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*Artículos Científicos*

## Ética docente y del cuidado en la educación

*Teaching and care ethics in education*

*Ensino e cuidado da ética na educação*

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### Resumen

**Introducción:** Este artículo se enfoca en el estudio de la ética docente, para lo cual se tomaron en cuenta los resultados de una encuesta sobre la ética de la docencia y de la enseñanza aplicada a un grupo de alumnos de la carrera de Pedagogía de la Universidad Nacional Autónoma de México. **Objetivo:** Conocer la ética docente en la práctica educativa a través de los rasgos y las características que en opinión de los alumnos encuestados califican a un buen docente. **Método:** La estrategia metodológica fue una encuesta que tuvo como instrumento un cuestionario con preguntas abiertas. La codificación de los resultados se efectuó con base en categorías elaborados para comprender y analizar la información recabada. Los referentes teóricos de este estudio fueron la concepción de la docencia como una profesión de ayuda y los planteamientos centrales de la ética del cuidado, los cuales permitieron interpretar los hallazgos desde estas perspectivas teóricas. **Resultados:** Se muestra que en un buen docente están presentes dos dimensiones: la pedagógica (25 %) y la ética (75 %). Se destaca que la dimensión ética fue colocada por encima de la dimensión pedagógica. El análisis de la dimensión pedagógica expone que para estos alumnos son relevantes y prioritarias las capacidades pedagógicas y didácticas para la enseñanza (44 %). En la dimensión ética los alumnos situaron en primer término a las actividades pedagógicas y educativas de ayuda y apoyo para el aprendizaje de los alumnos (48 %). **Conclusión:** De los resultados obtenidos se desprende que en la ética docente se integran estas dos



dimensiones. La pedagógica expresa la competencia profesional del docente que lo faculta para llevar a cabo el proceso de enseñanza y aprendizaje, mientras que la dimensión ética da cuenta de las prácticas educativas y pedagógicas realizadas con un sentido ético, es decir, para favorecer el aprendizaje de los alumnos.

**Palabras clave:** buen docente, ética del cuidado, ética docente, práctica docente, valores.

## Abstract

Introduction: this article includes a study of teaching ethics, the empirical support of which are the results of a survey on the ethics of teaching and teaching carried out on a group of students of the Pedagogy career at UNAM. Objective: to know the teaching ethics in educational practice through the features and characteristics that in the opinion of the surveyed students qualify a good teacher. Method: the methodological strategy was a survey that had as an instrument a questionnaire with open questions. The coding of the results was carried out based on categories developed to understand and analyze these results. The theoretical references of this study were the conception of teaching as a helping profession and the central approaches to the ethics of care, which allowed the results to be interpreted from these theoretical perspectives. Results: it is shown that two dimensions are present in a good teacher: pedagogical (25%) and ethics (75%). It is noted that the ethical dimension was placed above the pedagogical dimension. The analysis of the pedagogical dimension shows that for these students the pedagogical and didactic capacities for teaching are relevant and priority (44%). In the ethical dimension, the students placed in the foreground the pedagogical and educational activities to help and support the students' learning (48%). Conclusion: the results obtained show that these two dimensions are integrated in teaching ethics. The pedagogical expresses the professional competence of the teacher that empowers him to carry out the teaching and learning process. While the ethical dimension accounts for the educational and pedagogical practices carried out with an ethical sense, that is, to favor the learning of students.

**Keywords:** good teacher, care ethics, teaching ethics, teaching practice, values.



## Resumo

**Introdução:** Este artigo enfoca o estudo da ética docente, para o qual foram considerados os resultados de uma pesquisa sobre a ética do ensino e do ensino aplicada a um grupo de alunos da carreira de Pedagogia da Universidade Nacional Autônomo do México. **Objetivo:** Conhecer o ensino da ética na prática educacional através dos traços e características que na opinião dos alunos pesquisados qualificam um bom professor. **Método:** A estratégia metodológica foi uma pesquisa que teve como instrumento um questionário com questões abertas. A codificação dos resultados foi realizada com base em categorias desenvolvidas para compreender e analisar as informações coletadas. O referencial teórico deste estudo foi a concepção da docência como profissão auxiliar e as abordagens centrais da ética do cuidado, o que nos permitiu interpretar os achados a partir dessas perspectivas teóricas. **Resultados:** Mostra-se que duas dimensões estão presentes em um bom professor: pedagógica (25%) e ética (75%). Ressalta-se que a dimensão ética foi colocada acima da dimensão pedagógica. A análise da dimensão pedagógica mostra que para estes alunos as capacidades pedagógicas e didáticas para o ensino são relevantes e prioritárias (44%). Na dimensão ética, os alunos colocaram em primeiro plano as atividades pedagógicas e educacionais de ajuda e apoio à aprendizagem dos alunos (48%). **Conclusão:** Os resultados obtidos mostram que essas duas dimensões estão integradas no ensino da ética. A pedagógica expressa a competência profissional do professor que o capacita para realizar o processo de ensino e aprendizagem, enquanto a dimensão ética dá conta das práticas educacionais e pedagógicas realizadas com sentido ético, ou seja, para favorecer a aprendizagem dos alunos.

**Palavras-chave:** bom professor, ética do cuidado, ética do professor, prática docente, valores.

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## Introduction

This article analyzes the results of a survey on the ethics of teaching and teaching in which students of the degree in Pedagogy of the National Autonomous University of Mexico (UNAM) participated. This topic has been studied by various authors (Alonso, 2019; Cabalín, Navarro, Zamora and San Martín, 2010; Casero, 2010; Corona, 2008; Giné, 2009), who have pointed out the competences, skills, professional and personal attributes that, in the opinion of the students, characterize a good teacher.

The study presented in this article conceives the good teacher from an ethical perspective. This conceptual shift consists of analyzing —with the approach of teaching ethics— the characteristics, traits and attributes of a good teacher. The theoretical foundation of this vision of the good teacher is based on the conception of the professions elaborated by Hortal (2002), who argues that in every professional it is possible that a good professional and a good professional are integrated.

A good professional is a capable and competent person who has the scientific knowledge and professional skills to provide an effective service, while a good professional takes responsibility and commitment to contribute to the well-being of society through the service provided. This ethical vision of the professions allows us to understand that a good professional is not only like one who has a moral behavior or behaves according to values, but also refers to excellence in the provision of service and the good that it contributes to society.

In accordance with this idea, García and García (2012) —by analyzing excellence in professional practice— clearly show the aspects that comprise a good professional. In this sense, when the adjective professional is used to qualify a job, it is emphasized that its performance reaches a certain degree of "excellence" both in the sense of doing the job well (technical perspective) and in doing the job well. with work (ethical or moral sense), as it benefits the recipients of the task and the professional who performs it (García y García, 2012).

For this reason, this study considers that teaching ethics is not reduced to the ethical and deontological codes that have been drawn up by teaching groups to prescribe moral norms and duties focused on guiding the realization of teaching practice. On the contrary, it is considered that this ethic is being built through the realization of teaching practice, where it is possible to recognize those tasks that have achieved or aspire to excellence both in their



professional competence and in the ethical sense. This vision is based on the conception of teaching ethics elaborated by Martínez (2010), who understands it as an applied ethics, but not finished, but open to the contributions that teachers themselves and education professionals, other professionals, can make. In those who have influenced the practice of teaching, parents, students, as well as society as a whole.

As can be seen, this approach recognizes students as one of the educational subjects that can contribute to define and build teaching ethics, since they are directly affected in a positive or negative way. For this reason, this work had as a methodological strategy the realization of a survey of students outlined to know the traits and characteristics that in their opinion define a good teacher.

This idea forced us to recover the conception of teaching as a helping profession, which has been developed by García (1998), Altarejos (2003) and García and García (2012). For these authors, teaching as a profession is not limited only to fulfilling the function of transmitting knowledge for learning purposes, but also to supporting and collaborating with the student in their learning process. This vision is what makes it possible to conceive the activities of support and accompaniment by the teacher as actions of care and attention to the student typical of the ethics of care. Consequently, the theoretical references of this study are the following: the conception of teaching as a helping profession and the central approaches to the ethics of care based on which it was possible to understand and analyze the results of the survey from the perspective of teaching ethics.

According to the results obtained with the survey, two dimensions are integrated in a good teacher: pedagogical and ethical. The pedagogical dimension includes the pedagogical and didactic competences and capacities that a teacher requires to carry out teaching, while the ethical dimension includes the actions and attitudes that the teacher can have to support student learning.

The ethics of care constitutes the conceptual horizon based on which the results of the survey corresponding to the ethical dimension of a good teacher were analyzed. From this perspective, it was possible to recognize and analyze the attitudes and actions of support and accompaniment that students consider it desirable to have a good teacher. Likewise, the approaches of this ethic provide elements of teaching that can be articulated in teaching practice to be carried out as a practice of support and help for students.

## Theoretical referents

### Teaching as a helping profession

In the field of study of teaching, it is possible to recognize two approaches that do not contradict each other, but rather complement each other. The first perspective (García, Jover, Escámez, 2010; Martínez, 2010) conceives teaching as a profession (since it has the attributes that allow it to be recognized as such), while the second understands it as a helping profession (Altarejos , 2003; García, 1998; García and García, 2012).

The sociological approach to professions has established that modern professions are defined because they have certain features and characteristics that distinguish them: for example, having a professional training acquired in a higher education institution, having specialized scientific and technological knowledge, being part of an association or professional college, provide a service to society and have a deontological or ethical code (Cortina, 2000).

In contrast, from the pedagogical point of view, Altarejos (2003) explains that teaching is a helping profession, since it is characterized by the support that the teacher provides to the student in the educational process. For said author, this is a substantive feature of his professionalism, since it contributes to the student's own developing his educational potential. From this perspective, help can be understood as a feature of the teacher's professionalism because the teacher's role is not limited to the simple transmission of knowledge, but it is also their faculty to collaborate with the student to achieve the expected learning. This task of the teacher can be carried out to the extent that the educational relationship is understood and developed as a helping relationship. At this point, Atarejos (2003) specifies the following:

The helping relationship is established as a co-operation; as support or assistance for the apprentice to procure something for himself, something that he can and should obtain for himself; but that is favored and fostered with the help of another, who is an expert in assisting such an achievement (...); in helping the recipient is someone reinforced in his own action, and this reinforcement is precisely the good that is offered; the aided is an active agent (p. 43).

Altarejos (2003) When distancing itself from the sociological conception of the professions, it shows that the professional nature of teaching is not only based on the classical attributes established by the aforementioned sociological perspective, because these features and characteristics are established in relation to the service they must provide. modern professions to society. This author considers, therefore, that teaching offers —more than a service— a good that consists in promoting and promoting the realization of learning by the student himself. For this reason, it is defined as a helping profession to which other attributes that have not been considered correspond, such as “competence, initiative, responsibility, commitment and dedication” (Altarejos, 2003, p. 44).

García and García (2012) coincide with this approach, because they also conceive the educational relationship as an asymmetric help link, where the student represents the vulnerable subject in educational terms. The authors argue this asymmetric association in the following terms:

One of the main characteristics of the educational aid professions is that they establish asymmetrical relationships, because the educator and the student are not placed - from the educational perspective - on an equal footing, but one of the parties is presented as dependent on the other: the learner appears as the pedagogically weakest and most vulnerable party in the relationship (García y García, 2012, pp. 16- 17).

Thus, the educational process places the teacher at a higher level before the student because he has a set of attributes that invest him with authority and power, that is, he possesses and dominates the knowledge he transmits and has age and experience superior to the student . In other words, the same educational process places the student in a condition of dependency, since he has the need to acquire the knowledge that he does not have and requires the support of the teacher to carry out his learning (García, 1998; Ibarra, 2018).

For this reason, García (1998) conceives the teacher as a moral agent, since the asymmetry of the educational relationship requires essential ethical attitudes and behaviors to provide the support that the student requires:

The only possibility of an ethical behavior of the teacher in front of his student is, therefore, the request, the care and the affection that has as its own purpose to ensure that the student can dispense with the support that he has provided for his personal maturation process. (García, 1998, p. 298).

From the previous reflections, questions arise with these: how can the teacher provide the help that the student demands? What ethical attitudes and behaviors does this support involve? An alternative response is found in the approaches to the ethics of care.

### **The ethics of care in education**

In line with the conception of teaching as a helping profession, the ethics of care takes into account the situation of vulnerability of the student in the educational process. Based on this, it develops a pedagogical and moral proposal so that the teacher through their educational practice can provide students with the attention, care and support they need to achieve their learning.

For this reason, Noddings (2009) puts the pedagogical and affective needs and deficiencies of the student at the center of the educational process to show the importance of the support and care of the teacher in the teaching and learning process. For this author, caring is “the commitment to pay attention and the willingness to respond favorably to the legitimate needs of the other” (Noddings, 1995, cited by Weis, 2007, p. 30).

Care is then understood as the responsibility and commitment that the teacher must assume in the face of the student's demand for support. This is the moral foundation to understand care as an ethical practice, since the teacher has the option of remaining indifferent to the needs of the student or can respond by providing care and pedagogical and educational resources to solve their educational deficiencies.

For Noddings (2009) the classroom constitutes the nucleus of the development of the care practice because it is the space in which the educational process takes place where students can express their educational needs and deficiencies. For this reason, the ethics of care is assumed as a relational ethic (Noddings, 2009). In this framework, for this perspective, the educational relationship is key to accommodate the ethics of care, because the attention and help that the teacher can provide depends largely on the type of educational relationship established with the students.



Based on this approach, for the ethics of care, the educational relationship can be configured in the educational process as a relationship of care where the teacher puts his knowledge and experience at the service of the students because he has the conditions to offer that support in a gratuitous and disinterested. For this ethic, the care relationship is an interpersonal link between the teacher and the student that involves exchange, dialogue and communication (Noddings, 2009). In this way the teacher can know the needs, desires and projects of the students to offer a concrete answer.

Mesa (2004) specifies that the teacher-student relationship configured as a care relationship should not be confused or resemble the mother-child or father-child relationship. For this reason, it recovers what was established by Noddings, who points out the following: "I do not need to establish a deep lasting relationship that involves a lot of time with each student. What I have to do is be present in a total and non-selective way when each one of them addresses me "(Noddings, 1984, cited by Mesa, 2004, p 180).

Comins (2017) understands the ethics of care in education as a pedagogy of caring, and considers it to be a novel and different educational project that has a macro and a micro level, both present in the classroom. This author specifies that for Noddings the two levels represent two dimensions of care: "It is an end of teaching (curricular content, macro level) and also a means (pedagogical method, micro level)" (Comins, 2017, p. 153).

This article takes into account the micro level and limits the analysis to the teaching practice in the classroom, which - as already indicated - is the heart of the ethics of care. This is strengthened by the argument of Comins (2017): "The classroom must be the example, microcosm, of that attentive and careful relationship that we want to see in the world. Classroom care is a way of being in relationship, which seeks to teach a way-of-being-in-the-world, the way-of-being-caring "(Comins, 2017, pp. 153-154).

However, it is important to note that the ethics of care in moral terms is more than a pedagogical method because it is not reduced to pedagogical and didactic strategies and techniques, but rather constitutes an ethical practice carried out by the teacher in favor of the student to promote growth and the development of their educational and moral potentialities.

In pedagogical terms, the ethics of care is an educational practice carried out with an ethical sense because in the teaching-learning process the teacher assumes responsibility for the educational needs of the students and provides them with the knowledge, skills and abilities to cover these deficiencies and achieve meaningful learning. That is, the ethics of

care is outlined to achieve the comprehensive training of the student, and not only the moral dimension, therefore it represents a different way of specifying education, which is distinguished because the teaching-learning process is carried out through the practice of care, understood as the educational support and accompaniment actions provided by the teacher to the student.

## Methodology

This was a quantitative exploratory investigation. The methodology used was the survey, which was applied to different groups of students in different periods (in this article the results obtained from a single group of surveyed students are detailed). The survey as a methodology is based on the observations of López-Roldán and Fachelli (2015), who explain that the survey is a research methodology because it comprises a set of stages and procedures articulated in a coherent way to obtain scientific information. The purpose was not to know the causes or factors that affect teaching ethics, but to gather the opinion of the students about the characteristics of a good teacher. This survey had as an instrument or technique to collect the information a questionnaire with open questions, which allowed obtaining qualitative information on the traits of a good teacher. Therefore, the particular objective of the survey was to know the aspects and elements that the surveyed students take into account as traits or characteristics of a good teacher. In summary, the research methodology comprised the following stages:

- a. Design and preparation of the questionnaire with open questions to prepare a survey on the ethics of teaching and teaching. The questionnaire was structured with five open questions, although in this work the results of two of them are presented: 1) five traits of a good teacher (Hirsch, 2005) and 2) five values for teacher training. These questions offer results to know the teaching ethics through the characteristics and attributes of a good teacher, as well as the desirable values for the future teacher.
- b. Choice of the sample of students to apply the questionnaire. The central criterion to define the sample was the following: students who had knowledge of pedagogy and education, since in this way they could determine the traits of a good teacher in pedagogical and didactic terms. Consequently, students were chosen who were in the penultimate semester of the Bachelor's degree in Pedagogy at UNAM.
- c. Application of the questionnaire to 25 students who made up the sample.



- d. Elaboration of the analysis category based on the theoretical references and the results obtained from the survey.
- e. Coding of the results based on the categories of analysis elaborated for this purpose: pedagogical dimension, ethical dimension, pedagogical and didactic capacities, professional qualities of the teacher, mastery of knowledge, educational practices to support and help learning, ethical bond, values.
- f. Analysis and interpretation of the results from the perspective of teaching ethics and the ethics of care.

## Results

The results of the survey on the ethics of teaching and teaching show that a good teacher articulates two dimensions: pedagogical (25%) and ethics (75%). These two dimensions are represented in table 1.

**Tabla 1.** Dimensiones de un buen docente

	Respuestas	%
<b>Dimensión ética de un buen docente</b>	92	75 %
<b>Dimensión pedagógica de un buen docente</b>	31	25 %
<b>Total respuestas</b>	<b>123</b>	<b>100 %</b>

*Fuente: Ibarra, R. G. (2013). Encuesta sobre la ética de la docencia y de la enseñanza aplicada a alumnos de la Licenciatura en Pedagogía de la UNAM*

Table 1 shows that the group of students surveyed placed the ethical dimension (75%) above the pedagogical dimension (25%) of a good teacher. In this regard, it is worth noting that in the pedagogical dimension the answers that encompass the set of pedagogical and didactic capacities were grouped, while in the ethical dimension the answers that refer to the attitudes and actions of support and accompaniment that the teacher to the student in their learning process. The separation of the results in these two dimensions is only for analysis purposes to show their differences and their complementarity in the teaching and learning process.

The pedagogical dimension is associated with the fact that the teacher is competent to carry out teaching because they have the pedagogical and didactic skills, while the ethical dimension expresses the way in which the teaching practice is carried out, that is, the pedagogical is articulated and the ethical either to facilitate learning or just to transmit knowledge.

These dimensions teach that for this group of students a good teacher acquires this qualification not only because he has the professional capacities for teaching, but also because of the educational practices and ethical attitudes through which he contributes to the learning of the students. Likewise, it is important to note that the ethical dimension also includes the values that students consider to distinguish a good teacher, but these values are shown and analyzed in Table 4.

**Tabla 2.** Dimensión pedagógica de un buen docente

	<b>Respuestas</b>	<b>%</b>
Competencias pedagógica y didáctica	14	44 %
Cualidades de un buen docente	12	38 %
Dominio de contenidos	6	19 %
<b>Total respuestas</b>	<b>32</b>	<b>100 %</b>
<i>Fuente: Ibarra R. G. (2013). Encuesta sobre la ética de la docencia y de la enseñanza aplicada a alumnos de la Licenciatura en Pedagogía de la UNAM</i>		

Table 2 shows that students placed pedagogical and didactic competences first (44%), followed by the qualities of a good teacher (38%) and, lastly, mastery of content (19%).

In the area of pedagogical and didactic competences, the answers that refer to teaching strategies and didactic techniques were grouped through which the teacher transmits the content or knowledge. The results show that for this group of students the set of elements that make up the planning and organization of teaching are more important than mastery of the content by the teacher. These results can be considered as an indicator of the essential changes for teaching practice, since the view that a good teacher is a professional who masters the knowledge he transmits has prevailed. However, the results indicate the value that pedagogical and didactic processes and resources are acquiring for teaching because they constitute the means through which students can access and assimilate the knowledge that is imparted.

According to table 2, the qualities of a good teacher were placed in second order of importance. This item is made up of those answers that highlight teacher attributes related to the teaching activity, such as "organization", "flexibility", "initiative", "dynamism" and of course "permanent updating", to mention some of these answers. As can be seen, these attributes are not traits of the character or personality of the teacher, but are new and novel properties of a teacher that arise from the transformations that society is experiencing due to

the impact of innovation and change in all its areas. Flexibility implies understanding and tolerance, and not adherence to strict rules that impede evolution, while dynamism is the opposite of monotony, so in pedagogical terms it refers more to interest, dedication, dedication and effectiveness in teaching.

Based on the results of table 2, the content domain was ranked third with a lower percentage (19%). These results allow us to propose that the traditional conception of the good teacher begins to be displaced by an innovative vision, where the renewal and diversification of teaching capacities and other attributes, such as organization, flexibility to adapt to the educational conditions and circumstances that They are presented day by day, promoting and fostering learning, as well as the motivation to achieve it. All of this is contrary to the conventional and conservative conception of teaching, where the possession of knowledge stands out as the main feature and the teacher's exposure as a teaching strategy.

**Tabla 3.** Dimensión ética de un buen docente

	<b>Respuestas</b>	<b>%</b>
Acciones de ayuda y apoyo	44	48 %
Vínculo ético	28	30 %
Valores	20	22 %
<b>Total respuestas</b>	<b>92</b>	<b>100 %</b>
<i>Fuente: Ibarra R. G. (2013). Encuesta sobre la ética de la docencia y de la enseñanza aplicada a alumnos de la Licenciatura en Pedagogía de la UNAM</i>		

Table 3 shows the components of the ethical dimension: actions of help and support by the teacher (48%), ethical bond in the teaching and learning process (30%) and values (22%). The area of help and support actions was ranked as the most important trait of a good teacher. These results were analyzed within the framework of the conception of teaching as a helping profession, which made it possible to understand this type of action as teaching activities through which students experience the teacher's accompaniment in their teaching process. Proof of this are the following responses: "provide feedback both in class and in the work presented", "resolve and clarify doubts", "build a climate of trust in the classroom", "take into account the opinion of students", "Show interest in student learning", "promote student participation in class", "motivate students", "stimulate learning in a collaborative way".

From this perspective, such actions do not refer to the teacher's behavior, but to specific pedagogical assistance through which it contributes to favoring student learning. The

teacher's collaboration in their learning can be considered as teaching activities that sometimes go unnoticed, but which were highly valued by the group of students surveyed.

The pedagogical and educational support activities - far from creating a dependency of the students towards the teacher - represent the specific way in which the teacher can help the student to achieve their learning by themselves. These actions were located in the area of the ethical dimension of a good teacher because the attention, accompaniment, assistance, care and collaboration on the part of the teacher are expressions of the responsibility that corresponds to assume in the teaching and learning process.

Table 3 shows that the group of students surveyed placed the ethical bond in the teaching and learning process in second place in importance (30%). These results were analyzed from the perspective of the ethics of care to account for the importance of the type of educational relationship in the teaching and learning process. As we pointed out in the theoretical references for this ethics, the help and support that the teacher can offer can be specified through an educational relationship that is structured as an ethical bond. That is, it requires the teacher to take into account the asymmetric relationship that places students in an educational condition different from that of the teacher because they do not have the knowledge they need to develop.

This inherent situation in the educational relationship constitutes the basis for the teacher to have the ethical attitude and disposition to support and care for the students' learning by building the educational relationship as an ethical bond. Examples of this type of attitudes are the following responses: "kindness", "accessibility", "respect", "empathy with students", "provide confidence to students", "patient", "open to dialogue", "that know how to listen to the students", "tolerant", "not feel superior to the group", "open to the ideas of others", "friendly", "cheerful".

These findings coincide with those obtained by Narinsamy and Logeswaran (cited by Comins, 2017), who give an account of the profile of a caring teacher. Comins (2017) translates this term as "careful and attentive teacher" and exposes the six components of this profile: 1) values the capacities of the student body, 2) cares about their well-being, 3) shows patience, 4) listens to the student body, 5) treat the student fairly, 6) empathize with the student body (italics by the author) (Comins, 2017, p. 158).

Three components of the profile of the caring teacher coincide with three traits of a good teacher grouped under the heading of the ethical bond, patience, empathy and listening

to the students. The values of a good teacher represent 22% of the responses. These values are shown in the following table, next to the values for teacher training proposed by the group of students surveyed.

**Tabla 4.** Valores del docente

Valores para la formación docente			Valores de un buen docente		
1.-Responsabilidad	16	28 %	Responsabilidad	7	37 %
2.- Respeto	14	25 %	Compromiso	6	32 %
3.-Compromiso	10	18 %	Respeto	5	26 %
4.- Tolerancia	9	16 %	Tolerancia	1	5 %
5.- Honestidad	8	14 %	Honestidad	1	37 %
<b>Total valores</b>	<b>57</b>	<b>100 %</b>	<b>Total valores</b>	<b>19</b>	<b>100 %</b>
<i>Fuente: Ibarra R. G. (2013). Encuesta sobre la ética de la docencia y de la enseñanza aplicada a alumnos de la Licenciatura en Pedagogía de la UNAM.</i>					

Table 4 shows the values that group two types of response: the values referred to as traits of a good teacher and the values that are proposed for the future training of teachers. From each group of values, the five that obtained the highest number of responses were chosen. Using this same methodological criterion, the five values proposed for teacher training were chosen.

The value that grouped the largest number of responses was responsibility. Based on this estimate, it is possible to consider that for this group of students it is the most significant or relevant criterion of a teacher, which can be associated with the fulfillment of the teacher's professional obligations. However, from the conception of teaching as a helping profession, rather than a duty, it is considered the expression of the positive activities carried out by the teacher in favor of the students' learning (Altarejos, 2003).

From the perspective of the ethics of care, responsibility is understood as the teacher's response to the educational needs of students (Noddings, 2009). One aspect that stands out in these results is that the values of respect and commitment were taken into account as traits of a good teacher and as values for teacher training, but the difference is established by detecting the place where they were located in each of these items.

Table 4 shows that in the section on the traits of a good teacher, the value of respect was placed first, and the value of commitment second. This order was reversed in the area of values for teacher training.

The dominant meaning of the value of commitment is the performance of teaching and learning activities as a professional duty or obligation of the teacher. But from the conception of teaching as a helping profession, it represents the moral requirement to carry out teaching seeking the benefit of the students (Altarejos, 2003). This value also implies developing to the maximum the pedagogical and didactic capacities and competencies so that the students achieve learning.

Respect is a positive value that involves the teacher's consideration and recognition of students as educational subjects who also give meaning to the educational process. Although the teacher is necessary to carry out the teaching because he has the knowledge and professional capacities that are required to develop the educational process, these activities acquire meaning due to the presence and participation of the students. The value of respect fractures the conception of teaching that empowers the teacher as the key educational subject of the educational process to give way to a vision where students acquire relevance because they give meaning to teaching, since the reason for being of this activity is student learning.

From this perspective, this value can be developed in concrete attitudes and actions such as accompaniment, empathy, tolerance, trust and solidarity, which constitute attitudes of the ethical bond that can be built in the educational relationship.

According to table 4, tolerance appears in fourth place in both groups of values. This is a moral value that involves understanding a different educational situation that requires openness on the part of the teacher to positively solve this new circumstance that occurs in their daily practice. Tolerance also makes it possible to recognize and understand the different educational conditions that students have, which demand different educational attention and responses. The attitudes through which tolerance is expressed are, among others, flexibility, patience, kindness and cordiality.

Honesty occupies the fifth place and the dominant meaning of this value refers to acting correctly in accordance with the truth and adhering to moral duties and standards. But from an ethical perspective, this value goes beyond upright moral behavior, because it includes good behavior understood as the performance of educational activities with an ethical sense. That is, seeking the benefit of students due to the importance of education not only for students, but for society as a whole. This determines that, in ethical terms, there is no room for teaching activities that are developed only for the personal benefit of teachers. Honesty also allows you to establish relationships of closeness and certainty because they



are based on mutual respect, trust and sincerity. From this perspective, the value of honesty is key to building the educational relationship as an ethical bond.

## Discussion

As we pointed out previously, the topic of good teachers has been the subject of different investigations, such as those carried out by Corona (2008), Giné (2009), Casero (2010), Cabalín, Navarro, Zamora and San Martín (2010) and Alonso (2019), authors who have stood out because they have had pedagogy and education as their perspective of analysis. These inquiries report traits and characteristics of a good teacher that are also present in this study of teacher ethics. The difference is that the approach to teaching ethics allows distinguishing the pedagogical and educational attributes, as well as the ethical traits of a good teacher. For this reason, in this study it is considered that in a good teacher two dimensions are integrated: pedagogical and ethics.

These investigations, on the other hand, offer results that can be understood as belonging to the ethical dimension, but that from the pedagogical and educational approach acquire another meaning. Thus, in Corona (2008) ethical attributes are conceived under the category of the social. In Casero (2010) they are included in the category of teacher's personal variables, while in the research by Cabalín, Navarro, Zamora and San Martín (2010) they are conceived with the category of knowing how to be and knowing how to live together, and in the study of Alonso (2019) as personal qualities of a good teacher. Studies show that these characteristics of a good teacher were highly valued by the students surveyed to define the traits of a good teacher.

The teaching ethics approach allows us to understand the ethical traits of a good teacher not as personal attributes or professional competencies, but as pedagogical actions and practices that give meaning to the teaching process because they are focused on collaborating in student learning. From this position, the *raison d'être* of teaching does not lie so much in the personality or character of the teacher, but in the educational actions that he / she performs to help students achieve the expected learning.

The ethical dimension does not intend to shape the personal traits of the teacher, but rather aims at the teacher becoming aware of the essential purpose or objective of teaching, that is, that students learn, for which they must develop actions and Pedagogical and educational attitudes of support and necessary help.

However, in order to achieve student learning, it is not enough for the teacher to have an ethical disposition and carry out supportive and collaborative educational practices; He must also have the knowledge and professional skills to attend and solve the different educational needs that students have. Therefore, this study integrates the pedagogical dimension as a component of teaching ethics.

## Conclusions

The results obtained with the survey contributed to knowing that two dimensions converge in teaching ethics: pedagogical and ethics. Within the framework of this ethics, the pedagogical attributes of a good teacher are those that give them the qualification to provide the service that corresponds to provide to society. These attributes support the inherent responsibility of the teacher because they indicate that the teacher is prepared and competent to teach efficiently and with quality. Professional competencies are the necessary basis from which the teacher can develop teaching practice with an ethical sense, that is, for the benefit of student learning.

Now, these results also show that the good teacher acquires this qualification by a set of activities and attitudes of help and support grouped in the ethical dimension. As previously stated, these educational practices obtained the highest number of responses (75%), which is why they were placed above the pedagogical dimension of a good teacher. Based on this estimate, it is possible to consider that in this study the core of teaching ethics is this set of ethical educational practices that acquire this meaning because they are carried out in favor of student learning.

The heart of teaching ethics are these educational practices because they are the vehicle for the teacher to focus on his professional capacities to offer the good that corresponds to him to provide. These results show that teaching ethics is expressed in the development of the teaching process when the teacher takes into account and attends the educational needs of students, making use of their professional skills to support them and help them achieve learning. This is possible if the teacher understands her work as a helping profession, and not as an occupation that provides another service to society.

The ethical dimension of a good teacher offers results to understand the specific educational actions and practices through which teacher ethics can be developed in the teaching and learning process. The perspective of the ethics of care allowed us to understand



these activities as actions of help, care and collaboration that the teacher can provide to the students, but which in themselves are pedagogical and educational practices that express the attention and response of the teacher to the different needs training of students.

The contribution of this study comprises two aspects. The pedagogical dimension of the good teacher shows the importance and relevance that pedagogical and didactic capacities have acquired for teaching because the results indicate that learning depends to a large extent on these professional competencies. The group of students surveyed makes clear the need to diversify teaching strategies and incorporate new and different didactic techniques for learning. In terms of teaching ethics, the results refer to the inherent responsibility of the teaching profession, understood as the duty or obligation to keep their pedagogical knowledge and skills up to date in order to carry out better teaching.

The contribution of the ethical dimension is that it places the educational relationship at the center of the teaching process, showing the value it has for students to achieve learning. This is because the group of students surveyed placed the ethical dimension above the pedagogical one. With this, these results show that the traditional teaching model - based on the domain of content - has reached its limit and that currently the type of educational relationship established with students, as well as educational activities, is more relevant. through which learning is supported. The dominant paradigm of teaching does not contemplate the assistance, accompaniment and support that the teacher can offer to the students as pedagogical practices because learning is conceived as the result of the knowledge transmitted by the teacher through the master class.

The ethical dimension, in other words, is not reduced to a behavior attached to moral norms and values, but is a practical ethic that is developed through specific pedagogical and educational activities whose purpose is to support and help students in their learning. The results that this dimension encompasses expose a set of these specific educational activities, which show how and what the realization of teaching ethics in the educational process consists of.

The study of teaching ethics presented in this article shows that this ethics is not an abstract theoretical approach and far from reality, but is present in the educational context as a need or ideal that students have. The results of this study indicate that teaching ethics can have a place in the educational field because it contributes to enhancing the learning capacities of future professionals.



However, it can be considered as a limitation of this study that the results obtained cannot be generalized because the survey was applied to a group of pedagogy students. Even so, they show the relevance of continuing to develop this research topic in other educational spaces to contribute to the advancement of the construction of teaching ethics at the university level.

### Future lines of research

This work allowed us to know and identify the dimensions of teaching ethics. However, due to its exploratory nature, it did not delve into the causes that affect or influence the performance of teaching ethics in the classroom. For this reason, it is convenient that future research be carried out that allows us to know what are the factors or elements that impact on the development of this ethics. This is because teachers carry out their teaching practice in an institutional and pedagogical framework that determines their actions.

Finally, it is possible to continue investigating what are the teaching competences that teachers require to achieve learning and what is the type of educational relationship that best favors this objective.

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