Perceptions Of University Teachers On Their Human, Professional, And Pedagogical Dimensions

William R. Avendaño[1*], Gerson Rueda[2] , Abad E. Parada-Trujillo[3]

(1) Facultad de Ciencias Empresariales, Universidad Francisco de Paula Santander, Cúcuta, Colombia (Correo-e: williamavendano@ufps.edu.co);

(2) Facultad de Ciencias Empresariales, Universidad Francisco de Paula Santander, Cúcuta, Colombia (Correo-e: gersonruedavera@ufps.edu.co);

Facultad de Educación y Ciencias Sociales, Tecnológico de Antioquia Institución Universitaria, Medellín, Colombia (Correo-e: abad.parada@tdea.edu.co).

* Corresponding author: William R. Avendaño

Abstract

The objective of this research is to describe the perceptions of university teachers about their human, professional, and pedagogical dimensions. The study was framed in the analytical empirical paradigm based on the positivist vision, the descriptive quantitative approach and the non-experimental-transversal deductive method. The population consisted of 246 teachers from three faculties of a Colombian public university and the sample consisted of 180 individuals, to whom a Likert-type questionnaire was applied with 32 questions related to four variables: sociodemographic characteristics, being personal, being professional, and being pedagogical. The data were analyzed through descriptive statistical procedures. The results show that the participating subjects have developed their personal, professional, and pedagogical dimensions as part of their teaching identity. Although not all university professors have advanced studies in education or pedagogy, the culture of university life with all its logics, allows the socialization and circulation of educational, and pedagogical knowledge/practices -teaching experience/identity- that favor the praxis towards teaching, learning, didactics, and evaluation.

Keywords: perceptions; human being dimension; professional dimension; pedagogical dimension; university teacher.

Percepciones de docentes universitarios sobre sus dimensiones ser humano, profesional y pedagógico

Email : williamavendano@ufps.edu.co

Resumen

El objetivo de esta investigación fue describir las percepciones de docentes universitarios sobre sus dimensiones ser humano, profesional y pedagógica. El estudio estuvo enmarcado en el paradigma empírico analítico fundamentado en la visión positivista, el enfoque cuantitativo de nivel descriptivo y el método deductivo no experimental-transversal. La población estuvo conformada por 246 docentes de tres facultades de una universidad pública colombiana y la muestra en 180 individuos, a quienes se les aplicó un cuestionario tipo Likert con 32 preguntas relacionadas con cuatro variables: características sociodemográficas, ser personal, ser profesional y ser pedagógico. Los datos se analizaron a través de procedimientos de estadística descriptiva. Los resultados evidencian que los sujetos participantes, en general, han desarrollado sus dimensiones personal, profesional y pedagógica como parte de su identidad docente. Aunque no todos los profesores universitarios han adelantado estudios en educación o pedagogía, la cultura de la vida universitaria con todas sus lógicas, permite la socialización y circulación de saberes/prácticas educacionales y pedagógicos -experiencia / identidad docente- que favorecen la praxis hacia la enseñanza, el aprendizaje, la didáctica y la evaluación.

Palabras clave: percepciones; dimensión ser humano; dimensión profesional; dimensión pedagógica; docente universitario

INTRODUCTION

Reflection oriented to the exercise of university teaching requires, as a prelude, the conscious exploration of what it is to be a teacher because it is not possible to encompass the teacher's praxis without the recognition of those perceptions, meanings, senses, and symbols that this category contains (Kottler et al., 2005), even more so when its field of action tends to be extended to research, teaching, administration and extension (Ocampo et al., 2021). The first thing to highlight is that the figure of the teacher is founded -and why not, enriched- by at least two tributaries: the teacher as a human being and the teacher as a professional subject (Zabalza, 2009). To reduce being a teacher to the professional spectrum would be a contradiction, since schools and universities are spaces that enclose the complex human interaction for human development. Training other people in institutionalized spaces leads to re-evaluate being a teacher beyond their professionalization to settle in the first scheme of their own existence: their nature as a person (Sarramona et al., 1998; Freire, 2008).

Therefore, the teacher's condition as a social, political, ethical subject with a deep hope in the world and communities should be enhanced. These visions, although they may be influenced by their academic training, depend in a particular way on life experiences, vocation towards others, empathy, tolerance, dedication, and otherness to which they are constantly committed. But also, the teacher is an incomplete subject who recognizes his or her imperfection, with fears, anxieties, frustrations, and periods of exhaustion, produced by the chaos of postmodernity and the normative demands that stress the teacher's duty to be (Cobos et al., 2022; Zabalza, 2009; Ball, 2003). Cuadra et al. (2021) consider that all these elements, subjective and objective, delimit the professional identity of the teacher, which subsumes the personal identity of the teacher (Cobos et al., 2022; Zabalza, 2009).

Freire (2008) in his third letter to those who intend to teach, makes it clear that educational practice should be taken as a very serious matter because through it one participates in the formation of human beings who may be harmed by the negligence of the teacher or benefited by his creative teaching. A reflective reading of the Freirean perspective reveals that the teacher, as a human being, is moved by his or her deep conviction, vocation, hope and responsibility. All these elements are shaped, especially, by the life project of the person who decides to become a teacher, supported by the experiences, expectations and perceptions elaborated about the inhabited world.

The second perspective -being a teacher as a professional subject- is directly related to a set of abilities and skills that are enhanced to effectively practice teaching. To ask oneself about the type of teaching inexorably implies questioning oneself about what one intends to teach. Teaching should be directed towards the full development of the personality in coherence with the various international instruments on human rights. The Universal Declaration of Human Rights (1948) states in Article 26.2 that education shall be directed to the full development of the personality, as does Article 13.1 of the International Covenant on Economic, Social, and Cultural Rights (1966) and Article 5.1 of the Convention against Discrimination in Education (1960).

Although in the Colombian context, the 1991 Political Constitution does not refer to the concept of 'full development of the personality', the internal legal system recognizes 'integral education', which is a justified equivalent of 'full development of the personality'. For example, Law 115 of 1994, which regulates formal education and other types of training, emphasizes in Article 1 that education is a complex process (permanent, personal, social, cultural) based on the "integral conception of the human person, of his dignity [...]". And Article 1 of Law 30 of 1992 projects higher education as a permanent process for "the development of the potentialities of the human being in an integral manner [...]". The full development of the personality is the integral formation itself; therefore, Martinez (2011) argues that the human being is a suprasystem in which various subsystems achieve a wonderful coordination: biological, physical, chemical, cultural, social, ethical, moral, and spiritual, among others. He calls this the personality of the human being.

The type of interpretation that teachers make of teaching and training will have implications for their pedagogical practices. Indeed, the teacher who reduces the human person to the cognitive, will privilege classes full of content (formulas, concepts, and theories). This would be in the presence of the so-called banking education, the donation of the teacher's knowledge without repercussions beyond memory (Freire and Faundez, 2018). On the other hand, the teacher who conceives the human being as a suprasystem -a complex personality-, will promote an integral formation that creatively combines his discourse with the resources and means to strengthen the emotional, affective, cognitive, communicative, ethical, social, and cultural component of each of the students (Morin, 2001), not to turn them into a copy, but into free and autonomous citizens who contribute to their communities with the full development of human capabilities to lead with dignity the life they value (Saito, 2003; Nussbaum, 2005).

To achieve such an integral formation, today's university teacher must have at least five non-fixed and dynamic characteristics. First, he or she must be an interdisciplinary and multidisciplinary professional. This type of teacher has a broad knowledge of the discipline in which he or she has been trained and comprehensively distinguishes the relationships that emerge with other fields of knowledge (Bain, 2004), which allows the configuration of discourses that lead to new rationalities for identifying and addressing onto-epistemic problems of the disciplinary area with different paradigmatic visions (Morin, 1999; Gillis et al., 2017; Park and Son, 2010).

Second, he/she must be a problem-solving teacher. The teacher recognizes the pedagogical potential of the real problems of the context and of situated knowledge. Therefore, he/she promotes tasks aimed at identifying and defining problems that emerge from the environment by linking the cognitive sphere of the subject (disciplinary and multidisciplinary knowledge) with the sociocultural dimension for the development of critical capacity, which leads to greater motivation, interest, participation, and responsibility (Gao et al., 2018; Wan, Harun and Shukor, 2019). Third, and linked to the above, the teacher must show himself as a dialogical and critical subject, which promotes a pedagogy of questioning -and didactics from questioning- to direct the gaze of the subject of training -dialogical principle in teaching-. Thus, the teacher should understand that the intelligent, pertinent, and timely question, becomes an inexhaustible source of stimulus for reflection, democratic participation and awareness of the individual (Herranen & Aksela, 2019; Freire & Faundez, 2018; Lindstrøm, 2021).

Fourthly, the teacher must be a subject that pays tribute to the institutional framework. The teacher's actions, in general, are framed within the institutional framework, that is, the teacher is part of a school, a college, a university institution or other type of organization. Therefore, from his professionalism he must promote a rational action that contributes to the strategic horizon of the institution to which he belongs. Today it is admitted that educational institutions are part of the problem of the educational system, so this vision must be transformed: turning schools and universities into the solution to the problems (Bruner, 2016). The university teacher must be committed to the accreditation and quality processes of the institution and the programs offered, the strategies advanced from various instances and levels, and the events both in planning and in implementation and evaluation.

Fifth, a teacher is sought who is a researcher, close to the scientific activity for the development of ethnoepistemes (Freire and Faundez, 2018). At least, two routes of action must be covered: productive research and formative research (Bain, 2004). The university teacher is called to constantly carry out research relevant and coherent to his or her areas. This leads to several emerging central points that deserve to be stated: 1) strict ethics are required in research; 2) capacities and competences are required in the field of methods, academic writing and communication of results; 3) it is demanded to be part of the academic community from the publication and dissemination; and 4) it is expected that research be real contributions to the solution of social problems. A teacher who meets these demands can favor the formation of other subjects in the field of research.

Finally, it is imperative to point out a third component of being a teacher, in addition to the personal/human and professional/disciplinary: the pedagogical profile/being. The exercise of teaching requires in parallel the pedagogical task, which integrates the areas of knowledge and praxis (Zuluaga, 2021). Pedagogical knowledge is not only theories and pedagogical models that serve in the configuration of the teacher with incidence in teaching and didactics - knowledge -, although its appropriation by teachers is fundamental. It also includes knowledge, which is the vastest space of knowledge translated into institutionalized and non-institutionalized discursive practice. This knowledge is also reflected in pedagogical practices and reflective practices that emerge from experience, daily life and the constant dialogical interaction of social actors.

From the pedagogical component, a complex structure of formal and informal knowledge and practices on education, the teacher: (a) recognizes the learning process of individuals and the factors that make it possible for decision-making on teaching strategies and procedures; (b) reflects on his or her place as a trainer from the society, the institution, the context and the socio-historical moment being lived; c) understands the dynamic role of the student in the disciplinary, ethical, political, and social spheres; d) manifests a deep critical capacity of the current crises and macro-problems faced by society such as injustice, inequity, social vulnerability, poverty, climate change, among others (Wilson et al. , 2019; Arnold and Mundy, 2020; Santos and Soler, 2021).

In addition to the above, in the curricular and evaluative field, the teacher, supported by his knowledge and pedagogical practice, must participate in the reflection and transformation of the curriculum understood as the same socio-political and academic life of the institution. To do so, he/she connects the visions of the micro-social space with the local, regional and national, without losing sight of the trends and germs of change on the international scene (Ennis, 2018). On the other hand, the university teacher is called to abandon the practice of grading to install true formative evaluation processes that are useful for both the student and the teacher. It is not a rigid and static assessment for homogenization based on content, but an assessment that allows from an integral perspective to contribute to the same training. In other words, evaluation is in the same systemic and complex structure of training (Stough et al., 2018).

The pedagogical in the teacher is an urgency because educational policies tend to its elimination and progressive exclusion. Instead, a pseudo-professionalization of the teacher is sought, which is characterized by the increasing reduction of teaching action to technique and results, and less to critical and liberating self-

reflection that allows social and political transformation (Ball, 2003). It is a requirement of utmost importance to return to pedagogy as a central pillar of the teacher's activity. These issues are the focus of this article, whose objective was to describe the perceptions of university teachers on their human, professional and pedagogical dimensions.

METHODOLOGY

The research is framed in the analytical empirical paradigm based on the positivist vision, the descriptive quantitative approach and the non-experimental-transversal deductive method. The population consisted of 246 teachers in the modalities of staff, part-time, and occasional, and belonging to the Faculties of Business Sciences, Education, Arts and Humanities, and Engineering of a public university in the city of Cúcuta (Colombia). To define the sample, the following statistical formula was applied, used when the universe of individuals, that is, the population universe, is recognized:

$$n = \frac{Zc^2 \times P \times Q \times}{E^2 \times (N-1) + Zc^2 \times P \times Q} \tag{1}$$

Where: Zc = 95% or 1.96 is the level of certainty, under the normal curve; P = 0.5 is the probability of success; Q = 0.5 is the probability of failure; E = 5%-0.05 is the level of error; and N = 246 is the population.

The statistical formula resulted in 151 individuals; however, 180 teachers responded to the instrument. For the selection of the sample, the following criteria were considered: to be a teacher hired for the period 2022-1, to belong to one of the faculties described, and to have at least one year of teaching experience within the higher education institution. Teachers with less than one year of experience in university education were excluded from the sample. A Likert-type questionnaire with 32 questions was applied to the teachers, which was structured in four variables of analysis with different dimensions as shown in Table 1:

Table 1: Structure of the questionnaire applied in the research

Variable	Dimensions	Questions
Socio-demographic characteristics	Gender	1-6
	Years of college experience	
	Academic program you are enrolled in	
	Highest level of schooling	
	Professional or postgraduate training in education or pedagogy	
Human being	Social subject	1-8
	Political subject	
	Ethical subject	
	Role of the institution in the recognition and strengthening of the human dimension.	
Being professional	Interdisciplinarity and multidisciplinarity	9-19
	Problémic	
	Dialogic	
	Critical	
	Tribute to institutionality	
	Tribute to society	
	Research	
	Extension	
	Role of the institution in the recognition and strengthening of the professional dimension	

Being pedagogical	Knowledge of learning	20-32
	Knowledge of teaching	
	Knowledge of didactics	
	Knowledge of evaluation	
	Praxis - Reflected experience	

Table 1: continued

	Understanding of the dynamic role of the student in the disciplinary, ethical, political and social spheres.	
	Deep critical capacity of the current crises and macro-problems.	
	Role of the institution in the recognition and strengthening of the pedagogical dimension.	

The questionnaire items were constructed as statements, and the participating teachers could respond with only one option: strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree. The instrument was validated by means of expert judgment, with the participation of four experts in education with experience in research and university teaching. Each of the items was evaluated in the light of five criteria: coherence, consistency, clarity, neutrality and sufficiency. The reliability of the instrument was determined through a pilot test, where the data obtained served to analyze the reliability of the questionnaire based on Cronbach's alpha with a result ($\alpha = 1.00$). The final version of the instrument was uploaded to the Google Forms platform and the link shared to different agencies for dissemination. The data collected were analyzed through descriptive statistics processes with Excel spreadsheets.

RESULTS

Of the 180 participating individuals, 46.7% of the sample was female and 53.3% was male. None of the individuals were younger than 25 years of age and the majority were between 41 and 60 years of age (80%). Only 15.4% were between 31 and 40 years of age. With respect to university teaching experience, 30% indicated that they had been teaching for 11-20 years. Another 25.5% said they had experience between 21 and 30 years. Most of the teachers surveyed have a master's degree (54.9%), 17.1% reported having a specialization and only 6.3% reported having a doctorate or postdoctoral degree. The survey also inquired about training in the field of education and pedagogy: 50% of the teachers reported having professional or postgraduate training in this field.

Table 2 refers to the human being analysis variable. The data collected and systematized with respect to the 'social subject' dimension show that the teachers interviewed generally try to carry out activities to strengthen social relations with different interest groups (76.7% strongly agree and 18.9% somewhat agree). The same tendency is observed with respect to the development of activities to communicate ideas, thoughts or beliefs among the different stakeholders (61.1% strongly agree and 23.3% somewhat agree). Related to the above, most teachers express that the university facilitates the development of the social dimension of teachers (67.8% strongly agree and 27.8% somewhat agree).

Table 2: Results of the teacher's human being variable

Question	Options	No	%
In my teaching practice I carry out activities to strengthen social relationships with different groups such as classmates, colleagues, students, administrators, and other actors.	Strongly agree	138	76.7%
	Somewhat agree	34	18.9%
	Neither agree nor disagree	4	2.2%
	Somewhat Disagree	2	1.1%
	Strongly Disagree	2	1.1%
In my teaching practice I carry out activities to communicate my ideas, thoughts, beliefs and others	Strongly agree	110	61.1%
	Somewhat agree	42	23.3%

among the different groups and actors of the university context.	Neither agree nor disagree	14	7.8%
	Somewhat Disagree	8	4.4%
	Strongly Disagree	6	3.3%
The institution of higher education to which I belong, facilitates through the university culture, programs, guidelines and spaces, the exercise of the social dimension of the teacher.	Strongly agree	122	67.8%
	Somewhat agree	50	27.8%
	Neither agree nor disagree	6	3.3%
	Somewhat Disagree	2	1.1%
	Strongly Disagree	0	0%
In my teaching practice I carry out activities of a political nature for the organization and self-organization of teachers within the educational institution.	Strongly agree	56	31.1%
	Somewhat agree	40	22.2%
	Neither agree nor disagree	48	26.7%
	Somewhat Disagree	16	8.9%
	Strongly Disagree	20	11.1%
In my teaching practice I carry out activities to strengthen social relationships with different groups such as classmates, colleagues, students, administrators, and other actors.	Strongly agree	92	51.1%
	Somewhat agree	52	28.9%
	Neither agree nor disagree	22	12.2%
	Somewhat Disagree	10	5.6%
	Strongly Disagree	4	2.2%

Table 2: continued

The institution of higher education to which I belong, facilitates through the university culture, programs, guidelines and spaces, the exercise of the political dimension of the teacher.	Strongly agree	100	55.6%
	Somewhat agree	58	32.2%
	Neither agree nor disagree	18	10%
	Somewhat Disagree	0	0%
	Strongly Disagree	4	2.2%
In my teaching practice (teaching, research and extension) I recognize and apply the different ethical principles favoring interpersonal relationships and the fulfillment of the strategic horizon of the institution.	Strongly agree	164	91.1%
	Somewhat agree	14	7.8%
	Neither agree nor disagree	2	1.1%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
The institution of higher education to which I belong, facilitates through the university culture, programs, guidelines and spaces, the exercise of the ethical dimension of the teacher.	Strongly agree	152	84.4%
	Somewhat agree	24	13.3%
	Neither agree nor disagree	4	2.2%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%

Regarding the dimension 'political subject', the trend observed in 'social subject' is modified. At least 46.7% state that they carry out few or no activities within the framework of the organization and self-organization of teachers at the institutional level, although 80% agree that they participate in institutional spaces of representation and deliberation. In other words, it seems that actions are carried out in established democratic scenarios, but not in independent activities that emerge from the initiative and will of the teachers themselves. This is confirmed in the findings of the following item: the majority of teachers express that the institution facilitates the political exercise of the teacher from the university culture, programs, guidelines and spaces (55.6% strongly agree and 32.2% somewhat agree). Finally, with respect to ethical practice, 98.9% of the professors express that they recognize and apply ethical principles to teaching, research and extension. In the same percentage, teachers indicate that the higher education institution facilitates the exercise of the ethical dimension.

Table 3: Results of the variable "teacher's professional status.

Question	Options	No	%
The knowledge and problems of the science and/or discipline I handle, as well as of the subject(s) I am in charge of, are approached with sufficient depth and from an interdisciplinary perspective.	Strongly agree	156	86.7%
	Somewhat agree	20	11.1%
	Neither agree nor disagree	2	1.1%
	Somewhat Disagree	2	1.1%
	Strongly Disagree	0	0%
The knowledge and problems of the science and/or discipline I handle, as well as of the subject(s) I am in charge of, are approached with sufficient depth and from a multidisciplinary perspective.	Strongly agree	148	82.2%
	Somewhat agree	26	14.4%
	Neither agree nor disagree	2	1.1%
	Somewhat Disagree	4	2.2%
	Strongly Disagree	0	0%
From the subject(s) I am in charge of, I try to approach the most significant problems of the science or discipline I am in charge of and in coherence with the social, political, economic, cultural and environmental contexts of the students.	Strongly agree	158	87.8%
	Somewhat agree	20	11.1%
	Neither agree nor disagree	2	1.1%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
I try that my classes or training processes start from real problems and from which the knowledge and skills being taught acquire meaning.	Strongly agree	170	94.4%
	Somewhat agree	10	5.6%
	Neither agree nor disagree	0	0%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
Within the framework of my classes and other training scenarios, I seek permanent and continuous dialogue between the actors (students and teachers), recognizing that these interactions lead to meaningful and creative collective learning.	Strongly agree	166	92.2%
	Somewhat agree	14	7.8%
	Neither agree nor disagree	0	0%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
I consider that, in the exercise of my teaching, I manifest a critical attitude and posture towards science, knowledge, research and the problems of the context.	Strongly agree	150	83.3%
	Somewhat agree	28	15.6%
	Neither agree nor disagree	2	1.1%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
I consider that, in the exercise of my teaching, I pay tribute to institutionalism, that is to say, to the mission and support processes, to the strategic direction and to the improvement of the quality of education.	Strongly agree	148	82.2%
	Somewhat agree	32	17.8%
	Neither agree nor disagree	0	0%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%

Table 3: continued

Question	Options	No	%
I believe that, in the exercise of my teaching, I pay tribute to society through the formation of critical, committed and creative subjects, and the response to the most urgent problems of the communities.	Strongly agree	144	80%
	Somewhat agree	34	18.9%
	Neither agree nor disagree	2	1.1%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
I consider that, in the exercise of my teaching, I make significant contributions from scientific research and knowledge production.	Strongly agree	156	67.8%
	Somewhat agree	20	27.8%
	Neither agree nor disagree	2	4.4%
	Somewhat Disagree	2	0%

	Strongly Disagree	0	0%
I consider that, in the exercise of my teaching, I participate in the development of extension projects and activities that contribute to communities and specific groups.	Strongly agree	148	56.7%
	Somewhat agree	26	31.1%
	Neither agree nor disagree	2	10%
	Somewhat Disagree	4	1.1%
	Strongly Disagree	0	1.1%
The institution of higher education to which I belong, facilitates through the university culture, programs, guidelines and spaces, the exercise of the professional dimension of the teacher.	Strongly agree	158	74.4%
	Somewhat agree	20	22.2%
	Neither agree nor disagree	2	2.2%
	Somewhat Disagree	0	1.1%
	Strongly Disagree	0	0%

Table 3 shows the findings of the variable being a teacher's professional being. Regarding this variable, most of the teachers agree that the knowledge and problems of the discipline they address are addressed from the required depth, using the perspectives of interdisciplinarity (86.7% strongly agree 86.7% and 11.1% somewhat agree) and multidisciplinarity (82.2% strongly agree and 14.4% somewhat agree). In relation to the problematic dimension, which inquires about the practice of teaching based on contextualized problems and close to the realities, the teachers agree that the knowledge of their subject is taught in coherence with the socio-political, economic, cultural, and environmental reality of the students (87.8% strongly agree and 11.1% somewhat agree), and that it is based on particular problems of the communities and society to favor the meaning and sense of the objects (94.4% strongly agree and 5.6% somewhat agree).

Regarding the 'dialogic' and 'critical' dimensions, the participating teachers perceive that their classes and training processes are characterized by permanent and continuous dialogue with recognition of the benefits that interaction brings in collective learning of a significant and creative type (92.2% strongly agree and 7.8% somewhat agree). In the same trend, the participants indicate that teaching is done from a critical posture and attitude towards science, knowledge, research and the problems of the context (83.3% strongly agree and 15.6% somewhat agree). The findings also show that the respondents perceive that, from the exercise of teaching, they contribute to institutionalism, quality, and strategic direction (82.2% strongly agree and 17.8% somewhat agree), as well as to society with the formation of critical, committed, creative and responsible subjects (80% strongly agree and 18.9% somewhat agree).

Other dimensions related to the variable of being a professional do not show the same trend as the previous results. For example, 56.7% and 31.1% of the teachers strongly agreed and somewhat agreed, respectively, with the statement 'I participate in the development of extension projects and activities that contribute to communities and specific groups'. The same happens with items related to the exercise of research and the significant contribution to the production of knowledge and scientific work. In this regard, 67.8% of the teachers marked very much in agreement and 27.8% somewhat in agreement. Finally, most of the teachers agree that the institution facilitates the development of the professional dimension of the professors from the university culture, programs, guidelines and spaces (74.4% strongly agree and 22.2% somewhat agree).

Table 4 refers to the results of the teacher's pedagogical being variable, which is of special interest to researchers given the elimination or exclusion of this element in educational public policies and governmental guidelines. Regarding the understanding of the learning phenomenon, teachers perceive themselves as having sufficient knowledge that allows them to interpret the cognitive, social, cultural and emotional factors associated with these processes (67.8% strongly agree and 27.8% somewhat agree). Teachers also recognize that they try to reflect individually and with colleagues to broaden their knowledge about student learning, as well as training and education courses (83.3% strongly agree and 16.7% somewhat agree).

With regard to learning, the perception of teaching was inquired: most teachers consider that they have specific knowledge about these processes, which include disciplinary, curricular, and methodological aspects (73.3% strongly agree and 23.3% somewhat agree). Teachers consider that they put the phenomenon of teaching in spaces for critical reflection and personal and collective discussion and that they try to train themselves to improve their practices in this area (81.1% strongly agree and 17.8% somewhat agree). The results regarding the 'didactics' and 'evaluation' dimensions are similar: teachers perceive themselves as possessing didactic knowledge and qualitative-quantitative evaluation (98.9% and 96.6% strongly agree or somewhat agree). They also state that they seek reflection on this type of knowledge and training (above 97% in both cases).

Regarding the dimension 'understanding the dynamic role of the student in the disciplinary, ethical, political and social areas', teachers perceive that from their actions they favor an integral formation for the full development of the personality that includes: disciplinary knowledge (87.8% strongly agree), social and political role (88.9% strongly agree) and ethical behavior (87.8%). Likewise, teachers perceive that from their teaching task they promote exercises for the development of critical capacity based on the current crises and macro-problems of society, and that this, in turn, allows the resignification of the teaching and pedagogical work (81.1% strongly agree). Finally, most of those surveyed consider that the higher education institution facilitates the exercise and strengthening of the pedagogical dimension (80% strongly agree and 20% somewhat agree).

Table 4: Results of the teacher's pedagogical being variable.

Question	Options	No	%
I recognize that I have a broad and sufficient knowledge about students' learning processes, as well as the cognitive, social, cultural and emotional factors associated with it.	Strongly agree	122	67.8%
	Somewhat agree	50	27.8%
	Neither agree nor disagree	8	4.4%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
From my experience of student learning, I seek critical reflection on these phenomena, discussion among peers / colleagues, and in case of difficulties, I seek to train myself.	Strongly agree	150	83.3%
	Somewhat agree	30	16.7%
	Neither agree nor disagree	0	0%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
I recognize that I have a broad and sufficient knowledge about teaching processes (disciplinary knowledge, curriculum planning, methodologies, roles of teachers and students, among others).	Strongly agree	132	73.3%
	Somewhat agree	42	23.3%
	Neither agree nor disagree	6	3.3%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
From my experience in teaching and the integral formation of students, I try to reflect critically on these phenomena, the discussion among peers / colleagues, and in case of difficulties, I try to train myself.	Strongly agree	146	81.1%
	Somewhat agree	32	17.8%
	Neither agree nor disagree	2	1.15
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
I recognize that I have a broad and sufficient knowledge of the didactics applicable to the area of knowledge and subject I teach (means, resources, methods and methodologies).	Strongly agree	140	77.8%
	Somewhat agree	38	21.1%
	Neither agree nor disagree	2	1.1%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
From my experience about the didactics(s), I seek	Strongly agree	138	76.7%

critical reflection on these phenomena, discussion among peers / colleagues, and in case of difficulties, I try to train myself.	Somewhat agree	38	21.1%
	Neither agree nor disagree	4	2.2%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
I recognize that I have a broad and sufficient knowledge of learning assessment processes (qualitative and quantitative), and from this, I favor the integral formation of students.	Strongly agree	134	74.4%
	Somewhat agree	40	22.2%
	Neither agree nor disagree	6	3.3%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
From my experience in learning assessment processes, I seek critical reflection on these phenomena, discussion among peers / colleagues, and in case of difficulties, I try to train myself.	Strongly agree	148	82.2%
	Somewhat agree	28	15.6%
	Neither agree nor disagree	4	2.2%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
From the training processes, I try to understand the role and function of students with respect to disciplinary knowledge, and from there, to promote the full development of the personality.	Strongly agree	158	87.8%
	Somewhat agree	20	11.1%
	Neither agree nor disagree	2	1.1%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%

Tabla 4: continuación

I try to understand the role and the social and political function of the students in the formation processes, and from there, to favor the full development of their personality.	Strongly agree	160	88.9%
	Somewhat agree	20	11.1%
	Neither agree nor disagree	0	0%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
I try, from the training processes, to understand the role and the ethical function of the students, and from there, to favor the full development of the personality.	Strongly agree	158	87.8%
	Somewhat agree	22	12.2%
	Neither agree nor disagree	0	0%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
Within the framework of my teaching activity, I try to exercise my critical capacity to recognize and address the current crises and macro-problems of society, re-signifying the teaching and pedagogical work.	Strongly agree	146	81.1%
	Somewhat agree	34	18.9%
	Neither agree nor disagree	0	0%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%
The institution of higher education to which I belong, facilitates through the university culture, programs, guidelines and spaces, the exercise of the pedagogical dimension of the teacher.	Strongly agree	144	80%
	Somewhat agree	36	20%
	Neither agree nor disagree	0	0%
	Somewhat Disagree	0	0%
	Strongly Disagree	0	0%

DISCUSSION

The research findings show that the participants, in general, have developed their personal, professional and pedagogical dimensions as part of their teaching identity. Although only 50% of the university professors have advanced studies in education and/or pedagogy, it seems that the possibility of integrating into a higher education institution and the culture of university life with all its logics, allows the socialization and circulation of educational and pedagogical knowledge/practices that favor the dynamics of teaching,

learning, didactics, and evaluation, and that may have its most solid base in the experience of the teachers (Ocampo et al. 2021), and in the case study, it is observed that at least 55% of the individuals consulted have more than ten years of experience, and that there are spaces for socialization and reflection promoted by the higher education institution.

As suggested by Arnold and Mundy (2020) and Arnold et al. (2012), pedagogical praxis constitutes a complex process where the teachers' experience is captured in order to religate theory and practice, emphasizing deep experience. To that extent, the teacher's identity depends on collective interaction and exchange, experiences, social, and subjective constructions as suggested by Cuadra et al. (2021). It is, therefore, a complex and articulated system that in its relationships crosses the objective and subjective seeking the harmony of teacher identity (Kottler et al., 2005), and that requires sufficient responsibility, seriousness and depth (Zabalza, 2009; Freire, 2008; Lindstrøm, 2021). Therefore, it can be observed in the results that teachers perceive themselves with strengths in each of the variables analyzed, with a lower degree only in the area of political subject of the personal being and extension activities in the professional being.

CONCLUSIONS

The university professors in this study show a favorable self-perception of their teaching identity in the personal, professional and pedagogical dimensions. Higher education institutions are gears that produce academic and professional culture, allowing pedagogical praxis to be modified and molded, although not all teachers have pedagogical training. These achievements depend on different objective and objective factors that enrich and enhance the teacher's personality: institutionalism, collective dialogue, individual, and shared reflection, responsibility, vocation, among others. It is important to highlight how efforts are required in the field of political action and extension within the framework of the teaching practice.

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