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Academic bodies in Public Schools in the State of Mexico

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Abstract

The article describes the characteristics of the academic bodies of the public normal schools of Mexico State, as well as the profiles of the teachers of these academic bodies. It is descriptive and explorative and is drawn from a larger project that aims to identify the formative process of the academic bodies of the public normal schools in México State. The question that guided this exploration was: What are the characteristics of the academic bodies of the public normal schools, and which profiles do its members have? The study was conducted in a quantitative manner, based on data collection from official sources of information, catalogues of academic bodies recognized by the PRODEP and databases of the Dirección General de Profesiones. The article shows that there are few schools with academic bodies, these academic bodies having limited membership and lains knowledge lines linked to teacher training. The professional training of teachers is the master´s degree and they studied programs related to the science of education, in private schools. Few teachers possess a desirable profile; however the majority graduates with a master´s degree.

Academic bodies, normal schools, teachers

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Introduction

The Professional Development Program for Teachers (PROMEP) attempts to professionalize the full-time faculty (PTC) of the Higher Education Institutions (HEI) to develop the capacities of research, teaching, application of knowledge and innovation and articulate in bodies academics. The intention is to generate a new academic community, able to transform their environment.

Since 1994 regular schools IES are considered, but not always worked as such. Some Public Normal Schools in the State of Mexico have managed to combine academic bodies and register to PRODEP, but what characteristics do these academic bodies? What profiles have their members? These are the questions that guided our study descriptive. We assume that the collegiate groups have a high degree of integration and its members have a solid background for research.

The answers to the questions are important as would the standard for other schools that have failed to combine academic bodies, have concerning the conditions of collective and profiles that comprise teachers.

The study is quantitative, it focuses on the twelve recognized academic bodies and 48 teachers that shape. The information comes from statistics from official sources; from these data we try to characterize the groups and their members. The article contains some background PRODEP are some facts about the academic bodies in teacher training institutions, a brief characterization of Public Normal Schools in the State of Mexico, the study methodology, the results obtained, a brief overview and challenges future in the form of conclusions.

Brief background of PRODEP

In 1996 the Ministry of Education (ANUIES, 1996), in collaboration with the National Council of Science and Technology (CONACYT) and the National Association of Universities and Institutions of Higher Education (ANUIES) designed the program for Faculty Improvement (PROMEP Now PRODEP) to address the problems of higher education.

The program had positive points. An important aspect that stood out was that it represented a shift in focus on academics to move from policies focused on individuals focused on policies (De Vries and Alvarez, 1998, p. 184) academic bodies. PROMEP intended to raise the quality of higher education by strengthening full-time teachers (PTC) and its integration into academic bodies. According Zogaib (2000, p. 140), in the early years, the program had supported nearly three thousand teachers who meet the required profile.

PROMEP also had negative points. Guzman (2006) points out the false individualism which arose between the teachers and the little impact they had newly trained doctors in educational programs. The program, then, was to strengthen the profiles of PTC but was not contributing to raising the quality of education.

The program benefited greatly teachers by providing economic incentives. He became one of the three major programs dynamic epistemological processes of Mexican public universities, along with the National Research System and the Performance Incentives Program of Teachers (Lastra and Comas, 2014, p. 65).

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But increased economic incentives also had its dark side. Before the peer evaluation system implemented by PROMEP key resource for the granting process, the risk of forming a scientific elite bureaucrats (concept of Alexander, quoted by Lastra and Kopewics, 2006) ran: bureaucratic meritocracy with academic leadership committees, practicing their own methods to science and away from the social sector. The program appeared to be beneficial but ran the risk of contamination.

Academic bodies in teacher training institutions. In 2008, public colleges were included in the rules of operation of the program to participate, from 2009, in granting economic incentives and recognition of academic bodies (Official Gazette, 2008).

Academic bodies are, according PRODEP (Official Journal of the Federation, 2014), groups of teachers or full-time teachers who share one or more lines of generation of knowledge, applied research and technological development and innovation in disciplinary or multidisciplinary topics and set of objectives and academic goals. The basic elements relate to all teachers who follow definite lines and share academic goals, all for the benefit of educational programs of the academic unit to which they belong. Also it conceived as a space for training: essential to the training of professionals and instrument of professionalism and updating teacher support. Academic bodies classified into three types: in training (CAEF) in consolidation (CAEC) and consolidated (CAC).

From a review of a number of concepts that characterize epistemic communities and collective knowledge producers, López (2010, p. 10) proposes a different definition for the academic bodies:

Small scientific community that produces and applies knowledge by developing of one or more lines of research and work in the same functions as the glue of the team. Add the concept of PRODEP expression scientific community, instead of group of teachers, which would presuppose a requirement difficult to cover.

Regardless of the definition, the establishment of academic bodies is not easy. There are conditions that favor or hinder integration. Mijangos and Manzo (2012, pp. 12-13) recovered some of the conditions that affect the strengthening and consolidation of academic bodies. From the study of three educational area consolidated academic bodies, but non-normal schools, identifies four key elements: the definition of a research broad enough to include all work and achieve, at a time of labor interdisciplinary way; the identification of important items, according to the regulations, to move towards consolidation; identifying strengths and weaknesses to achieve doctoral level rating; and the successful use of disciplinary diversity to better adapt to teamwork.

Lopez (2010, p. 17) recovers some elements that could strengthen the work of the academic bodies. According to the survey results, the most important factor (57.7%) refers to the production and application of knowledge. The second most important (29.5%) is related to a common agenda and shared interests. Between them they add just under ninety percent of the opinions. Also it refers (p. 21) certain elements that inhibit the development of academic bodies: the concentration of labor in some researchers and other overprotection (32%); hampering the development of individual members (27.6%); and distrust among members of the collegial group (25.8%).

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Among the difficulties to strengthen collaborative work within the academic bodies, Dimas, Torres and Castillo (. 2012, p 200) emphasize: the need for better organization of work, lack of detail and clarity as to the requirements of each of the stages of development, insufficient recognition of the impact of these bodies in educational programs and, therefore, in the training of students and the need to strengthen further the teaching-research link.

Vera (2011, p. 82) points to the homogeneity in the training of teacher educators in both undergraduate and graduate, as a condition to facilitate the integration of academic bodies in regular schools. But also anticipates a voltage by the size of these institutions (p. 83): those academic bodies, management capacity and the amount of resources that could be incorporated into the institutions, could exceed the capacity of decision and power of directors or deputy directors.

Mendoza-Morales (2014) recall the case of normal school, where they have not been able to integrate academic bodies. He notes that the main problem is that educational research has not developed as an institutionalized practice then identifies the educational research as the prerequisite for full-time teachers could be integrated as groups that generate knowledge and apply it in innovative ways requirement. It also identifies a number of challenges for the normal school, in general, and his school, in particular, where you forget the root cause of the problem and merely states a series of platitudes relating to education policy and institutional organization that they have little to do with the educational research as the basis for analyzing and improving teacher training.

One of the trends that have been observed in normal academic bodies belonging to their schools are unlikely to consolidation. Yanez, Mungarro and Figueroa (2014) address the case of academic bodies of Sonora. Six who obtained their registration in 2009, five years later, two were missing and the other four kept its connotation of academic bodies in formation. The concrete experience of this entity indicates that the academic bodies in regular schools have little chance to consolidate, rather tend to remain at the elementary level of specificity or disappear. The main problem faced has to do with the limited academic production of collegiate groups, mostly reduced to conference presentations.

Public Normal Schools in the State of Mexico

The State of Mexico has 36 public colleges, who are teachers for basic education: school and preschool, elementary. Administratively, the institutions are integrated into four geographic regions: north west, which includes five schools in the capital and four north of the entity; south west, which covers nine schools in the south and southwest of the state; east; which includes eight institutions from the east side of the border entity with the Federal District; and the northeast, bringing together ten schools of the metropolitan area of Mexico City.

Normal schools offer one to four educational programs, depending on demand in the region where enroll. The Ministry of Education is the entity that determines the programs must offer each and the number of applicants that make each generation.

Teachers working in them belong to the state education subsystem and can be of two types: full-time (PTC) and class hours. The PTC can have four types of appointments: teachers with more than 35 hours class, teachers "A", educational researchers and assistant.

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The hours are class teachers who have an allocation of 35 hours or less. Principals do not have a teaching appointment, but a place of public servant. Then are teachers with four types of appointments who could, or should, do research and integrated into academic bodies.

Methodology

The study is exploratory in nature. The intention is to characterize the academic bodies of the Public Normal Schools in the State of Mexico from a quantitative perspective, based on data collection from official sources of information. Some contributions qualitative in nature, grounded in our experience as faculty and as advisor to the standards with educational researchers PRODEP regular education group are also made.

The official information sources employed were twofold: catalogs recognized by PRODEP (Programme for Teacher Professional Development, 2015) and the databases of the Directorate General of Professions of the Ministry of Education (Directorate General of Professions academic bodies, 2015).

The sample academic bodies are the twelve Public Normal Schools Mexico State recognized by PRODEP, eleven training and one in consolidation, and 48 full-time teachers that form.

Results

The revision of official information allowed us to describe the following characteristics of academic bodies and define the profiles of its members. Watch it separately.

The characteristics of academic bodies

Public Normal Schools in the State of Mexico have twelve recognized academic bodies by PRODEP, which would be 10.34% of all of this kind at the national level. The ratio is negative considering that the company is home to 13.84% of all teacher training institutions in the country. It is also considering the number of schools has recognized collegiate groups. Only eleven colleges (30.5%) have academic bodies, ten to one and one with two. In all other groups are full-time teachers who meet to work but have failed to establish a line of generation and innovative application of knowledge (LGAC) or have a scholarship established around the lines. Two more schools had a faculty, but lost after registration evaluation after three years.

The LGAC academic bodies have specific characteristics. Most of the bodies (75%) is only one line, the rest (25%), develops two. As the rules of program operation (DOF, 2015) suggest that develop lines with special emphasis on teacher training, ten bodies (83.3%) address lines in that sense, adapted to their school context: training and corporeality and training for physical education in schools that are licensed in Physical Education; reflection on practice, skills development, educational research in teacher training institutions for preschool education; skills development and assessment of learning in schools that prepare graduates in primary education and actors practice and processes, skills and track graduates in teacher training institutions of secondary education.

The formation of the academic bodies can also check from the seasonality of its recognition. The first recognized case of academic staff was recorded in 2009, but lost its connotation three years later. The 2010 recognition was granted one more, which remains in force.

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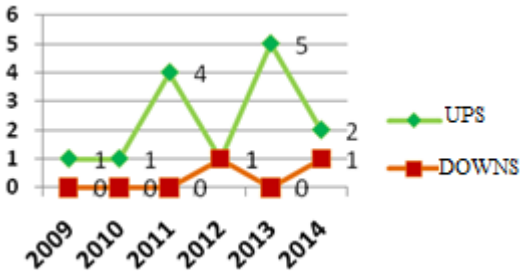
In 2011 four bodies obtained recognition, one registration lost two renewed their status as collective training and the remainder was recognized as being consolidated. In 2012 only one faculty was recognized as such. 2013 was the most productive year for five bodies more received official recognition. In 2014 the figure dropped to only two (Figure 1).



Graphic 1 Ups and downs of academic bodies.

The number of members that make up the academic bodies is low (Table 1). Some of them (33.4%) only have the minimum number of members to be recognized as such, three. Most (41.7%) consists of four members. A minor proportion (16.6%) consists of five members and the rest (8.3%) is composed of six. Three out of four academic bodies are made up of the minimum number of members or the minimum number plus one.

The proportion of teachers with desirable profiles faculty is variable. Four bodies (33.4%) do not have any integral with appreciation desired profile, that is, one in three of that registration. Other four (33.4%) have more than half of its members with this recognition. Two (25%) have a single member with desirable profile. In one (8.3%) half of its members is recognized and the remaining

N.P.	Registration year	Membership	With desirable profile	Degree of consolidation
1	2010	5	3	CAEF
2	2011	5	4	CAEC
3	2011	3	2	CAEF
4	2011	4	2	CAEF
5	2012	4	0	CAEF
6	2013	3	3	CAEF
7	2013	3	1	CAEF
8	2013	3	1	CAEF
9	2013	4	0	CAEF
10	2013	6	1	CAEF
11	2014	4	1	CAEF
12	2014	4	0	CAEF

Table 1 Formation of the academic bodies

Profiles of full-time professors

Of the 48 full-time faculty comprising academics twelve bodies, most (64.6%) does not have the desirable profile recognition, only two in five (39.6%) have done. Of these, the majority (68.4%) has obtained a master's degree and only a few (31.6%) with PhD.

The professional training of members of the academic staff is heterogeneous, but keeps some similarities. Most have a master's degree (52.1%). It is followed, in quantity, those with a bachelor's degree (27.1%). The proportion is lower for those with doctoral degree: 16.7%. The remaining members (4.1%) did not find official information proving their professional preparation. One in two members of the academic staff has a master's degree, a significant proportion has only bachelor's degree and only one in six has a doctoral degree.

In the area of vocational training we observe some constants. The largest proportion of those with undergraduate is inserted into the area of education (30.7%). They are followed in number those who were enrolled undergraduate studies in primary education (15.4%) and secondary education, specializing in educational psychology (15.4%).

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The same proportion (7.7%) are those who were trained to teach in the areas of preschool and secondary education with a major in English and who were enrolled careers not directly related to education: economics, chemistry and computer engineering. Most graduates were trained for teaching, only a small proportion (23.1%) came from other specialties.

Forming area	Academic degree		
	Bachelor's degree	Mastery	doctorate
Sciences		20%	37.5%
Science Educ.		48%	25%
preschool	7.7%	4%	
primary	15.4%		
English	7.7%		
pedagogy	30.7%	4%	
psychology	15.4%		
Administration		12%	
Social Sciences		4%	25%
Investigation		4%	12.5%
other	23.1%	4%	
Total	100%	100%	100%

Table 2 Areas of PTC training

The teachers have a master's degree such training. Just under half of them attended programs in science education (48%). One in five (20%) accredited education program and a lower percentage (12%) he attended one over educational administration. The rest studied other programs: preschool, education, teaching and research, educational technology and social sciences, each with 4%. All teachers integrated in academic bodies coursed programs related to teaching, what a change is the area of expertise or the approach assumed.

Teachers with doctoral degree programs were enrolled in the area of education (37.5%), education sciences (25%), social sciences and humanities (25%) and educational research (12.5%). Most doctors were formed related to teaching and a significant proportion focused on research areas.

As for the institutions where, they were formed, we see an interesting phenomenon. Most teachers with bachelor studied in a public institution (84.6%). Only a small portion is formed in private institutions (15.4%). Of those from public schools, the majority (63.3%) attended a teacher training institution, both the entity itself as surrounding states. The rest (36.7%) was formed in universities, state or entities with which limited.

Academic degree	Percentage of total	Institution of origin	
		Public	Private
Bachelor's degree	27.1%	84.6%	15.4%
Mastery	52.1%	40%	60%
doctorate	16.7%	50%	50%
No Records	4.1%	-	-

Table 3 Formation of PTC professional

Contrary to graduates, most with master teachers studied in private schools (60%). Only two out of five were formed in public institutions (40%). Almost everyone who studied in a public school, did a teacher training institution (90%) of the entity or the Federal District. Only a fraction (10%) graduated from a university, established abroad. Four out of five coming from private schools studied at universities (80%), especially in extramural facilities equipped in the state and in the nation's capital. The rest (20%) graduated from teacher training institutions, which have offices in several parts of the state.

With doctors we observe another phenomenon. Half of them (50%) studied in a public school and the other half (50%) in a private school. Half of those studied in a public school (50%) did so in a teacher training institution, the other half (50%) he graduated from college, all established in the state. Those who were trained in private schools, studied at teacher training institutions (75%) and universities (25%), based in the entity or its parent from other states.

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According to these data, the majority of graduates were trained in public institutions, most of the teachers come from private institutions and half of the doctors studied in public institutions. It seems that those with a master's degree education programs have chosen to obtain the degree which is flexible and does not necessarily require the development of a thesis. In half of those with a doctoral degree this same trend. In the other half, from a public school, we observed a singular fact: all have a university degree, all working in normal schools established in the capital of the entity and all have the desirable recognition profile of PRODEP.

Balance

Based on the statistical revision made, we can venture the following statements. Few ordinary public schools in the State of Mexico that have academic bodies, two out of three institutions still fail to put together a group of teachers to produce and apply knowledge collaboratively. Registered academic bodies are in the process of formation, except one, which is in the process of consolidation. The years in which the largest number of academic bodies reported these institutions were 2011 and 2013.

Academic bodies follow a line only generation and innovative application of knowledge, but three of them cultivate both. In all cases, the LGAC following are directly linked to teacher training. One in three bodies does not include teachers with appreciation desirable profile and only the body that is in the process of consolidation has four with that distinction.

Most teachers integrated in academic bodies lack the desirable profile recognition. Only two out of five have obtained and of these most have been master's degree.

Doctors with desirable profile are the leaders of their respective bodies, except when more than one matches in a collegial group.

The prevailing degree among members of academic bodies is the master, but the number of teachers with bachelor's degree exceeds that of those with a doctoral degree in an area close to two to one ratio.

The courses taken by teachers who are graduates, teachers or doctors are related to education and science education. As there is diversity in the institution that trained them graduates come from teacher training institutions of public support; teachers graduated from teacher training institutions of private; and doctors studied both in public and private schools and come from teacher training institutions and universities. Doctors who come from public schools have initial university training, have the desired profile and are attached in institutions of the state capital.

Conclusions

Public Normal Schools in the State of Mexico faces a series of challenges to be overcome in the near future. Institutions that do not possess any faculty should create conditions for strengthening research collaboratively and achieve the formation of one or more conditions. Schools that have them, will enhance the processes for registration of a greater number of bodies and consolidation of existing ones.

Existing academic bodies must consider the option of integrating more teachers, since some work with the minimum number of members, leading to a permanent risk of disintegration. The members of academic bodies are to increase production and raise academic levels enable to achieve recognition of desirable profile and increase the chances of consolidation.

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The recognition will be desirable profile with a doctoral degree and not only with the master.

Members should ensure the empowerment of institutions of public higher education, having academic recognition and focus their research programs to improve the training process and acquire experience in developing thesis.

Some Public Normal Schools in the State of Mexico are in the process of conversion to institutions of higher education have meant that their teachers are integrated in academic bodies and achieve the desired profile recognition, missing assess whether these efforts positively impact the collegiate groups training of future teachers of basic education.

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