

Professional Ethics Analysis in Students of Teacher Training Program in three Higher Normal Schools in the Colombian Orinoquía

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ABSTRACT: A doctoral level study is presented through which is consolidated the professional ethics in teacher training students at three Higher Normal Schools located in three departments located in the Colombian Orinoquía region. This is a developed researching from quantitative and qualitative approaches in which three researching instruments are applied (direct observation, questionnaire and interview) at the beginning or pre-test time, from which a first diagnosis is obtained generating a designing and a training and pedagogical proposal through which seeks to improve aspects related with formative, affective, social and professional dimension integrating the professional ethics in teachers in training participating in investigation. Obtained results show up the importance in strengthening comprehensive training in future teachers with training professionals' purpose capable to face challenges and satisfying educational demands and needs posed by currenting times

KEYWORDS –*Ethic, teaching, profession teacher training, training.*

I. Introduction

Professional ethics in education is the element to shape the teacher's actions and affects not only the quality in their work but also results their work produces in identity and a society development; this is the importance to reflecting on incidence in ethical responsibilities and deontological training to consolidate. The professional identity from which is possible to establish at an internal, personal and social level some principles to action which guarantee an ethical exercise in teaching work, generating change processes in line with social challenges and context needs and in students.

II. Professional Teaching Ethics

It is understood as those attitudes assumed by teacher in exercising his profession and which determines characteristic social, personal, affective and practical behaviour's in teaching exercise and which are determinants in quality educational work. [1] Maintains an ethics training that in any profession integrates components related to technical knowledge, which relate to mastery in a certain knowledge area for good professional performance, and humanistic components, relates with human meaning and social which characterizes everybody.

According above, professional teaching ethics are projected in various aspects and interactions that educator carries out, whether in the relationship with himself, with the school, with co-workers, students and community. Teaching in an ethical manner implies responsibly assuming action principles mediated by the teaching vocation, academic preparation, meaning and social understanding that impact in education and values at teaching exercising.

On other hand, [2] it states, fulfilling its responsibilities, university should promote vocational training through formation in knowledge, skills and techniques, as well as the stimulation for learning capacities students. In this way, it is possible to raise the moral level in who participate at teaching; therefore, authentic professionals are expected to be trained to carry out their work with generosity, disinterest, satisfying social needs and carefully assuming conduct related to profession dignity and the professional, assuming their commitments and values for strengthening their being. Transiting through school determines conditions to new professionals to working world at exercising their profession.

University, as a context in vocational training, should seek comprehensive training in its students and, same way, teachers should constitute an example, inspiration and model to be followed by their students because since consolidation stage in professional identity, construction processes and change occur in which have a great impact to professionals, social and cultural references surrounding to professional during his training time.

[3] The common aspects incidence in present century, such as social changes and new technologies increasing, generates difficulties related to negative impact in audio visual media on capacity for reasoning, even the depth level in messages they bring with them and their impact on development in young people. It also describes, among other problems, increasing in copyright cases infringement. It also mentions disrespect for others concealed in anonymity that networks allow. This brings with it new challenges at teaching ethics and needing to seek educational answers to them.

However, from humanistic, disciplinary, curricular and evaluative perspective, [4] it refers to professional ethics as a commitment to what is done and considers ethical principles and values should not only be instilled but also exemplified. From humanistic view point, author refers to the General Law on Education in Colombia, which establishes among its primary objectives, a solid ethical and moral training, which, from this directive, constitutes a training elemental in the classroom that will affect the new citizens forming society.

Within the disciplinary perspective, the aforementioned author highlights curricular innovation, on which it states each teacher is responsible for realizing it in classroom through innovative educational models' application; Likewise, it points out it is up to educators to be builders and innovators on institutional curriculum, which directly affects students and society. From these perspectives, teacher's professional ethics are reflected by giving rise to ethical reflection in the classroom, which involves carrying out observation processes, point of view recognition in others, perspective interaction, understanding and values review at stake, helping students to have ethical and conciliatory values, reflective students formed for being an exemplary teacher.

2.1. Professional Ethics Dimensions

[5] [5] They express, in education for life and the integral training of subjects, it is necessary to develop and strengthen in school competences related to formative, affective-emotional, social, and professional dimensions, sustainable educational and formative purposes are fulfilled in whole person so they can interact and develop effectively in different life areas.

The formative dimension focuses on developing different capacities in people through knowledge appropriation and intellectual growth so they develop tools that allow them to assume various vital and professional possibilities. The affective-emotional dimension is linked to personal and interpersonal aspects to allow us to understand the social and natural tone from the understanding of ourselves and others in order to act freely, responsibly and autonomously and to assume life in a positive way.

The social dimension relates to the formation of competences enable society to be shaped by behaviour of respect, cooperation, critical and democratic sense for progressing towards peace, justice and freedom. Finally, the professional dimension seeks to develop working competencies by recognizing and enhancing the skills in subjects based on their abilities and interests so they access work world o in the best possible conditions.

2.1.1. Training Dimension

According to importance in training dimension in pedagogical leaders, [6] It states the true leader should acquire by himself knowledge in areas he should supervise, self-training is a fundamental factor for success (135). The

author mentions, among other actions to improve this dimension, dedication to self-training, helping collaborators and other personnel with their own training, providing themselves with training materials and resources, promoting professional exchanges, encouraging research, promoting the study and discussion of professional issues and supporting innovation.

In the case of this study, a mixed methodology is applied, predominantly of descriptive approach through which we seek to analyse quantitative and qualitative data through the application of three data collection instruments to allow to establish an initial diagnosis or pretest moment in relation to formative aspects in participants in which we took into account among others, interest in teacher training and practice, responsibility in cognitive development, emotional and communicative attitudes for their training process, learning and application in didactic methods and strategies, continuous training, formative evaluation, self-evaluation and self-reflection of teaching practice.

2.1.2. Affective-Emotional Dimension

[7] Emphasizes the special relevance in affective or emotional dimension and implies for educator to show positive attitudes, empathy and appreciation for those with whom he/she interacts inside and outside school, so everyone is treated with dignity. It also emphasizes friendly attitudes, trust and personal affection in which emotional intelligence prevails; the interest in knowing and attending to needs, particular interests' students, and offering their support by offering an adequate educational and human response. The aforementioned author also mentions the strengthening students' self-importance -confidence and contributing to the discovery and development of their potentials; giving kind, courteous, delicate and considerate treatment to themselves and to those around them.

In the first stage this research, participants' behaviour's related to the capacity to interrelate harmoniously with others, appreciation for life, empathetic attitudes, recognition of their own and others' emotions, self-regulation of behaviour and self-control of emotions, capacity for attentive listening, resilience, as well as interest in the personal goals achievement, capacity for peaceful conflict resolution, responsibility for their own actions, acting autonomously and honestly in the different actions in daily life.

2.1.3. Social Dimension

Taking into account the need to train competent citizens to understand today's world, learn to live together and act judiciously, [8] argues contemporary education should provide young people with the necessary competencies to enable them to live in a sustainable and sustainable manner at personal, work and community levels. From this view point, it is pertinent to address training for citizenship in order to realize and give meaning to one of the basic objectives in tasking of educating and complying with the provisions for educational policies.

The author emphasizes the importance in ethical and citizenship training that university should provide and explains, in ethics today's university, there should be present the deontological training regarding the professions exercise professions, the citizenship and civic training in its students and the human, personal and social training that optimizes the ethics and morals in future professionals (p.12).

Through this study, we inquired about the behaviour's associated with the practices in respect towards others, the facility to establish new friendships, the ability to work as a team and in a collaborative manner; assertive communication, positive attitude in social interactions, cordiality, kindness and compliance with rules for full and harmonious coexistence.

2.1.4. Professional Dimension

[9] Explaining professional values are professional qualities in professional personality that express social meanings to allow human restructuring and manifested in the daily praxis of a given task; it is the practice in values experienced in the daily scenarios. These values respond to socio-cultural requirements that determine the profession exercise, it gives meaning and qualify the professional culture at a given moment. In this sense, the author maintains the formation in values at University is oriented towards development in professional

culture and should be directed towards the satisfaction of increasingly pressing social demands, therefore; it should be aimed at helping those who are in formation to take what currently represents a value in their lives and help them to discover the reality of their orientation and ideas (p.56).

Through this study, the participants were investigated on aspects related to performance in professional tasks, the valuation of their own and others' work, the willingness to perform their work, punctuality, labour relations, adaptation to change, planning and organization of time, industriousness, commitment and interest in the achievement of proposed goals and the appropriation of technologies for working world.

III. Results

Once initial diagnosis in 180 participants was obtained, we proceeded to design and apply a pedagogical proposal and formative intervention based on strengthening capacity for critical thinking and communities conformation inquiry through which it is possible to reflect on guidelines and assume new attitudes to allow improving the performance in participants in the formative, affective, social and professional dimensions.

The researching development led to the development a second post-test moment, which implies a second application on data collection instruments and the subsequent analysis on results through the use of technological programs for processing the data obtained. Taking into account analysed dimensions, following results by dimensions correspond to the pretest and posttest moments of researching.

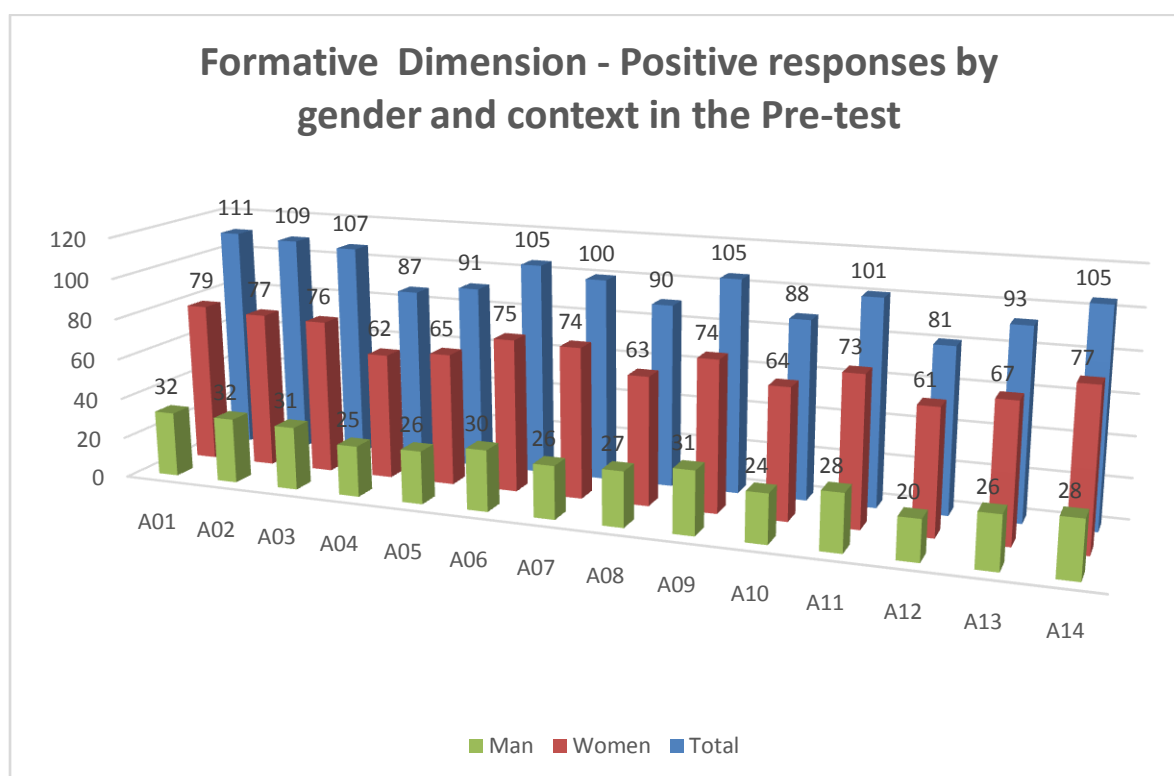


Fig. 1 Formative Dimension by gender and contexts in the Pretest

Figure 1 shows in detail the number of students who answered affirmatively to items 1 to 14. The question least frequently answered: "I plan to pursue a graduate study", in equal proportion for both men and women in the total sample; this demonstrates low interest in students to pursue further studies. According to responses collected, it is important to strengthen the professional identity, as students denote giving few importance and interest to development a specific theoretical and practical knowledge for the improvement teaching.

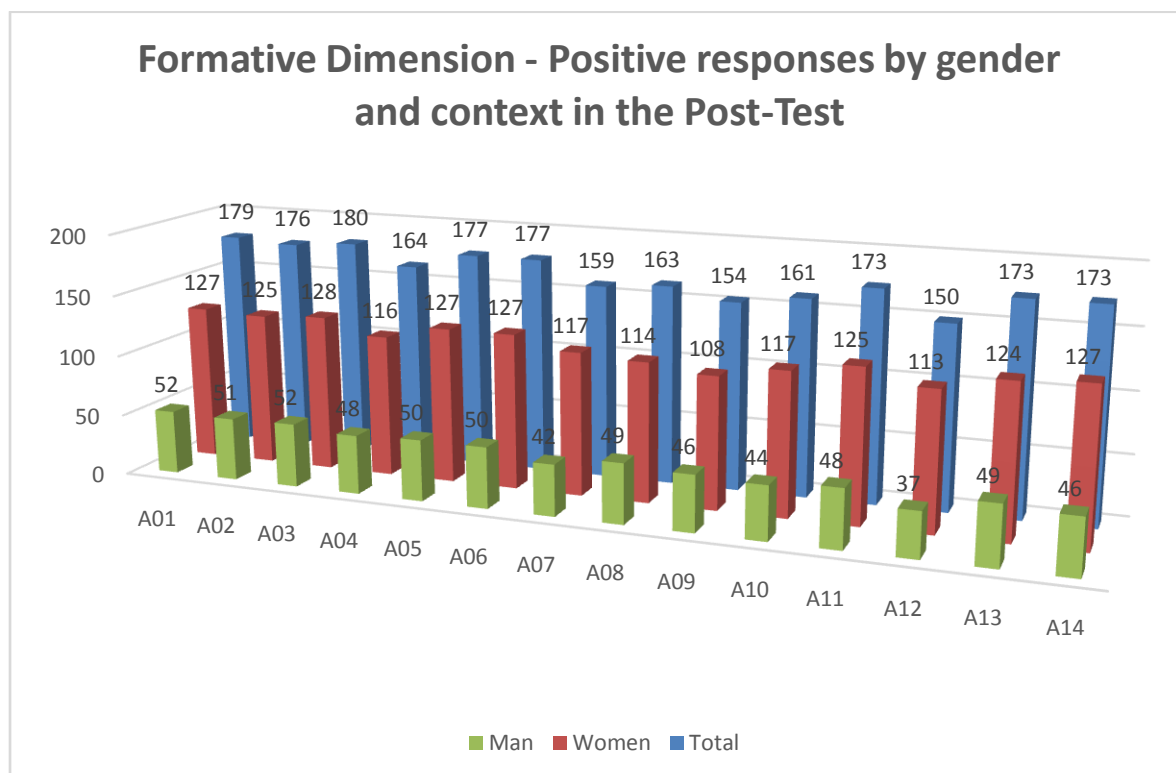


Fig. 2 Formative Dimension by gender and contexts in the Post-Test

Figure 2 shows the results obtained in the post-test, where the item “I identify with the current teaching role, I am receptive and I like to read news about my work” obtained 100% positive responses, showing, in fact, after pedagogical proposal application, students were able to develop a genuine interest in their training process.

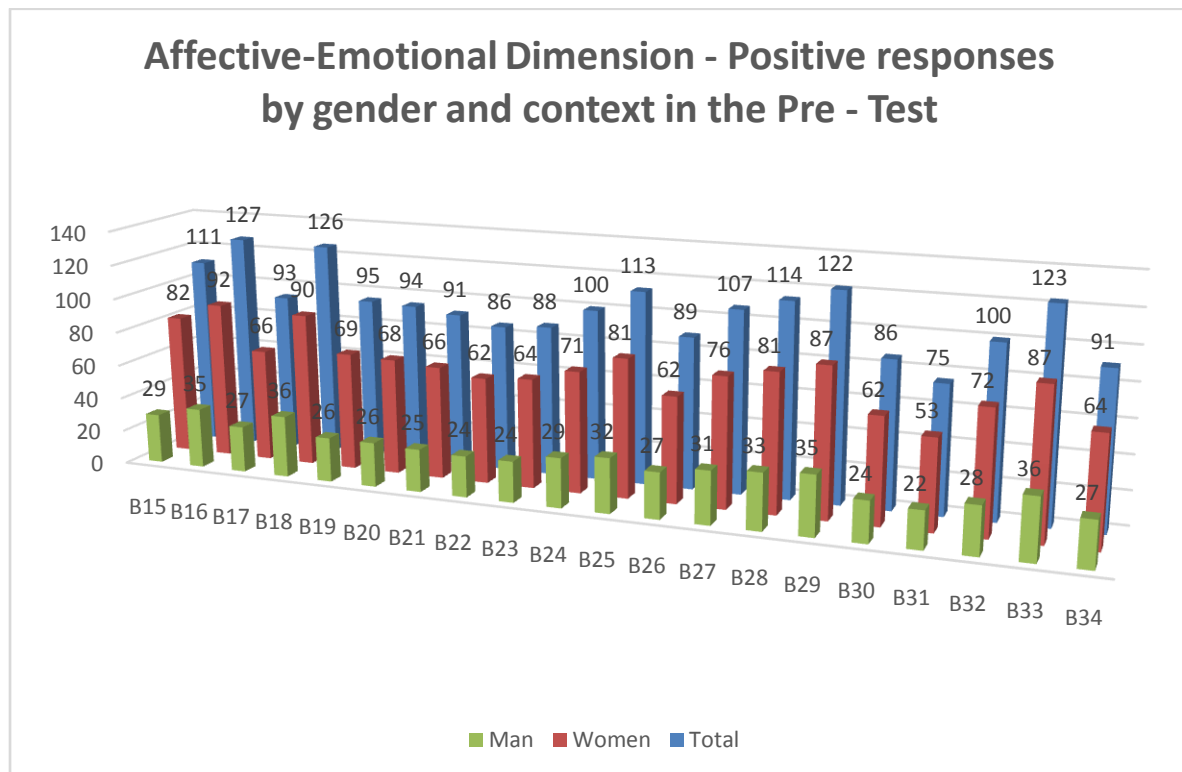


Fig. 3 Affective – Emotional Dimension by gender and context in the Pretest

According to Figure 3, the lowest number of affirmative responses is located in “I think positively even when I feel bad” with 101 respondents; it is noteworthy that, for this case, the response of men finds a lowest score in the statement “I possess control of my emotions when interacting inside and outside the classroom”, which indicates that the group of men has a tendency to be out of control in their emotions, but instead tends to think positively.

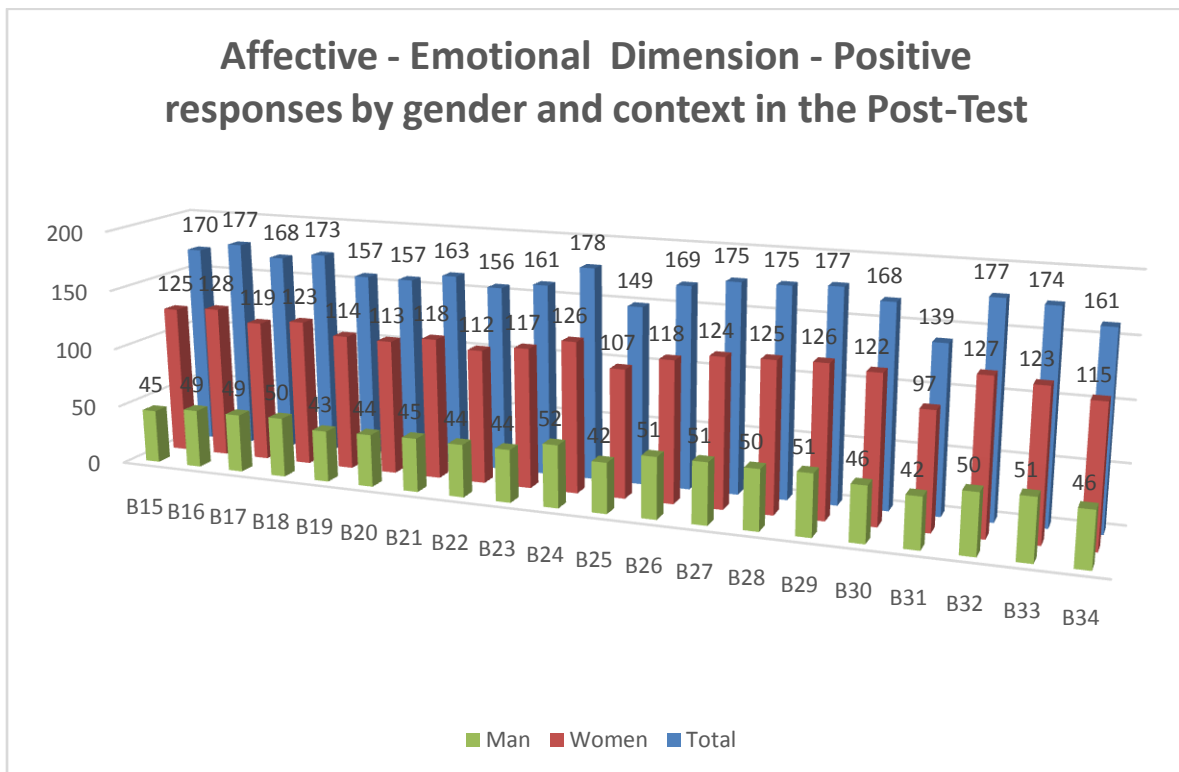


Fig. 4 Affective- Emotional Dimension by gender and context in the Postest . According to the results, item 25 “I take responsibility for my actions” obtained the highest incidence of positive responses, which compared to the pre-test shows greater commitment and responsibility in participants in assuming responsible attitudes towards themselves and in their coexistence with others.

Social Dimension - Positive responses by gender and context in the Pre - Test

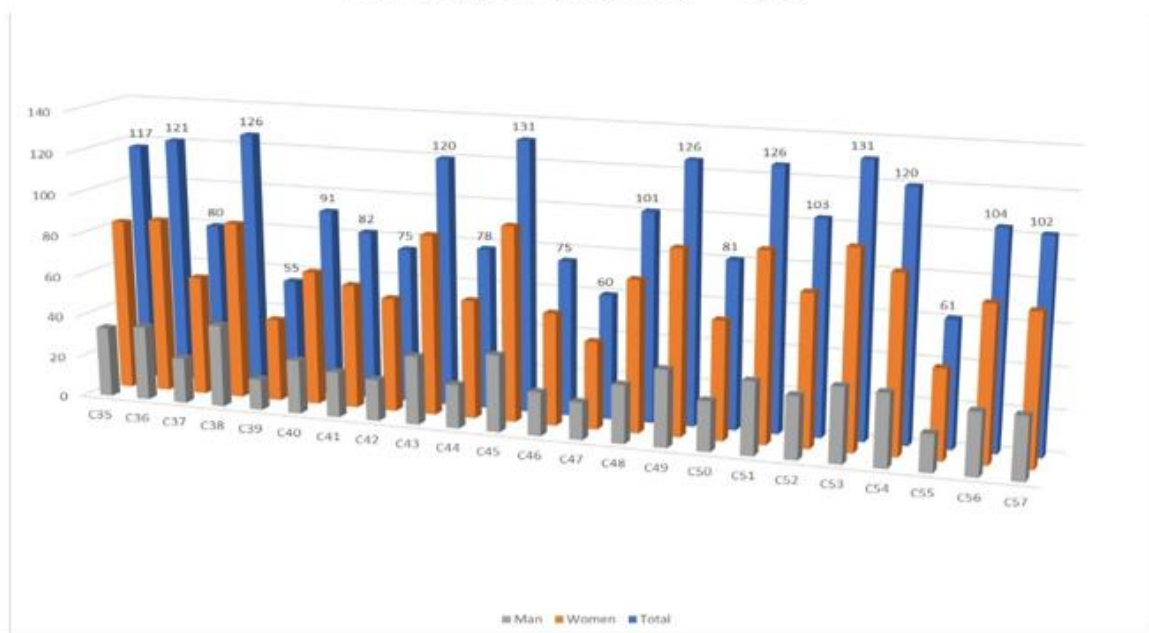


Fig. 5 Social dimension by gender and contexts in the Pretest

Figure 5 shows the smallest numbers were obtained in “I make friends with ease” (75 affirmative answers). From these data it can be concluded, even though students do not demonstrate in a high percentage 41.66% (75/180), the ability to make friends with ease, they are mostly willing to comply with the cohabitation norms and contribute to the group all their effort, this latter aspect, in terms of positive responses, it is led by women

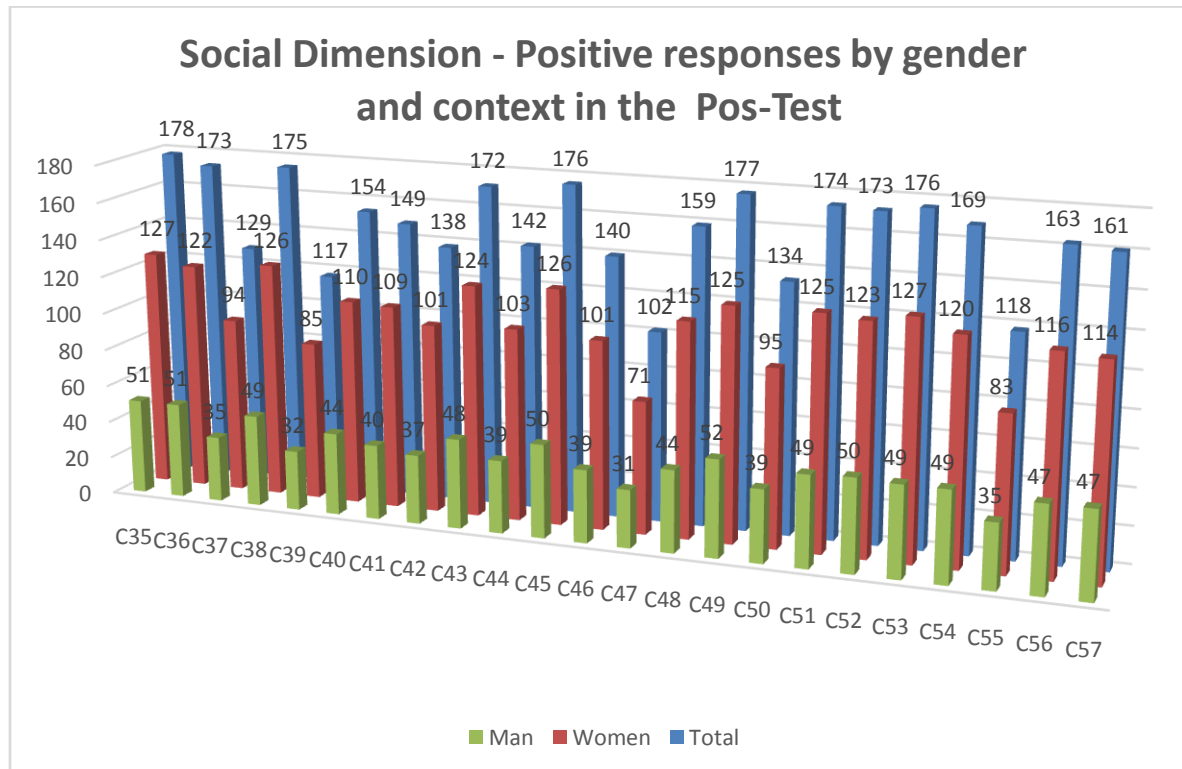


Fig. 6 Social Dimension by gender and contexts in the Post-test

Figure 6 shows a high recurrence of positive responses in students managed to improve their social skills, teamwork capacity and school coexistence as the main factors for improvement, with communicative processes registering the highest number of positive responses with respect to the initial moment.

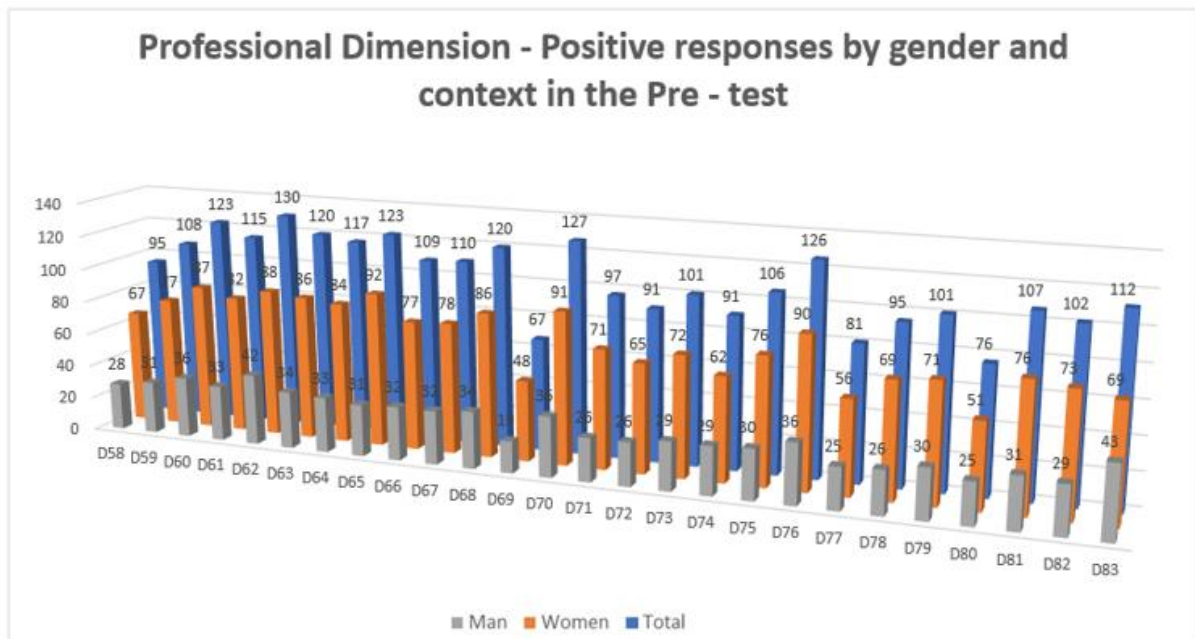


Fig. 7 Professional Dimension by gender and contexts in the Pretest

Figure 7 shows the item with the lowest score was: “I know what to do if my labour or student rights are violated” with 96 affirmative responses, it is clear 46.67% do not know how to defend their rights. This situation is common in all three contexts, although it does not occur with women in Casanare, who do not have fewer positive responses to this question.

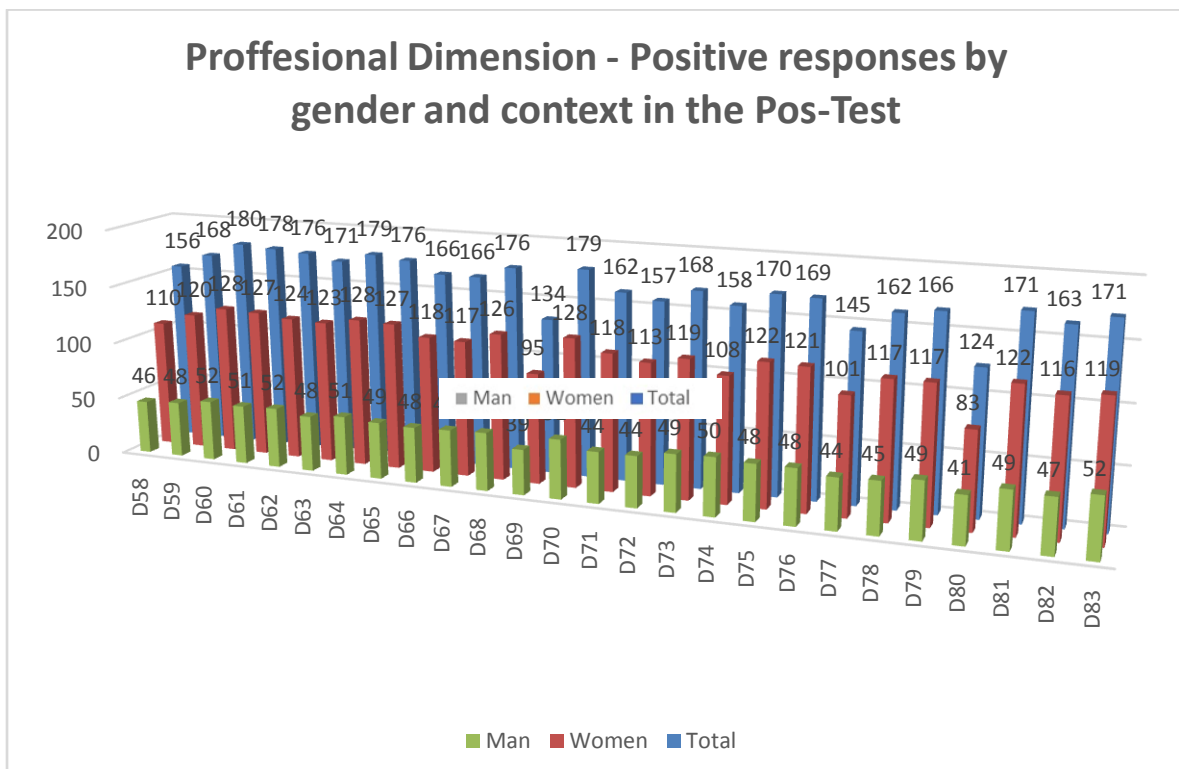


Fig. 8 Professional Dimension by gender and contexts in the Post-Test

According to Figure 8, it was found the majority of positive responses in women, was to the question: "I fulfil well all the hours in the practice center or regular school" (123/180), while for men, the majority of positive responses were given to the question: "I can adapt to the new technologies that are incorporated in the working world"; according to these data, women tend to comply with their schedule and a defined program, while men focus more attention on the use of new technologies related to the teaching practices they perform as part of their formative process.

IV. Conclusions

Through the analysis on information collected, better behavioural competencies are corroborated in each dimensions analyzed in the students investigated; according to the results, from the intervention proposal application and the post-test, the attitudes and ideals that participants initially held regarding their role as teachers in training improved in a comprehensive manner.

The conceptual path registers the importance of professional ethics from teacher training, a process in which it is necessary to consolidate ethical and civic sensitivity in order to guide the teaching practice and contribute to social responsibility for the institutional welfare.

The different findings demonstrate the need and importance of strengthening the professional ethos in teachers in training in order to achieve better results for students in all aspects.

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