



Betterment of Performance in Groupal Interaction with Professor of Non-Pedagogic Careers

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Abstract

This work picks up the base, the structure and the partial results of a pedagogic model that it stimulates the study to develop the interaction groupal in the educational performance of graduate professors of non-pedagogic careers (doctors, nurses, engineers and others). The idea integrates in way theoretical systemic budgets from the Advanced Education theory and of the historical cultural focus. The interaction groupal was conceived integrated to the variable educational performance, it constitutes the center of the research and it guided the carried-out inquiries. The picked-up data were subjected to triangulation as well as analyzed with the use of the descriptive and not parametric statistic. The investigation was carried out in nine years in one of the abilities of the University of Medical Sciences of Havana, Cuba and its results have been applied in the courses of the university professors of the careers of the health mainly.

Keywords: Teacher performance, Groupal interaction, Pedagogical model, Graduate professors of non-pedagogic careers

Introduction

The training of university professors in non-pedagogical universities is a simultaneous process to their teaching performance. This is what happens with health professionals (doctors, nurses, deontologists, technologists), production professionals (engineers, architects) and others should work as a teachers at the universities or others levels. These professionals, in their pedagogical preparation, prioritize the didactic,¹ it means that the work with objectives, the evaluation is the focus of attention in that training process. However, within the pedagogical principles is recognized the influence that should be exerted on the group and individual differences, an aspects that remains in the empiricism, spontaneism and non-systemic,² hence it is raised as a scientific problem how to contribute to the improvement of the group interaction in the teaching performance of non-pedagogical graduates? and to give solution is developed the following objective: Design a pedagogical model

aimed at the professional and human improvement of the graduate teacher of non-pedagogical careers that contributes to foster group interaction in their teaching performance.

The documentary analysis carried out by the author and his experiences during thirty years as a teacher of Pedagogy and Psychology in some universities allows to state that in the levels preceding the university is where the educational research with respect to group interaction^{4,5} predominates. However, phenomena such as "effect of halo" and "the pygmalion effect"^{3,6} is common to find them in the teaching of university professors, in the same way that favorable and well-argued opinions about students centered in the discourse of faculty graduates of non-pedagogical careers have been frequent a greater weight in the academic, as well as little or no reference to the forms of interpersonal relationship in the classroom.^{7,8}

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For the development of the research were assumed or elaborated definitions such as the teaching performance of the graduate teacher of non-pedagogical careers, the group interaction and intentional actions for group interaction.

Methodological framework

The investigation was developed with affiliation to materialist dialectic as a theoretical basis with the activity's theory from A N Leontiev, Advanced Education from J Añorga. The theoretical methods applied were documentary analysis, historical - logical study, systematization, system approach, modeling; the empirical ones, both in the initial study and in the partial verification of the observation of the teaching activities of the professors, the analysis of documents, interviews with the educational directors. The surveys applied to students. To the professors the professional performance test and questionnaires, (which include the measurement of the personal and group satisfaction index with the application of the VA Iadov technique.) The collected data were processed and analyzed with the help of mathematical-statistical methods as the percentage analysis and from the descriptive statistics the calculation of the absolute frequency as a measure of position and measures of central tendency (mean, mode and median), of dispersion (standard deviation) and of the non-parametric statistics the Tau correlation test of Kendall-b and the Wilcoxon rank-and-match test, proposed by Siegel S,⁹ that allowed determining and assessing the

degree of relationship between the data obtained before applying the model and evidencing the transformation that occurred in the partial verification, with the support of the SPSS version 15 system in Spanish for Windows.

The population, constituted by two different groups: One of them with 62 subjects, grouped in strata: 30 students, 24 professors, seven directors and a coordinator (author of the investigation). The sample of 60 students coincides with 100% of Cuban students enrolled in the second and fourth year of medical school and are those who participate when they arrive in fourth and sixth year. Teachers constitute 80% (24 of 30) of those incorporated into the pedagogical improvement in the afore mentioned faculty. The seven managers are the teacher's appointed heads of teaching departments or subject groups in the teaching departments where the 24 teachers are inserted. All belonging to a one of the School of Medical Sciences of the Medical University of Havana, Cuba.

The teacher performance variable for the characterization of the teaching performance of non-pedagogical graduate teachers was parameterized in dimensions and indicators as follows (Table 1).

The work through the items in each indicator allows to evaluate the pedagogical strategies that the teacher demonstrates as part of his teaching performance (Table 2).

Table 1: Summary of dimensions, indicators and established items.

Dimension	Indicator	Number of items
Knowledge	I Modeling level of the interaction in the activity to be developed.	10
Practice	II Degree in which manifests the integration between non-personal components.	11
	III: Degree of facilitation of the interaction.	18
	IV: Level of adjustment to the environment in which the activity develops.	9
Valuation	V: Level of reflection on the interaction in the activity developed.	11

Table 2: Scale developed to evaluate each indicator and items.

1	2	3	4	5
Low	Poor	Medium	Right	High
Inappropriate	Little bit Inappropriate	Appropriate	Fairly appropriate	Very appropriate
Less than 60	Less than 70	70 points	Between 71 and 85 points	Between 86 and 100 points

The results were located in a data matrix with a view to the triangulation that favored the analysis and discussion of them. The Inventory of problems and potentialities of teaching performance of non-pedagogical graduates was also applied to Advanced Education and were analyzed by qualitative way.

Results

As a summary of results of the triangulation in the initial verification, the results were the following:

Knowledge dimension: Indicator I the modeling level of the interaction in the activity to be developed is low. Practical dimension: Indicator II the Degree in which it manifests the integration between the components is less than 70. Indicator III the degree of facilitation of the interaction is less than 60 points. Indicator IV the level of adjustment to the environment in which the activity takes place It is low. Valuing dimension: Indicator V the level of reflection on the interaction in the activity developed is low. Derived from these results, we propose a pedagogical model whose components

coincide with those proposed by Valle Lima A. in 2009, based on philosophy, sociology, psychology, comunicology and Advanced Education within Pedagogy.

The objective of the model is to develop intentional group interaction actions as part of the teaching performance of non-pedagogical graduates.

The objective of the model is to develop intentional group interaction actions as part of the teaching performance of non-pedagogical graduates. The Pedagogical Model elaborates that the graduate teacher of non-pedagogical careers, accompanied by tutor¹⁰ shows behaviors that intentionally facilitate interaction in that process and therefore activity and communication, in any type of the content that transmits when developing the pedagogical process, (medical, nursery, others) through the dimensions and indicators of their teaching performance.

These ideas are references for teacher training programs and should be assumed by professionals as part of their professional and human improvement while contributing to this much-needed interaction in human development.

The Pedagogical Model presented by this research is characterized because it is an integrated configuration of thought and action that results in a formal theoretical construction adjusted to a context (adults in training as teachers in Cuba who maintain an active, dialogical and open to influences role. of the scenarios.) It is a dynamic instrument for the research on formative evaluation and self-evaluation. It is structured systemically, with procedural development, staggered from the fulfillment of indicators that methodologically orientates the cyclical advance when obtaining certain concrete achievements or concrete demonstrable results. of the conceptions of Advanced Education.¹¹

In its execution was applied a system of courses conceived as an alternative of Advanced Education (Introduction to Pedagogy, Educational Communication, Psychological Counseling in the teaching-educational process, History of Education, Comparative Education, Educational Evaluation in Health Sciences and University educational management in Health Sciences). Of these courses the teacher inserted in the application of the model, had to take educational communication and at least two other courses.

After two years of the application of the model, an evaluation of the progress of the model was made, obtaining these results:

- The modeling level of the interaction in the activity to be developed is medium, appropriate.
- The Degree in which it manifests the integration between the components is between 71 and 80 points.
- The degree of facilitation of the interaction is similar to the previous indicator.

- The level of adjustment to the environment in which the activity takes place is medium, quite appropriate.
- The level of reflection on the interaction in the activity developed remains low.

Some behaviors were verified that affirm the internalization that has been produced by the application of the Model, such as the adjustment of the number of objectives per teaching activity and the way of elaborating the objectives. (23, 95.83%); link established with later contents. (21, 87.5%); need to prepare a class plan (cards, minutes) (18, 75%); I pretend qualifications granted as a self-evaluative exercise, I insist that they themselves look for and tell me an extension bibliography. (4, 16.66%), among others.

With the support of descriptive statistics, it was possible to assess at the initial moment that the median of the items was placed at value 2 (not appropriate) and at this moment it went to level 3 (appropriate), in each of the indicators.

When triangulating the data collected in this partial verification, non-parametric statistics were applied as a tool for confirmation of results, the Kendall correlation coefficient for determining the degree of influence of the model on the changes perceived in the indicators at the time of partial verification. The calculation made resulted in a 0.57 for $p < 0.1$ (if there is a relationship), which confirms hypothesis one and shows that the influence that the model has had on this variation is significant.

The above figures are of great value when comparing the results of the performance test at the beginning and in the partial finding, when evaluating the median, the Wilcoxon test and Kendall's Tau coefficient for $p < 0.05$, which indicated the existence of differences significant between the initial state and the partial verification made.

If so far the analysis has been detailed and points towards satisfaction with the application of the Model, when exploring this satisfaction through the personal satisfaction technique of V.A. Iadov included in one of the questionnaires the results were located in the maximum of satisfaction 5 (20.84%) and satisfied 12 (50%), not defined or contradictory six (25%), not satisfied one (4.16%). When applying the formula that allows the calculation of the group satisfaction index, the result was 0.5, which means the predominance of stimulated satisfaction in the teachers for what had been applied.

From these answers has been developed the idea that the motivational affective aspects that may be in the base of performance are at an initial level in most of the subjects, with expressions of satisfaction in the assumption of the teaching role and in its permanence, what can affect their self-regulation and metacognition, which coincides with the results of the performance test.

As a Pedagogical Model¹², it began its application in the development of two editions in the distance education variant of the course "Educational Communication for Health Sciences professionals" by the site. <http://www.infomed.sld.cu/> and in the pedagogical training that students of Psychology receive in the mention of health in the University of Medical Sciences, also in the preparation of instructors of the CUPET Company, of the MINEM, among professors of the Faculty of Health Sciences of the Technical University of Ambato, in Ecuador; South America and in the Polytechnical high School and in the Pedagogical Superior School of Bié, of the José Eduardo Dos Santos University, the Republic of Angola, Africa.

The modification of behaviors is a complex, difficult task, a challenge for Pedagogy that is assumed by Advanced Education. Making it possible for professors who are graduates of non-pedagogical careers to incorporate behaviors in the promotion of group interaction as part of their teaching performance shows that professional and human improvement is always possible. And this is what this research exposes.

Conclusions

- 1) The initial characterization resulted in the inappropriate state of the group interaction in the teaching performance of the professors graduated from non-pedagogical careers sampled. The educational, research and organizational problems were also determined through Technology for the determination of problems of Advanced Education.
- 2) The modeling made from the integration of social demands, the ideal of university professor and the philosophical, sociological, psychological, comunicological and pedagogical foundations, allowed to design the proposed Pedagogical Model for which a feasible goal to be fulfilled, provided that in the transition through the stages of the model this teacher participates in the alternatives of overcoming Advanced Education and makes aware the need to take into account the dynamic forces involved that will allow the development of intentional actions for group interaction in a flexible and dialogical way in their teaching performance as part of professional and human improvement.
- 3) The majority of the results obtained from the empirical investigations in the partial verification of the established indicators were evaluated as appropriate, which shows a favorable change. The satisfaction of the teachers with the overcoming received was positive. The transformation of the subjects and the overcoming of the contradictions that originated the research were achieved, verifying the contrast between the model acting at the time of the initial diagnosis and the ideal pedagogical model proposed. This confirms the viability of the model to continue its application.

Recommendations

- I. Carry out the monitoring of the teaching performance of the sample studied, as a way to verify the impact of the proposed Pedagogical Model.
- II. Extend the application of the proposed Pedagogical Model to other Faculties of the Medical University, as well as to other Higher Education Centers.
- III. Strengthen the research line aimed at overcoming non-pedagogical graduate teachers.
- IV. Systematize, through Comparative Education, the study of the experiences of multiple countries on the teaching improvement of professors graduated from other university careers.
- V. Carry out research from the theory of Advanced Education, in the Pedagogical Model designed for other demands of the teaching performance, such as the professional orientation of the personality in the adult stage and the motivation for scientific research.

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Conflicts of Interest

Author declares that there is no conflict of interest.

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