

Andragogical Attitudes and Student Well-Being, a study at the University of Guayaquil

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Abstract

University teaching, as part of its practical exercise, demands an attractive field to investigate the psychological processes, implicit in the dynamics of teachers and students, under the bidirectionality of teaching and learning, which promote the exploration of the attitudes of the teacher and under his professional practice the andragogic attitudes, which are structured under cognition, motivation and behaviors. The objective of this research was to evaluate the andragogical attitudes of teachers and student well-being in a higher education institute in the city of Guayaquil. Through a methodology with a quantitative approach, explanatory scope, non-experimental design and cross-sectional section; through a stratified random sampling of 48 teachers and 125 students. The instruments were adapted and validated for the study of variables using the Likert scale. Their results showed the predominance of horizontality in both populations, with the variable andragogical attitude and feelings associated with a low level of well-being.

Keywords: *scale, attitudes, andragogy, subjective well-being.*

INTRODUCTION

At present, the university requires research that focuses on the educational practice of the teacher, and that seeks to instrumentalize the psychological processes that promote effectiveness in the teaching and learning processes, where andragogical attitudes would be immersed. According to Pórlan (1995), when considering the cognitive structure, the teacher must establish strategies that allow him to improve his actions and reflective processes in the face of the new educational challenges of the academic world.

The andragogic attitude as a study variable demands a comprehensive analysis, the term attitude is widely reviewed from Psychology and the term andragogy refers to the process of education in adults.

Through a documentary analysis carried out by Rodríguez on the theoretical development of the attitude category, the contributions of some authors such as Secord, Backman, León, Morales and Coord in 1999 were found, who defined attitude as a disposition that is expressed through three types of responses, representing a unique internal state that is composed of three components: cognitive, which refers to beliefs; affective, which refers to feelings and emotions; and behavioral, which is related to behaviors.(2007)

In his analysis of the dimensions of the attitude variable, Morales provides detailed information about their cultural relativity and social significance, which can determine

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whether they are considered good or positive, or bad or negative. In addition, it highlights the importance of the direction and frequency of behavior in relation to attitudes, pointing out that accepted attitudes are behaviorally repeated while rejected ones are inhibited or extinguished.(1994)

The consistency of an attitude refers to the degree to which its components, cognitive, affective, and behavioral, are congruent with each other. If these components are not in consonance, ambivalence occurs, meaning that there is a contradiction or inconsistency between them. This concept was explained by Morales (1994) in his study on the dimensions of the attitude variable, where it is also mentioned that attitudes can be evaluated as good or bad.

Regarding the theoretical development of andragogy, Knowles notes in Alexander Kapp's ideas of 1833, that adult learning does not depend exclusively on the teacher, but is also nourished by self-reflection and life experience. Andragogy focuses on the art of teaching through autonomy and a sense of learning, with the teacher as facilitator.(1984)

Adam, Félix and Torres, et al. They identify the three dimensions of andragogy as horizontality, participation and flexibility. The horizontality dimension refers to the horizontal relationship between the teacher and the student, in which both are active participants in the learning process. The participation dimension involves making decisions through reflection, critique, and collaborative construction in the learning process. The flexibility dimension refers to the ability to adapt the pace and educational load to the aptitudes and skills of adult learners.(1977)(2000)

According to Tabera, teachers' attitudes can have both a positive and negative impact on students' motivation and their ability to learn, and the feedback students receive from teachers can have a major effect on their feedback. On the other hand, Romero suggests that the intrinsic motivation of students is directly related to the environment that the teacher creates in the classroom and the value attributed to academic competence, which has been studied by several universities in Spain. (2015)(2020)

Korkmaz conducted a study in Baja California, which found a positive and significant relationship between teachers' attitudes toward their profession and their job performance, suggesting that attitudes may be an excellent predictor of job success in the teaching field. On the other hand, at present, the term andragogy has been used in 43% of the 51 recent publications on the subject, mainly in Latin America, where Brazil has been the country that has explored the subject the most, especially in the area of health. .(2020)(Draganov, Andrade, & Neves, 2013)

Mendieta states that the variable of subjective well-being refers to the evaluation that the person makes about his or her life, taking into account the emotions it generates and determines conditions of satisfaction, happiness and state of health. Subjective student well-being involves affective self-evaluation in different areas, such as health, work, and studies, and encompasses satisfaction with mastery, i.e., the evaluation of the student in his or her particular surroundings. (2013)(Cummins & Cahill, 2000)

Salcedo (2017) conceptualizes student well-being as the improvement of students' quality of life, which encompasses the global assessment of happiness and the cognitive evaluation of life (global judgment), as well as the balance between positive and negative affects. In the university context, it is related to the permanence of students and their involvement in social service programs and projects.

Murillo found that, in the Colombian university context, the well-being of students is associated with the comprehensive offer of programs and services, such as medical care, food and guidance, among others, which contributes to adequate educational development. Likewise, it is evident that the quality of education is related to the degree of institutional identification that teachers have (Ochoa, Mendoza, Tejada, & Panduro, 2022).(2021)

Under these definitions, the following question is posed in the research: What are the andragogical attitudes of teachers and student well-being in an institute of higher education?

METHODOLOGY

The research was classified as applied, with a quantitative approach and an evaluative scope, using a non-experimental cross-sectional design. The purpose of this study was to evaluate the andragogical attitudes of teachers and student well-being in a higher education institution located in the city of Guayaquil.

Sample

A stratified random probability sample was used, composed of 48 university professors and 125 students, belonging to a higher education institute in the city of Guayaquil; under the inclusion criteria, such as being university professors with a minimum of one year of experience and university students with a minimum of one academic semester.

Hypothesis

The following hypothesis was proposed:

Ho: $p \neq 0$ The andragogic attitudes of university professors are not linked to subjective student well-being.

Ha: $p = 0$ The andragogic attitudes of university professors are linked to subjective student well-being.

Applied Instruments and Techniques

Two instruments were selected, which were validated by experts and passed the respective pilot test, focused on the context of the Institute of Higher Education in the coastal zone.

Andragogical Attitudes Questionnaire, adapted from the QUACINE/ESPE andragogy questionnaire, developed by Acosta, Torres, & Navío . The questionnaire is based on Fishbein and Ajzen's theory of reasoned action, and analyzes attitudes towards andragogy, structured around the three principles of andragogy, with an added component of teacher training. The questionnaire consists of 29 items, with 6 items on participation, 13 on flexibility, 6 on horizontal communication and 4 on teacher training, and was measured on a Likert scale. See graph (I). Cronbach's alpha coefficient was 0.93 for teachers and 0.94 for students, indicating high reliability. . (2016) (Traver-Martí & Ferrández-Berruenco, 2016)

Student Well-Being Scale, Elaborated from Villatoro's references, it consists of two subscales that evaluate satisfaction with university proficiency and university happiness, including both positive and negative aspects. Each subscale is composed of 8 elements and was structured under a Likert scale for measurement. The confidence of the scale was assessed using Cronbach's alpha coefficient, yielding a value of 0.92 in students, indicating a high level of internal consistency. See graph (II and III).(2012)

ESCALA DE ACTITUDES ANDRAGÓGICAS						
Reestructurado del cuestionario de QUACINE y la encuesta de la Universidad de las Fuerzas Armadas - ESPE						
A continuación te presentamos algunas afirmaciones relacionadas con los principios andragógicos, escoge el numeral más cercano a su respuesta, de acuerdo con la escala de likert.						
Género:	Hombre	Mujer	Puntúa de 1 a 5, sabiendo que:			
Nombre y apellidos				El 1 muy en desacuerdo.		
Cargo	Docente universitario			El 2 no estás de acuerdo.		
Edad				El 3 no tienes aún una opinión definida.		
			El 4 estás de acuerdo			
			El 5 estás muy de acuerdo			
Rodea con un círculo la puntuación escogida. Gracias.						
N	ÍTEM	ESCALA				
		1	2	3	4	5
1	El profesorado debe implicarse en la tutorización del aprendizaje de los estudiantes.					
2	PARTICIPACIÓN	El estudiantado universitario valora positivamente que la formación universitaria le capacite no sólo como profesional competente, sino como una persona con espíritu crítico y autónomo.				
3		Estoy convencido que cuanto más alta sea la motivación del profesorado hacia la enseñanza, mayor será la del estudiantado hacia el aprendizaje.				
4		Considero que para ser un buen profesor o profesora universitaria se hace realmente necesario implicarse en el hecho educativo y en la enseñanza.				
5		Considera adecuado establecer relaciones interpersonales con sus educandos para identificar positivamente sus características.				
6		Considera usted que los aprendizajes que más recuerdan los estudiantes universitarios, son aquellos construidos con su propia participación.				
7	Pienso que en la universidad debería darse el mejor contexto para investigar sobre la innovación educativa.					
8	Estoy convencido que para llevar a aula propuestas innovadoras el profesorado tiene que estar en continuo proceso de formación y renovación.					
9	Creo que para el éxito de las propuestas educativas en la enseñanza universitaria es esencial adaptar a la nueva realidad la metodología y los materiales.					
10	Considero que para mejorar la práctica docente es necesaria la utilización de nuevos métodos de enseñanza acordes con la realidad profesional y social.					
11	Considero importante incorporar la utilización de las TIC y de los lenguajes audiovisuales para mejorar la docencia en el aula.					
12	FLEXIBILIDAD	Para poder realizar innovación educativa la docencia debería tener adecuadas condiciones administrativas.				
13		Pienso que la estructura departamental de la universidad influye positivamente en la mejora educativa.				
14		Estoy convencido de que si la docencia se considerara más que la investigación se favorecería la innovación docente.				
15		El estudiantado valorará positivamente una cantidad menor de estudiantes en las aulas.				
16		Considera usted que la diversidad de los recursos didácticos que utiliza para el desarrollo del proceso enseñanza-aprendizaje, influye positivamente en los estudiantes universitarios.				
17	Considera usted que el docente universitario debe desarrollar competencias que le permitan orientar, escuchar empáticamente, establecer nuevas alternativas, ante la resolución de problemas.					
18	Considera usted que el docente universitario, debe desarrollar competencias para aceptar la diversidad de pensamiento, etnia, género y religión.					
19	Considera usted que el docente universitario, debe desarrollar competencias para trabajar asertivamente con personas en situación de discapacidad.					
20	Considero que el profesorado universitario tiene que mediar en el aprendizaje del alumno realizando funciones de guía y orientación del mismo.					
21	HORIZONTALIDAD	El rendimiento de los alumnos mejorará si el profesor se muestra cercano y accesible a ellos.				
22		Creo que para dar clases en la universidad tan importante es saber la asignatura como saber enseñarla.				
23		Es importante que el profesorado dedique tiempo a preparar sus clases.				
24		Se debe aceptar al grupo de estudiantes como un recurso más para el aprendizaje, descubriendo y reconociendo el bagaje con el que cuentan.				
25		Está de acuerdo en que el docente universitario debe asumir un rol de facilitador del aprendizaje.				
26	CAPACITACIÓN	Considera usted que la educación universitaria, obedece al arte del enseñar a los adultos, respetando la autonomía en el proceso de aprendizaje del adulto y un rol de facilitador por parte del docente				
27		Los procesos de capacitación al docente, permitirán mejorar la relación con sus estudiantes, para motivarlos en su crecimiento personal y profesional.				
28		Esta de acuerdo, en que los principios de la andragogía (educación para los adultos) son, flexibilidad, participación y horizontalidad del proceso de enseñanza y aprendizaje.				
29		Esta de acuerdo en los procesos de capacitación para el desarrollo de competencias en docentes universitarios.				

Figure I: Andragogical Attitudes Scale

ESCALA DE BIENESTAR SUBJETIVO ESTUDIANTIL UNIVERSITARIO			
A continuación te presentamos dos subescalas, satisfacción con el dominio Universitario y Felicidad Universitaria (aspectos positivos y negativos), solicitamos su colaboración en el llenado, lo cual permitirá la validación del presente instrumento, en pro del bienestar subjetivo del estudiante universitario.			
Género:	Hombre		Mujer
Nombre y apellidos			
Rol	Estudiante		Carrera
Edad			
SUBESCALA DE SATISFACCIÓN CON EL DOMINIO UNIVERSITARIO A continuación te presentamos algunas afirmaciones sobre la satisfacción con la vida en Universitario. Expresa tu sentir más cercano frente a estas afirmaciones.			
Señala con una x la			
N	ÍTEM		
1	De manera global, mi vida en la universidad la considero		
2	El programa de estudio y su ejecución académica		
3	Considero que los servicios de salud que ofrece la universidad		
4	Los beneficios en desarrollo humano que ofrece la universidad, los considero		
5	Las actividades recreativas que ofrece la universidad		
6	Los servicios de apoyo que ofrece la universidad		
7	Las instalaciones que ofrece la universidad		
8			

Figure II: Subjective Student Well-Being Scale – Satisfaction with University Proficiency subscale.

Source: authors, (2023)

Figure III: University happiness subscale.

Source: authors, (2023)

Statistical processing: the statistical processor, Statistical Package for the Social Sciences (SPSS) version 20.0 for Windows, was used.

Procedure

The development of the research is described in stages, as indicated in table (1).

Table 1 Phased research development protocol.

Stages	Category	Related activities
Stage 1	Revision documentary	Theoretical and conceptual definition of the investigated variables, in scientific articles based on Scopus, Ebscot, Dialnet, Redalyc, using digital platforms. Finally, it concluded with the selection and documentary analysis of the two variables: andragogical attitudes and subjective well-being.

Stage 2	Linking to the sample	A publicly-funded institute of higher education in the city of Guayaquil was targeted. Subsequently, the participants who made up the sample (teachers and students) were located.
Stage 3	Instrumentation	It began with the validation of experts, by both instruments. The Andragogic Attitudes questionnaire and the Student Well-Being scale were applied. To teachers and students linked to research.
Phase 4	Analysis of results	The respective analysis of results was established through the application of the SPSS statistical programmer. In addition, the respective factor analysis for each of the variables and dimensions evaluated.
Phase 5	Return	The respective return of results, conclusions and recommendations was made with the authorities, teachers and students of the institution. Subsequently, it was disseminated to the scientific community through the publication of a scientific product.

Source: Authors, (2023).

RESULTS

The results obtained from the evaluation of andragogical attitudes showed that the predominant interval in the questionnaire of andragogical attitudes among teachers in general was high, with 83.33% indicating that they strongly agree. Regarding the dominant interval by dimensions, the principles of horizontality and training were notable aspects of andragogical attitudes, while a lower acceptance of the flexibility dimension was observed among the sample of teachers, see table (2).

Table 2 Overall Result of the Andragogical Attitudes Questionnaire (Teachers)

INTERVAL	PARTICIPATION		FLEXIBILITY		HORIZONTALITY		TRAINING	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
HIGH	37	77.08%	32	66.67%	43	89.58%	43	89.58%
MIDDLE	10	20.83%	13	27.08%	4	8.33%	5	10.42%
LOW	1	2.08%	3	6.25%	1	2.08%	0	0.00%
TOTAL	48	100%	48	100%	48	100%	48	100%

Source: Authors, (2023).

Interval results obtained with the student sample

In general terms, the predominant interval in the andragogical attitudes questionnaire was high with 74.40%, which indicates a high acceptance by the evaluated sample (students). Regarding the dominant range by dimensions, training stands out first, followed by horizontality and participation. On the other hand, the flexibility dimension shows a lower frequency or acceptance in line with the teaching sample, see table (3).

Table 3 Overall Result of the Dimensions of the Andragogical Attitudes Questionnaire students

INTERVAL	PARTICIPATION		FLEXIBILITY		HORIZONTALITY		TRAINING	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
HIGH	94	75.20%	65	52%	94	75.20%	115	92%
MIDDLE	27	21.60%	47	37.60%	29	23.20%	9	7.20%
LOW	4	3.20%	13	10.40%	2	1.60%	1	0.80%
TOTAL	125	100%	125	100%	125	100%	125	100%

Source: Authors, (2023).

In general terms, both teachers and students have an assessment below the midpoint in questions 5, 14 and 15, the latter being the ones with the highest standard deviation. In the dimensions of participation and flexibility, a neutral attitude is observed in questions 5 and 14, where the importance of establishing interpersonal relationships with students and the relationship between research and teaching to promote innovation is questioned. Question 15, referring to the amount of student opinion about a smaller number of students in the classrooms, also highlights a high standard deviation.

To evaluate construct validity in teacher and student samples, principal component analysis was performed using a Varimax rotation. The analysis revealed a Kaiser-Meyer-Olkin (KMO) sample adequacy measure of 0.676 for teachers, with a sphericity of 100%, and a KMO sample adequacy measure of 0.900 for students, with a sphericity of 100%, indicating the adequacy of the analysis. The solution of the 21 items revealed five factors that explained 63.90% of the variance, which was used as a reference for the factorial solution, see (Table 4).

Table 4 5-component factorial solution

Component	Sum of the Rotation Squared Saturations		
	Total	% of variance	Cumulative %
1	6.588	22.717%	22.717%
2	4.321	14.901%	37.619%
3	3.109	10.721%	48.340%
4	2.726	9.401%	57.741%
5	1.786	6.160%	63.901%

Extraction Method: Principal Component Analysis.

Source: Authors, (2023).

Factor 1. Development of teaching skills and educational innovation, refers to the importance of developing skills through the use of information and communication technologies (ICT).

Factor 2. Motivation, teaching dedication, autonomy and criticality of the student, this factor refers to the attitude and disposition of both the teacher and the student towards teaching and learning.

Factor 3. Departmental structure, administrative status, innovation, refers to the organization of the institution and the resources available to teachers and students. It includes the management of academic activities, support for research, and the availability of material and technological resources. It also refers to the importance of a clear and efficient departmental structure in administrative management.

Factor 4. Environmental and social conditions, this factor refers to the physical and environmental conditions in which the teaching activity is carried out, such as the number of students per classroom and the accessibility to resources and tools; it refers to the importance of the role of teachers in society and also the relationship between teacher and student.

Factor 5. Interpersonal relationships, dedication and teacher training. Bipolar factor, in which one dimension refers to the interpersonal relationships between teacher and student, with negative bases, and the other dimension refers to teacher dedication and training, with positive bases. Both dimensions show inverse tendencies, while one indicates an acceptance in practice of an andragogical attitude, while the other does not.

In relation to well-being in university students, according to the application of the Student Well-Being scale, a low interval of 48.75% was denoted, equivalent to a feeling of low well-being, in the dimensions, such as mastery satisfaction and happiness, related to few positive affects, see graph (I).

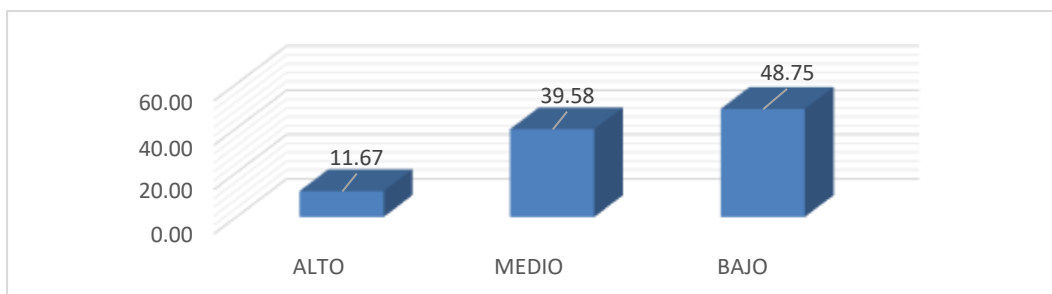


Figure IV: Overall Result by Dimensions Subjective Well-Being Scale

Source: authors' own elaboration, (2023)

The questions (4, 5, 6, 7) related to human development and economic aid, culture, recreation and sports, food and physical facilities, show a greater dispersion of figures or standard deviation (SD) in the first dimension assessed, which is satisfaction. In the second dimension assessed, happiness, the questions (1, 3, 4, 5) are related to feeling during academic activities, fellow students and assessments.

The results of the validity of the construction of the Subjective Student Well-being scale were obtained through the factor analysis of its main components with Varimax rotation. The data revealed a sample adequacy KMO index of 0.92 in students, suggesting that the analysis was appropriate. In addition, a sphericity of 100 percent was found, indicating that the variables are interrelated and can be grouped into factors. Overall, these results confirm the construct validity of the scale used to measure students' subjective well-being.

The factor analysis of the scale was consolidated into two factors, which explain 59.60% of variance, factor 1 with 33.97% and factor 2 with 25.6%.

Factor 1, students' overall satisfaction and happiness in their college life, is a unipolar factor including both their academic experience and their social life on campus. Aspects such as the attitude of the teachers, academic achievements and expectations, as well as satisfaction with the student program and university life in general, are highlighted. In other words, this factor focuses on students' subjective perception of their university life and how it affects them emotionally.

Factor 2, Satisfaction with human development, extracurricular activities, and services offered by the university. Importantly, this is a unipolar factor, meaning that all the variables included in it contribute to overall student satisfaction in these areas.

Hypothesis testing

Ha: The andragogic attitudes of university professors are linked to the subjective well-being of students.

Ho: The andragogic attitudes of university professors are not linked to the subjective well-being of students.

The results obtained from Spearman's Rho indicate that the bilateral significance value is 0.379, which is higher than the established significance level of 0.05. Therefore, the general hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted, which means that there is not enough evidence to conclude that there is a relationship between andragogical attitudes and subjective student well-being, see table (5)

Table 5 Hypothesis testing

Spearman's Rho		AttitudesAndragogic	Well-beingSubjectiveStudent
Andragogical	Attitudes	Correlation coefficient	1.000
Questionnaire	(applied to	Follow-up (bilateral)	.079
students)		N	.379
			125
		Correlation coefficient	125
			.079
Well-beingSubjectiveStudent		Follow-up (bilateral)	1.000
		N	.379
			125
			125

Source: Authors, (2023).

DISCUSSION

The results found in this research coincide with the collection of other critical studies, such as that of Toba and Gil (2009), who investigate andragogical principles in higher education institutes and highlight the importance of horizontality and participation. In addition, Doubront (2019) reviewed narrative documentaries on university dropouts and proposed an andragogical vision that implies a new attitude of actors to transcend social problems. Overall, these findings point to the urgent need to implement andragogical approaches in higher education.

The author Caraballo (2012) carried out an analysis of the perceptions of students of the UNESR university community, and found that the lack of implementation of andragogical principles leads to a disconnection with the current context, which can put at risk the relevance and pertinence of university education.

In the evaluation of the flexibility dimension, which is related to administrative conditions, a neutral assessment was found by the participating teachers and students, which indicates that they do not yet have a defined opinion on the matter. This may be related to the defensive function of the self, which protects self-esteem and avoids showing affectivity or expected behaviors. This finding aligns with what Katz (1984), cited in Zaragoza (2003), establishes about the ego-defensive action of the attitude, in which one avoids facing unpleasant situations or difficult realities.

Zhu and Engels (2014) carried out an analysis of how university organizational culture is perceived by teachers and students, and how this influenced the definition of needs and the recognition of teaching effort.

It is important to note that the participation dimension of the andragogical attitude is not related to sexual attitudes according to Zapiain's (2014) definition, but rather to the teacher's attitude towards active participation and dialogue with students in the teaching-learning process. It is possible that attitudinal ambivalence towards closeness with

students is related to other factors such as organizational culture and role expectations in the teacher-student relationship. These factors would need to be further explored to better understand the attitudinal ambivalence found in the research.

Regarding the factor analysis of the dimensions of the andragogical attitude, a favorable attitude towards the development of competencies, educational innovation, the use of ICTs and the management of people with disabilities was demonstrated. These results coincide with a previous study carried out with 351 Spanish university teachers, which recognises the importance of the development of generic skills, the use of ICTs and work experience to improve the quality of teaching (Ramírez, González & Salcines, 2018).

The positive attitude towards the motivation, dedication and recognition of teaching is clearly evidenced, which is supported by a study by Barrientos and Navío (2015) in which it is established that the academic community is the one that defines the frame of reference in terms of teacher recognition and expectations.

A high level of acceptance was demonstrated in terms of significant learning, autonomy and critical capacity of students, both in teachers and students. A study carried out by Amada Suyo - Vega, da Costa and Inés (2021) concludes that teachers' experience, knowledge and attitude have a positive impact on the promotion of learning autonomy.

Both teachers and students demonstrated a strong interest in the training offered to teachers, which has been supported by various studies such as the one carried out by Serrano (2018) in which a favorable attitude towards the updating of knowledge by university teachers was found. In addition, the importance of institutional support as a determining factor in the success or failure of teacher training programs is highlighted.

Teachers and students in the sample showed a positive acceptance of the andragogical attitude that prioritizes the role of the teacher in relation to environmental and social conditions. At the national level, however, the realities are different. According to Revelo (2004) and González (2012), in Latin America, specifically in Ecuador, there is an administrative trend that reduces the time dedicated to teaching and that affects the budget, working conditions and the impact of multiple roles, among other factors.

The results showed a positive attitude towards ethnic, gender, and religious diversity, which is supported by the study by Mila, Yáñez, and Maldonado (2022). This study highlights the importance of teaching strategies that incorporate technology, virtual spaces, and andragogic approaches to foster participation and communication in diverse educational environments.

The tutoring dimension denoted a high acceptance in both populations, according to attitudinal factor analysis. Research such as that of Martínez, Pérez and González (2022) highlights the importance of the active participation of students in tutoring, which seeks to promote autonomous and emotional learning, unlike traditional tutoring that focuses on resolving specific doubts. Mentoring should be seen as an opportunity to include students as protagonists and foster a collaborative learning environment.

Overall, the results of the study revealed a trend towards a low level of Subjective Student Well-being. The dimensions of Domain Satisfaction and Happiness were evaluated in a similar way, indicating an unsatisfactory perception in relation to other university domains such as health, human development and nutrition, as well as in university life in general, including achievements or goals, classes, evaluations and other valued aspects. HEIs higher education institutes must define a comprehensive student well-being model that encompasses physical, emotional, socioeconomic, cultural, and recreational health (Murillo, González, & Piñeros 2021).

The results of the study indicated that students' satisfaction with their academic pursuits, achievements, and expectations in relation to their university program was low overall, suggesting that students' closest goals could be related to the approval of their courses or

the completion of their degree. These findings coincide with a research conducted by Zalazar and Cupani (2018), which resulted in 1282 students from a university in Argentina and found that satisfaction was low due to beliefs and goals set in the short or long term.

The results indicated a low satisfaction in terms of human development, extracurricular activities and services offered by the institution, and it is deduced that this may be due to the fact that the research was carried out during a period of virtual education, which means that the data collected represent the experiences or memories of the students during the pre-pandemic period (2019), and they may also include the experiences obtained during virtual education, mainly in relation to the services provided by the institution; In other words, this context provided the frame of reference for the subjective assessment of students.

The findings of Roberto, Georgina, and Félix (2020) in Mexico show a similarity with the current situation in which the students in this research value educational infrastructure and institutional services to a low degree, which are directly related to academic performance and student expectations. On the other hand, the questions related to the feelings and emotions of the assesseees, which are part of the components of their attitude, show a greater dispersion in their evaluations, with a low trend. It could be inferred that the lack of closeness, companionship and interpersonal development among their peers is a consequence of the new modalities of education that include non-face-to-face learning.

The findings confirm the contributions made by Mendieta (2013) on the relationship between the study of social support and subjective well-being, particularly in the cognitive affective dimension, as well as the importance of establishing social support networks. The study also highlighted factors such as religion and ideologies that can influence life satisfaction, which is related to the construction of social support networks that improve people's quality of life (Pérez, Bonnefoy, & Cabrera, 2011).

In general, the subjective well-being assessments of university students are consistent with the contributions of Fernández (2021) when considering that university academic development has been carried out in the last two years under a virtualized reality of distance teaching, changing the usual conditions, where the predominant emotions during the pandemic were fear and later associated with feelings of sadness.

The results of this research indicate that there is no significant relationship between the variables explored, andragogical attitudes and subjective student well-being. These findings differ from previous studies by Tabera (2015) and Romero (2020), who found a positive connection between teacher attitudes and student motivation, as well as between classroom climate and student well-being, respectively.

In the same way, the scenarios from face-to-face to virtual should be considered as an influential factor in the perception of reality by teachers and students, in the configuration of their thoughts, feelings and associated behaviors, in addition to considering other factors such as family, environmental, administrative conditions that influence academic stress and their well-being (Pinto, Villa and Pinto 2022).

It should be considered that the transition from face-to-face to virtual scenarios can be an influential factor in the perception of reality by teachers and students, in the configuration of their thoughts, feelings and associated behaviors, in addition to considering other factors such as family, environmental and administrative conditions that influence stress and academic well-being (Pinto, Villa, & Pinto, 2022).

CONCLUSIONS

The assessment of the andragogical attitudes of teachers and students showed that the dimensions of horizontality and participation are widely accepted, while the dimension of

flexibility presents an intermediate position in most of the results, which suggests a defensive attitude to avoid exposing oneself with a clear stance in the face of reality.

The results of the andragogical evaluation indicate that the trainings for teachers were well received and positively valued by both populations, suggesting that there is a predisposition to adapt to the needs and contexts of the university. Consequently, it can be concluded that these findings reflect the existence of a university that is sensitive to the needs and demands of its members.

Attitudes towards interpersonal relationships and closeness between teachers and students were found to be ambivalent and require further exploration in future studies. These studies could consider factors such as gender, attitudes toward sexuality, and the power dynamics that influence these relationships.

The underlying relationships found in the evaluation of andragogic attitudes, as a result of the factor analysis, revealed elements such as competencies, innovation, motivation, recognition, meaningful learning, autonomy, creativity, social conditions, diversity and mentoring. These coincidental factors demonstrate the recognition of a comprehensive university by both populations.

The results of the research showed that the conditions of the pandemic and the change from face-to-face to virtual have negatively affected students' subjective well-being in terms of mastery satisfaction and happiness. In addition, it has been found that there is no significant relationship between andragogical attitudes and subjective student well-being. It would be important to continue exploring the mental health of university actors to better understand the factors influencing student well-being.

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