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## THE IMPACT OF TEACHER TRAINING ON THE PROFESSIONALIZATION OF TEACHERS OF THE ACADEMIC UNIT OF ACCOUNTING AND ADMINISTRATION OF UNIVERSIDAD AUTÓNOMA DE NAYARIT - MEXICO

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**Abstract:** Education in Mexico has been the subject of numerous studies, analyzes and reflections. Implementing a constant teacher training program in the Academic Unit of Accounting and Administration will significantly resolve the teaching-learning process, the teacher would have the necessary tools to effectively and efficiently develop their teaching tasks, greatly benefiting the students. which are the reason for existence in educational institutions. By following a mixed methodological sequence, that is, supported by both the quantitative and qualitative method, data are collected and analyzed to provide answers to the questions posed. The instrument is also validated, and although for future applications in other institutions, some adjustments are made with the purpose of making its presentation more understandable for teachers and the treatment of information more effective, the applied methodology allowed us to achieve the objective set in the present investigation.

**Keywords:** Education, training, teacher, student

## INTRODUCTION

Higher education in Mexico faces a state of great complexity that has been the subject of numerous studies, analyzes and reflections. Under the current social, economic, political and cultural situation that exists in Mexico, the way of thinking and understanding formal education has had to change; cease to be the magical institution and begin to be studied as a system in whose structure various elements are involved that, when correlated, cause the advancement or regression of everything.

The pace at which Mexican society advances is surprisingly fast, and international events are no strangers to it. Currently, education faces a modernization process that seeks to adapt to certain requirements. With the ongoing pandemic, it is clear that education is

undergoing significant changes; teachers and students are undergoing abrupt changes.

These changes are manifested in technology, information technology, economics, politics, the processes of organization and distribution of information, labor and professional restructuring, symbolic systems and other aspects; all evolving constantly and at their own intensity.

The teaching-learning process changes from face-to-face to virtual, a change for which we were not prepared and which had to take place. Teachers had to update their knowledge on the different educational platforms to be able to continue their work. Students will also find the necessary tools that allow them to continue teaching from home.

(Jofré, 2009) In Chile, he evaluated the social methodological technical skills of a group of 229 people that were made up of teachers with management positions, classroom teachers, and graduated students, whose results were; updating and strategies to adapt the contents to the needs of the students and incorporation of ICTs.

The need for pedagogical improvement for higher-level teachers to carry out their quality teaching practice leads to a search for solutions to achieve a structure of professionalization for teachers in the field of pedagogy to face their professional practice.

In the Academic Unit of Accounting and Administration (UACyA) of ``Universidad Autónoma de Nayarit``, its teaching staff is made up of 174 professors, who have Professionalizing postgraduate education, that is, they venture into teaching for various reasons having a professional profile. but they do not have pedagogy, developing teaching practice empirically.

In this regard, Vélez de Medrano, Vaillant, Lombardi and Abrile (2010) establish that the educational systems of Ibero-American countries need good educational policies so

that the initial training of teachers ensures a teaching profile, the necessary skills to apply them throughout their professional career in order to achieve efficient pedagogical practice.

The UACyA demands from its teachers a professional profile that is specialized but not pedagogical, which is why the great problem that exists within the academic unit is that teachers lack the pedagogical knowledge and didactic skills for the proper functioning of their teaching task, teachers are very good in their professional profiles but there is no doubt that for the teaching-learning process you must have pedagogical knowledge and didactic skills to strengthen and have quality education.

The attitude expressed by UACyA teachers regarding training and professionalization in terms of pedagogical knowledge and teaching skills is marked by teachers with greater seniority since they are reluctant to change, arguing that "practice makes perfect," with respect to teachers. of less seniority state that it is important to have pedagogical knowledge and that the Academic Unit must have teacher training for those who venture into the teaching-learning process, since they do not know how to solve problems with students or guide them in the best way to achieve learning objectives.

Teacher training in the professionalization process of UACyA teachers is important since it affects the potential of learning development in students, but it would have a significant impact with professionalization in a pedagogical model and didactic development. It is important to search for solutions to achieve better structuring in the permanent pedagogical improvement of university teaching staff.

## METHOD DESCRIPTION

Research is the study of the methods, procedures and techniques used to obtain knowledge, thus providing an explanation and scientific understanding of educational phenomena, as well as to “solve” educational and social problems (Hernández Sampieri, et al., 2010), Giving room for both quantitative and qualitative methodological approaches, where the educational field was taken, not as a discipline, but as a “field” of study. In this case, for the present study, the selected object of study is detected and referred to, the Academic Unit of Accounting and Administration, needing to describe situations, events, people, interactions, behaviors, etc., and directly observe the interaction of the participants, as well as appropriate methods, procedures and techniques (methods and methodology), and the purpose to be resolved. In this case, it focuses on the enhancement of comprehensive competencies. It is believed that the research process is uncomfortable or confusing, since there are some myths about this concept. It is understood that only people with privileged minds or geniuses could enter this world of research, and that they are only applied in very specialized centers or institutes, but it turns out quite the opposite that any human being can do it correctly. You just need to be clear about what you want to investigate, creations that have to do with everyday life. The research process is carried out, knowing these processes and their fundamental tools, relating it to everyday life, so it can be fun and meaningful.

*Approach:* After having seen the concept of Research, what follows is to know the aspects that intervene and determine the research process and how they are integrated until reaching the methodology (Hernández Sampieri, et al., 2010). The method is a series of steps to follow to achieve a specific goal, so this research aims to describe and analyze the

implications that supporting the teaching and learning processes in a model of integrated professional competencies To achieve this, we start from the nature of the object of study to be investigated, from the formulation of certain questions, the formulation of objectives and the construction of some hypotheses. Aspects that were already determined in the first chapter of the investigation. In general terms, the methodology is more interested in the research process than in the results, so the main approaches are outlined below.

*Selected focus:* By following a mixed methodological sequence, that is, supported by both the quantitative and qualitative method, an effort was made to collect and analyze data that would allow answers to the questions posed at the beginning of the research. Initially, the qualitative approach was used to describe the behavior of the variables of the object of study. And subsequently, a quantitative analysis was carried out to collect and analyze the data on the variables previously identified from this perspective. The information collected was contrasted with the hypothesis posed at the beginning, with no intention of verifying or refuting the results, but with the purpose of legitimizing the process carried out during the course of this research. Likewise, following the objectives set at the beginning, through the use of statistical tools, such as the SPSS computer program, the analysis of the responses obtained in the questionnaires applied to the selected analysis group: teachers was carried out.

*Method:* Regarding the method, the analytical method was used, which according to Ortiz (2006), is one that consists of the dismemberment of a whole, decomposing it into its parts or elements to recognize the causes, nature and effects. To do this, it was necessary to understand the nature of the object studied. This allowed us to address the object of study in order to determine

the impact that teacher training has on the professionalization process of the teachers of the Academic Unit of Accounting and Administration of ``Universidad Autónoma de Nayarit``. In the case of the population to be studied, it is represented by the total number of teachers belonging to the Academic Unit of Accounting and Administration of ``Universidad Autónoma de Nayarit``. And the proposed sample design takes into account the characteristics of a non-probabilistic one, in this case of a decisional type, which allows selecting the elements of the sample taking into account the criteria of the researcher, who is the one who decides, in a justified manner, who makes up the sample. In this case, it was decided to select 100 teachers as the subjects participating in this research.

The quantitative investigation was carried out by applying a questionnaire because it is a practical resource, which has the advantage of preserving the anonymity of the person who is providing the data, which makes the researcher feel comfortable, without harassment, relaxed, all of this makes it easier for make information flow more easily. The research process leads to processing the data that has been obtained through the instruments designed for this purpose (questionnaire). That is, after having collected the desired information, it must be processed to enter the final analysis, using at the same time the information concentration techniques that are considered convenient to present it adequately (SSPS computer statistical program) and with simplicity in its interpretation.

The results presented here correspond to the responses obtained through the questionnaire applied to all teachers (100 teachers, of which 46 are women and 54 are men), belonging to the Academic Unit of Accounting and Administration of ``Universidad Autónoma de Nayarit``.

The information obtained is closely related

to the identification of a series of previously defined variables, which were already referred to in the previous chapter as units of analysis. The collection, processing and interpretation of the data was carried out taking into account the opinions expressed by the teachers participating in the research, in relation to references on the profile of the university teacher that teachers assigned to the UACyA must have and the lines of training required to their optimal professional performance.

## PROFILE OF THE STUDY SUBJECTS

*Age:* In relation to the age of the UACyA teachers participating in this research, it was found that: 10% are between 20 and 30 years old; 48% between 31 and 40 years old; 35% between 41 and 50 years old; 7% are over 51 years old.

*Gender:* Regarding the gender of the UACyA teachers surveyed, it was found that 46% are women and 54% are men.

*Professional Training:* Regarding the professional training of the UACyA teachers who contributed to the study, it was found that 6% have studies at the bachelor's level, 87% have studies at the master's level and 7% have studies at the doctoral level.

*Work experience:* Regarding the work experience of the UACyA teachers participating in this research, it was found that 15% have 1 to 5 years as a teacher, 28% have 5 to 10 years as a teacher, 51% have 10 to 15 years as a teacher, 6% have more than 15 years as a teacher.

*Seniority in the Institution:* Regarding the seniority in the Institution of the UACyA teachers surveyed, it was found that 15% have worked at the faculty for 1 to 5 years, 26% have 5 to 10 years, 53 % are 10 to 15 years old and 6% are over 15 years old.

*Number of hours:* In relation to the number of work hours of the UACyA teachers who contributed to the study, it was found that 4%



have been assigned 16 and 25 hours of work, 11% have between 26 and 35 hours and 85 % dedicate more than 36 hours to teaching.

*Other occupations/Activities:* Regarding other occupations or activities of the UACyA teachers participating in this research, it was found that 3% do not carry out any activity while 97% do carry out some activity outside the faculty; 4% do not carry out activities other than teaching; 86% carry out the activity of independent professionals; 96% do carry out activities other than teaching at UACyA; 81% carry out tutoring activities, 15% work on educational administration; 7% of their activity outside the faculty is research; 3% are entrepreneurs; 1% consulting.

*Activity other than teaching inside and outside the UACyA:* Regarding other occupations or activities other than teaching within the UACyA, 96% of the teachers surveyed stated that they do carry out other activities. These being: tutoring (81%) educational administration (15%). While outside of UACyA, 97% of the teachers who contributed to the study said yes. These being: Educational administration (86%) and Research (11%)

## **TEACHER CONCEPTIONS SURROUNDING TEACHER TRAINING**

*Academic programming:* In the opinion of the UACyA teachers who contributed to the study, the most relevant characteristics that academic programming must consider are: the context (13%), the characteristics of the students (60%) and openness and flexibility (27%).

*Student participation:* In the opinion of the UACyA teachers participating in this research, student participation is essential in various aspects, such as: in the preparation of activities (92%), in the evaluation (75%), in the selection of objectives (36%), in selection

and sequencing of content (15%). Meetings between teachers. According to what was indicated by the UACyA teachers surveyed, it is advisable for the group to meet regularly with: other teachers (94%) and with external expert advisors (6%).

*Teaching-learning process:* In relation to the type of techniques that must be used during the teaching-learning process, the UACyA teachers who contributed to the study stated that it was essential to use: motivation in the classroom (98%), evaluation (36%), group dynamics (32%) and time distribution (32%).

## **PLANNING OF ACADEMIC COURSES**

*Applied training curriculum:* Regarding the fact that the applied training curriculum must prevail in teaching practice, 89% of the UACyA teachers surveyed consider it yes and 11% think it does not. The reasons given by the UACyA teachers surveyed regarding this consideration are based on the fact that 79% consider it due to comprehensive training, 9% due to lack of knowledge, 7% due to decision making and 4% because it responds to the context.

*Course planning:* Regarding course planning, 100% of the UACyA teachers who contributed to the study consider that it is important for course planning to be carried out in academies. The reasons for this thinking are that it is considered due to comprehensive training (87%), decision-making (9%) and because it responds to the context (4%).

*Preparation of the Program:* Regarding the preparation of the Program, 96% of the teachers participating in this research specify that the teacher must develop their own curricular program in order to be fully identified with it. This action becomes particularly necessary because they are management actions (94%), due to freedom of action (3%), structural knowledge of the course (2%) and due to

ignorance (1%).

*Research:* In the opinion of 92% of the UACyA teachers surveyed, research constitutes an important part of their work as a teacher. 43% affirm that it is important for enriching practice, 41% for expanding knowledge, 11% for developing skills and 3% for example for students.

*Attention to diversity:* 93% of the teachers who contributed to the study consider it necessary to establish strategies to address the diversity of students. 89% consider this to be important because there is better use, 4% consider it due to its characteristics, 4% due to lack of knowledge, and 3% avoid overcrowding.

*Rationale for teaching:* According to 91% of the UACyA teachers participating in this research, teaching based on a curriculum based on the culture of knowledge of each discipline is the condition that must direct the university teaching process. In this regard, 82% consider that this provides support for teaching, 9% for knowledge of paradigms and 8% consider that what is important is practice.

*Aspects of teaching:* For 96% of the teachers surveyed, teaching based on innovation, contextualization, analysis, criticism and reflection is the condition that must direct the university teaching process. 95% consider this for quality, 3% for social demand and 2% for global focus.

*Teaching models:* 88% of the UACyA teachers who contributed to the study do not personally identify with any teaching model. This is because the teachers surveyed say they are unaware of the existing models. On the other hand, the remaining 12% of the teachers participating in this research point to the process-product model as the teaching model with which they most identify.

*Teaching process:* 90% of the UACyA teachers who contributed to the study consider that in the teaching process the teacher must

consider methodological strategies and activities in relation to objectives and contents. The remaining 10% of the teachers surveyed think that communication with students must be considered as the main element in relation to the teaching process.

The continuous training of university teachers is an imperative to be able to achieve meaningful and quality learning, which does not remain only in the accumulation of information. Being a "good teacher" does not imply, for the Academic Unit of Accounting and Administration, only having a structured accumulation of information or knowing how to teach, but knowing how to learn, and knowing how to live with others. Thus, it is about promoting the continuous training of university teachers through the appropriate relationship between knowledge, practical productive skills and attitudes that will later provide students with cognitive, entrepreneurial, responsible, creative and flexible abilities for their student, work and social life.

It is determined that the current profile of the professors of the Academic Unit of Accounting and Administration has specific and determined characteristics: On average, the professors are young, with average teaching experience, with a few years of developing the teaching function in the institution, and where the male gender predominates.

They consider their continuous training to be of utmost importance, fundamentally in specialization, and to a lesser extent in pedagogy. From the data obtained, it is determined that in response to the demands of society and in accordance with the axes of educational transformation proposed by the Academic Unit of Accounting and Administration, it is essential to create and implement a continuous training program that fosters the teaching profile required by the institution to support its development

objectives, acquisition of quality in its processes and adaptation to social reality.

The training program must contemplate the mastery of the scientific-cultural and pedagogical structure, the analysis of processes, results and prospective; It will be a permanent process of innovation and observation of the context; and will provide sufficient tools to prepare teachers within an environment of flexibility and innovation. With the above, it is intended to give university professors who are specialists in their academic areas, a different vision of their teaching work, creating a new way of understanding the capacity for reflection and abstraction, a methodological concern, a critical sense, complexity and breadth of the

knowledge; prudence and rigor in judgment, development of the capacity for dialogue and awareness of the need for continuous training that goes beyond the introduction to a “credentialism”, which has a direct impact on the quality of teaching, learning, and of course, in the higher education institution itself. The limitations to carry out the teacher training program are minimal, due to the disposition expressed by the university, the positive attitudes of the teachers and the social demands manifested in the environment. However, we will have to fight against teachers’ schedules, the resources of the institution and in some cases, against resistance to changes. This way, the third objective stated at the beginning of the investigation is fulfilled.

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