

THE ETHICAL RELATION BETWEEN STUDENTS AND PROFESSORS OF A HIGHER EDUCATION INSTITUTION OF VITÓRIA DA CONQUISTA/BA

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ABSTRACT

Ethics is an intrinsic feature to every human action and for that reason, it is an integral part in the social reality production. Every man has an ethical sense, a type of moral conscience that always makes him to judge his actions, to check if they are suitable or not. In this perspective, the expectation and the anxieties regarding ethics are implemented in our daily lives, particularly in the educational context that should be turned to the formation of people that will compose our society. This paper has as goal to examine how it is presented the ethical relationship between students and professors and the physiotherapy course of a higher education institution. It is a descriptive, observational, explanatory and cross-sectional study. The study is designed with a questionnaire application to the students of the last semester and the professors of the physiotherapy course of a higher education center in Vitória da Conquista / Bahia. Assuming that there is a concern with the ethics that involves professors and students in the physiotherapy course. It is concluded from the data analysis that the ethics thematic should be worked in a accurate way in the physiotherapy course.

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INTRODUCTION

Ethics is an intrinsic feature to every human being action and consequently it is a key component in the social reality production. Every man has an ethical sense, a type of moral awareness that always makes him judge his actions, to check if they are suitable or not (Pegoraro, 2012). Moreover, ethics is comprised by a set values and principles that the subjects use to rule social interaction, it works as a social life compass. Morality is the practice of these customs. The physiotherapist profession is monitored by the federal council and by the state councils. The Federal Council of Physiotherapy and Occupational Therapy (COFFITO) is the highest institution. Each state has one CREFITO, separated by region.

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The ethical question is ruled based on a COFFITO's resolution (Coffito, 2013). The COFFITO resolution number 424 of July 08, 2013 published in D.O.U. No. 147, section 1 of August 01, 2013 establishes the Ethics and deontology of physiotherapy. The text sets up the ethics sense and determines all the rules of the profession, which is regarded to the patient-physiotherapist relationships until the relationship issue with the work team, in addition to explain the professional responsibilities. It is highlighted that the regional councils follow the Federal Council resolution, with no other document or extra norm (Coffito, 2013). Ethics is a substantial feature in all human action and, for that reason it is an essential element in the social reality production. The human being has an ethical sense and is always assessing and judging his/her actions in order to correct them, if needed. We realize it when we are going through certain situations, such as brutal murders, the daily violence, the starvation issue, the major social injustice, all of

this makes us feel guilty, which arises our ethical sense (Veiga; Araújo, 2010). In the last decades, maybe by the social affairs intensification, the word ethics is often heard. We comprehend the meaning of the word in a consistent way, but the practices of moral and ethical values should be exploited. In this perspective, the expectation and the anxieties regarding ethics are implemented in our daily lives, particularly in the educational context that should be turned to the formation of people that will compose our society. It is realized that the professor, besides having his/her technical and scientific knowledge, is taken as conduct reference that being morality for the students. Searching for support in the Education history told in the pedagogical streams, the professor is a mirror that reflects for the student example of posture, decisions, thoughts and concepts (Imbert, 2011).

This way, the professor, also in the university environment, ought not to be limited only to the academic knowledge encompassed in his/her area of knowledge, because the students consistently take them as a referential of conduct. Based on this assumption, the study has as general goal to examine how ethics is linked to the academic environment by the vision of professors and students. We were also worried about describing the profile of physiotherapists and students of the physiotherapy course in a higher education institution; to check the contact of the research subjects with resolution COFFITO 424/13; determine the prevalence of an unethical situation in the academic field; to assess the respondents' perception about ethics in the evaluative process of higher education and at last to examine the importance given by professors and students to the thematic during the graduation.

MATERIALS AND METHODS

It is an observational, descriptive and cross-sectional study, because it checks, describes and lists the profile of the research subjects and their understanding about the ethical issue. It is cross-sectional and explanatory because it was done with a time cutout and it has a quantitative approach. The research was performed in a higher education institution in Vitória da Conquista / Bahia. Situated in southwest of Bahia, the city occupies the third place in the ranking of the largest cities in the state of Bahia. In accordance with the data from the Brazilian Institute of Geography and Statistics (IBGE), it presents a territorial area of 3,705,838 km², with an estimated population in the year 2017, around 348,718 habitants. Vitória da Conquista also is highlighted because it has a fortunate educational sector, composed by excellent schools, colleges, universities and training centers, both in the public and private networks, which established the city as an important center of higher education, not only for the state of Bahia, but also for all of Brazil.

The students were selected randomly in the morning and afternoon shifts of the 10th semester of the Physiotherapy course, under equal division. We examined 69 participants, divided in 56 students and all 13 course professors that are Physiotherapists. The analysis instrument was built from the gathering of the answers of adapted questionnaires of Magalhães et al., 2016 work. The questionnaire is composed by fifteen questions that deal with the ethical relation between students and professors. The data were collected individually, each research's subject answered to a questionnaire. The study started after approval by the Ethics Committee of the Institution under the opinion number: 2,793,405, and after all

participants signed the informed consent (ICT). The data was tabulated and processed by the Statistical Package for the Social Sciences software -SPSS 22.0 to the Microsoft Windows operating system. The tables were plotted in Excel. It was performed a descriptive analysis (mean, standard value deviation and percentages).

RESULTS

There were examined 69 participants, divided in 13 professors and 56 students. The mean age for the professors was $42,1 \pm 3,32$ and for the students $24,78 \pm 3,19$. In both groups it was observed a prevalence of the female sex, with 7 (53,8%) for the professors and 48 (85,71%) for the students. Most professors presented marital status as married with 6 (50,0%) of the cases and they have worked in the institution primarily in the period of 4 to 5 years 6 (50,0 %). On the ethics subject, we imply from Table 2 that most of the students partially read the resolution 34 (60.7%), as well as the professors 7 (53.8%). It is interesting to think that the majority of teachers (61.5%), physiotherapists and operating, did not completely read the Physiotherapy Ethics Code.

Most professors, 7 (53.8%), state that they do not often update themselves on the ethical thematic, while most students 24 (42.9%) say they are not interested in updating themselves. One of the sources that are used to acquire update on the ethics thematic in physiotherapy, the internet has a prevalence in both groups, with 8 (14.2%) for students and 9 (69.2%) for professor. Even showing a loss in studying interest, to research or updating on the topic, like it occurs in 40 (71.5%) of the cases with students, these state to have 20 (35.7%) of the respondents with grade 4 on the self-assessment issue on domain and clarity of the ethical theme. The teachers evaluate themselves equally with grades 3, 4 and 5, with 4 (30.8%) in these categories. Graph 1 designs the prevalence of unethical situations experienced by students and professors in the academic field, in both groups more than 50% of the participants stated that they experienced unethical situations.

Graph 1 Now we are going to talk about the assessment ethics. Table 3 gathers the respondents' perception regarding ethics in the evaluative process in higher education. We imply that half of the students believe that the higher education assessments are not suitable, fair and impartial. As for the professors 11 (84.6%) believe to perform the assessments with these criteria. Still regarding the higher education assessment, 53 (94.65%) of the students consider the professors' ethical posture at the moment of evaluation. This last result matches the way that teachers execute the assessments, since 11 (84.6%) of them consider the ethical posture of the students to evaluate them. To answer the objective is concerned about the importance that participants give to ethics research during graduation, we displayed Table 4. Ethics importance for the physiotherapists training was graded using scores from 1 to 5, most students 29 (51.8%) of the cases rated 5 for this item, the same occurred with professors of which 10 (76.9%) stated to comprehend grade 5 of importance for ethics during graduation. Nevertheless, 41.1% of the students elected concept 1 for the ethics importance during the physiotherapist training. When asked about the period of the course in which the teaching of ethics should occur, in both groups there is a predominance in choosing all years, being 38 (67.9%) for the students and 12 (92.3%) for the professors.

**Table 1. Sociodemographic profile of the research participants
Vitória da Conquista - BA, 2018**

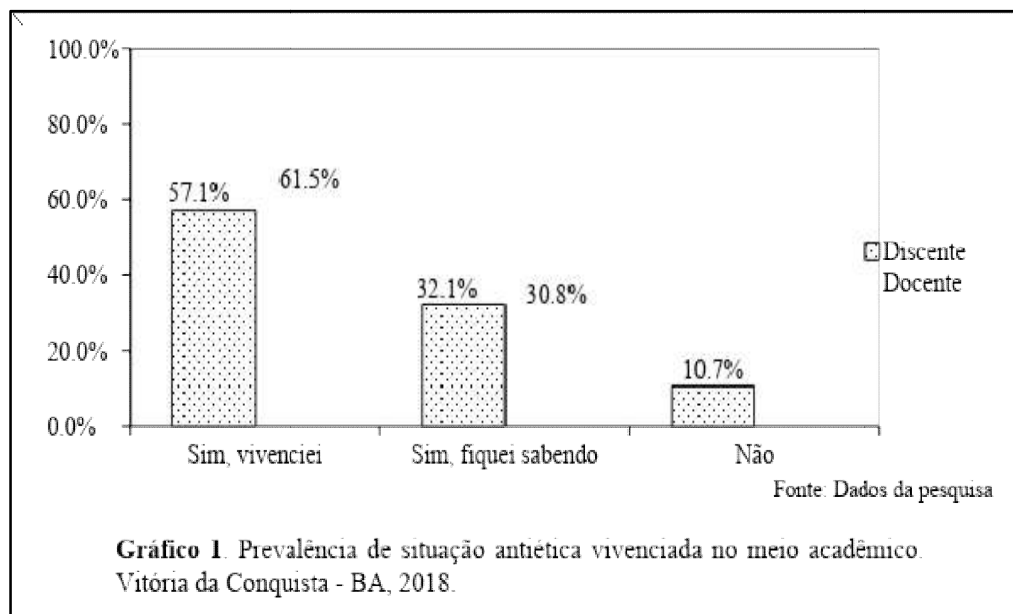
Variables	Professor (n = 13)	Student (n = 56)
Age, mean \pm standard deviation	42,1 \pm 3,32	24,78 \pm 3,19
Sex, n (%)		
Female	7 (53,8)	48 (85,71)
Male	6 (46,2)	8 (14,2)
Characteristics	% answers	n (%)
Shift	100	
Morning		28 (50,0)
Afternoon		28 (50,0)
Marital Status	Professor	n (%)
Characteristics	93,0	
Single		4 (33,4)
Married		6 (50,0)
Stable Union		1 (8,3)
Divorced		1 (8,3)
Time in the institution	93,0	
2 a 3 years		1 (8,3)
4 a 5 years		6 (50,0)
Above 6years		5 (41,7)

Source: Research data

**Table 2. Research participants contact with the ethics thematic.
Vitória da Conquista - BA, 2018**

Variables, n (%)	Student (n = 56)	Professor (n = 13)
Read the Physiotherapy Ethics Code, sometime, in the last three years.		
Yes, completely	14 (25,0)	5 (38,5)
Yes, partially	34 (60,7)	7 (53,8)
No/Never	8 (14,3)	1 (7,7)
Updating Frequency.		
Monthly	2 (3,6)	2 (15,4)
Biannually	14 (25,0)	4 (30,8)
I do not update myself	16 (28,6)	7 (53,8)
It does not apply (it does not interest)	24 (42,9)	–
Main updating source		
Internet	8 (14,2)	9 (69,2)
Scientific Events	7 (12,5)	4 (30,8)
Books, Specialized magazines	1 (1,8)	–
It does not apply	40 (71,5)	–
Self-assessment on the ethics knowledge.		
Grade 1	3 (5,4)	–
Grade 2	7 (12,5)	1 (7,7)
Grade 3	19 (33,9)	4 (30,8)
Grade 4	20 (35,7)	4 (30,8)
Grade 5	7 (12,5)	4 (30,8)

Source: Research data.



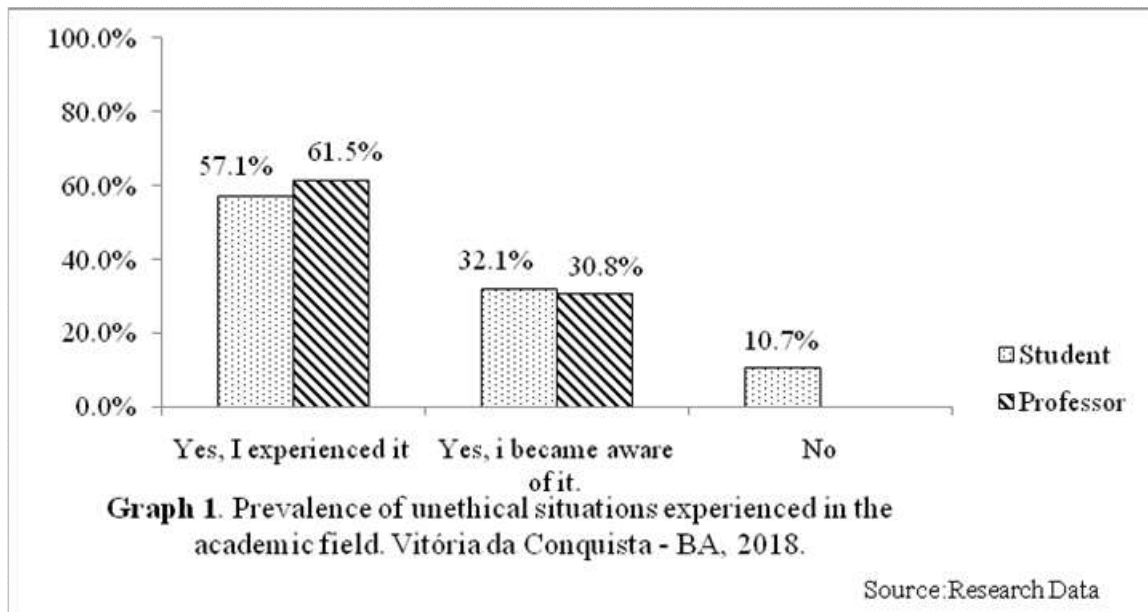


Table 3. Respondents' perception regarding ethics in the evaluative process in higher education. Vitória da Conquista - BA, 2018

Variables, n (%)	Student (n = 56)	Professor (n = 13)
Considers the assessment adequate, fair and impartial?		
Yes	25 (44,6)	11 (84,6)
No	28 (50,0)	1 (7,7)
Does not apply	3 (5,4)	1 (7,7)
Consider the ethical posture of the professor at the evaluation moment		
Yes	53 (94,6)	
No	3 (5,4)	
Consider the ethical posture of the students on the evaluations		
Yes		11 (84,6)
No		2 (15,4)

Source: Research data.

Table 4. Importance level given to ethics over graduation by professors and students. Vitória da Conquista- BA, 2018

Variables, n(%)	Student(n = 56)	Professor' (n = 13)
Measurement of the importance of ethics in physiotherapy to the training as a physiotherapist		
Grade 1	23 (41,1)	-
Grade 3	1 (1,8)	-
Grade 4	3 (5,4)	3 (23,1)
Grade 5	29 (51,8)	10 (76,9)
Period of the course when you consider the physiotherapy ethics teaching should be inserted/approached in the curriculum.		
1° year	11 (19,6)	1 (7,7)
2° year	1 (1,8)	-
3° year	2 (3,6)	-
4° year	2 (3,6)	-
All years	38 (67,9)	12 (92,3)
It does not matter	2 (3,6)	-

Source: Research data.

DISCUSSION

Ethics is an extremely serious topic to the several areas and sectors, and this could not be different for education. It is important for all professionals in any area as well as for every human being, so that they are capable of living well in the society in which they are inserted. We know that the man is not born ethical, his ethical arranging is happening equivalently to his development. It is at this training period for the future professional of education that we need to be aware of the didactics and methodology format that we apply in our classes, always looking for respecting the students' universe and reality (Vasquez, 2014). The professor needs to have clarity regarding his/her commitment to the critical citizens' formation.

He/She should develop in the student the capacity of comprehension and interpretation of the reality. Knowing how to differentiate their rights and obligations concerning the personal, collective, environmental lives. To realize all of it is crucial to link this commitment to ethics, moral and competence. The man lives in society, with others and therefore will need to know how to think about his acting ways. This is the key point of morality and ethics (Imbert, 2011). The professor needs to have knowledge about responsibility, freedom, willingness, determination, morality, kindness, affection, commitment and must put into action this knowledge in their ethical relationships to develop the students' character, since school forms, apart from a professional a human being that lives in society. And in social and professional life, ethics is indispensable (Veiga; Araújo,

2010). As a guide, the professor should always be updated concerning the ethical issues. Moreover, it is indispensable that the professional monitor the practices that might come to violate the professional ethics code. Graph 1 of our study exposes that more than half of professors and students have already experienced situations of ethics violation in the academic setting. The teaching professional ethics is founded on the conception inclined to the development of student and professor, establishing itself as a guiding principle that stimulates the change of behavior and develops the professor's ability to think about its function, so that their pedagogical practice becomes more efficient and effective in the class, at school and in society. For this reason, we concluded that ethics is particularly important for the professors' education (Cortella, 2012). With this, we noticed that the ethics in the teaching requires the professionals' solidarity, mutual respect, and limits' comprehension, with the goal of leading the student to a dignified life. The professor helps the student in the formation of his/her personality, that is the reason why the professor must be an intellectual critical and transformative professional, to be able to promote the needed changes in the students' lives, who also need to be critical citizens, because it is the key role of education (Imbert, 2011). With the evolution of the labour market and the continuous technological advances, it is fundamental that professors and students are equipped for dynamic updating, always considering their criticality and creativity, but never missing the point of the ethical values, because we have to be conscious about the trivialization of the concepts of ethics in interpersonal relationships. Professors shall recognize that the amount spoken about ethics, should not be just fad or idealism, but actually a required action for a more dignified and happy society with human realization (Rios, 2011). This way, the data exposes that there is an issue regarding the ethics knowledge update of the physiotherapy professionals. The most indicated would be a constant update. 41% of the students indicated the lowest grade on the importance aspect for the ethical topic update. From this data, it may be stated that 2/5 of the teaching staff does not see the theme of ethics as something important. In accordance with Cortella (2012) the teaching and learning process should occur inside an updated reality and with a theoretical and practical competent reference of the professor part. To this end, the professor should know, apply and propagate ethics, particularly in his/her conduct what does not always occur. This way, it is required a constant critical analysis, pursuing to meet the needs of the present that will be revealed in the short-term future. Responsibility and awareness are crucial to aggregate ethics to the daily life. Being reminded yet that ethics is universal for the society that composed it, because the values are essential for all society members; Even though it can change, as times passes to assist the new requirements of society and culture (Delors, 2010). The lack of ethical posture harms not just on the daily practice, but indicates a not too distant and preoccupying future with the

paths to be followed on the establishment of a critical and ethical society. Regarding the role in building an ethical society, it should be recognized that the base for a decent future is education, only this may change the path that is being taken nowadays, so an ethical education is required (VASQUEZ, 2014).

Conclusion

We may conclude after data analysis that the manner in which the ethical subject is inserted in the physiotherapy course may be enhanced, improving the relationship between the topic and the students' training, upgrading the training professionals. The present paper is significant to enhance the ethics' scientific knowledge, being of reflexive value for physiotherapy professionals as for the ethics field, because it adds to the area and is exposed on the new professionals' formation.

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