationship between the boss and the subordinate, it raises the teacher's morale since the academic advisor will indicate the fine points of the educational program and the subject and the fear of the teacher is reduced. teacher to make mistakes; increases productivity by introducing him to the tools in the classroom with which he can work and facilitate his work; the quality of the work carried out increases and the responsibility of training professionals with high knowledge is indicated; when the teacher is made aware of the functioning of the classroom and the regulations, he will feel more confident and will have greater satisfaction with his position; in addition to acquiring new knowledge that provides a sense of progress in each course.



**Figure 1.** Graphical representation of the teacher's performance projection. Own elaboration.

The teacher will have greater productivity with the training received and there will be an automation of the flows of the different processes that must be carried out in each course; For this reason, the teacher's commitment is to base so as not to limit the performance and productivity of other functions; For example; If the teacher does not send recovery messages during the first days of the course to students who do not carry out activities, they will be dropped; on the other hand, if you do not send retention messages, students may stop participating and even not accredit the subject, thus blocking the communication process and the use of tools such as videoconference to provide feedback and clarify student doubts.

While the teacher is more productive, a better performance of their work will be seen, impacting the quality of the teacher's work and the learning of the students, which will raise the quality of the deliveries, improve the qualifications and the terminal efficiency of the group, which is associated with student retention; The latter leads us to the fact that the educational institution will provide a better service and will consolidate itself as a highly renowned educational institution and to fulfill the mission of training students and professionals with solid knowledge.

The induction to the position and the permanent training of the teacher allows the performance evaluation to be high since from the beginning the functions and activities to be carried out are known, as well as the use and management of the virtual classroom tools; therefore, it is expected that said evaluation will be 90 points out of 100. Figure 1 shows the maximum estimate to be obtained in terms of points regarding the evaluation of the work carried out by a teacher who does not have induction and initial training; which would be a maximum of 70 points; By implementing the teacher support program, it is expected

that the level of attention and mastery of the virtual environment will increase by an average of 80 points and, finally, the expected goal will be adequate performance with at least 90 points.

The induction to the position and the permanent training will allow the potentialization of the talent of the teachers in order to have a better training and improvement of their competences, developing their capacities, abilities and aptitudes; Therefore, a positive attitude will be the key to achieve the specific objective of the teacher and, in general, of the educational institution.

## CONCLUSION

The teacher must have a positive attitude at all times with all the actors of the educational institution in order to be able to communicate assertively with their students, be able to explain themselves and generate knowledge; Regarding the academic advisor, he must be able to accept the recommendations that are generated to improve his educational practice.

The training of human resources has a positive effect on virtual teachers; which is shown through changes in behavior and attitude, since essential information is transmitted to them and allows them to acquire new skills and, therefore, develop, have better performance and a better evaluation of academic performance.

Supervision of staff is facilitated by training in guiding what they are expected to do and follow up on; and this will raise the quality of the work performed and, therefore, will benefit the students; In addition, interpersonal relationships are generated with satisfactory working conditions, positively impacting the organizational climate.

Within the training plan of the educational institution, it must be contemplated that the online teacher receives induction and training

for his position, which must occur at the beginning of the employment relationship and subsequently must receive reinforcement sessions as he remains in the institution; in order to raise their level of knowledge, skills and publicize the news that promote their professional development.

The benefits of the training program can be seen in two ways: for the teacher, since it allows them to have confidence in what they do in the classroom and allows them to be assertive and make better decisions and have

emotional stability; and, on the other hand, the educational institution benefits by having its human resources trained to provide a quality service to the students of each educational program.

## RECOGNITION

This work is carried out within the framework of the master's degree in human resources administration at the University of London.

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