The code of ethics in university educational research: a global problem case of teachers of the University of pamplona

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Abstract
The purpose of this article is to relate the code of ethics and research training at the University of Pamplona. The nature of the research is quantitative in nature with an explanatory level. Regarding the definition of the simple random sample, it was 56 teachers categorized in the Colciencias program. According to the results, a high correlation was established between the investigative processes and the moral conviction of the research teachers of the University of Pamplona, which shows the need for the investigation processes to be subject to ethical codes that lead to a practice honest and with investigative quality.

Keywords: Moral Code, Ethics, Investigative Training

INTRODUCTION

Higher education at the international and national level has the opportunity to be a guarantor of promoting the processes of scientific research for the resolution of problems in order to achieve the consolidation of a more equitable society by seeking the achievement of social justice and with the aim of transcending the limits of knowledge as an activity supported by methodology and technology for the development of the productive apparatus at the level of its context by knowing its potentialities, by developing research skills in academic members (Rivera, 2022).

However, the strengthening of research ethics present in Latin American universities is one of the important pillars of which academia, extension and research are integrated, the key teaching integration to solve the problems and uncertainties that arise daily in the research work, establishing the importance of teacher training under a critical and self-critical approach, with the skills to be an inquirer and scholar by naturally evidencing the capacity for empathy towards otherness in order to achieve the socialization of results or findings in an open and assertive way.

In this sense, considering the role of research at the university level in the coordinated participation of all the social actors that make up academia. Precisely with the attitudes and skills required in the search for the solution of problems from the diagnosis phase to the evaluation phase in order to report consistently and clearly the satisfactory results for society (Maldonado & Alfaro, 2022).

Among so many problems alluding to academic-research events, the present study

basically focuses on the global problem of the researcher's praxis by considering the conscientious application of ethical principles for the possibility of generating the development of scientific research with respect to the constant monitoring of academic production and its timely adjustment according to international standards from the ethical level in the construction of science.

In particular, the Aciprensa digital portal describes Lugo's opinion (2021, p. 4) which is confirmed by the public media and in scientific environments, highlights its increase and has highlighted the deficient praxis in terms of the management of ethical principles in scientific research. Where the practical characteristics that are far from the academic appear and in which certain ethical irregularities arise such as: plagiarism, elaboration and adulteration of data, transgressions of confidentiality, interference by the researcher, poor presentation of research reports and reprisals against informants, which presumes the existence of the inappropriate practice for public scientific production in universities and the trust placed by the one who grants the economic resources for research.

In such a way, the research dynamic in its essence must be regulated by a code of ethics involved in educational research, through which every researcher within each positivist, postpositivist and neopositivist perspective can find some universal principles that give rigor, formality, validity and reliability to research before the scientific community, since the research fact cannot be the product of improvisations, superficiality and fraud, but encompasses an integral, complex, holistic, orderly, pertinent and enriching process that aims at the progress of humanity, so that readers and replicators of published information bring real elements for true criticism and deep reflection, based either on data or conclusions, which have marked the passage from one historical-political-social model to another throughout the time of the evolution of the human being.

In line with the above, it is important to underline the university professional practice in which there is an *ethos* comprised of a series of disciplinary values which allow the training of the researcher attached to his professional and social dedication, with a sense of commitment and his responsibility continuously evaluated for the quality academic production corresponding to the university policies for the formation of their social dissemination projects in their respective spaces and lines of research (Piña & Aguayo, 2017).

In this academic context with its notable particularities, the university professor must not only inquire for the sake of inquiring, but must focus on encouraging the knowledge of its weaknesses and strengths, in addition to the strategies, models or public policies according to transform the phenomena to be investigated through the exchange of messages with others, since the maximum responsibility lies in the training teachers in the change of thoughts and philosophies; therefore, any product cannot be approved or disseminated, it needs to have the guarantees of being an advance that can be considered, suitable to exhibit and promote it in society.

Regarding the previous point, Smith (2001, cited by Sañudo, 2006), argues that: the responsibility of educational researchers can be classified into four groups:
a) responsibility towards science (doing research that broadens knowledge or deepens its understanding); b) with education and society (determining how the results are disseminated and used); c) with students in training (contributing to the education of trainees or research assistants), and d) with research participants. (p.5).

What it represents, a qualified task to discover a finding, which entails proposing the improvement of some actions or deepening theories or models for the reach of society,

also that it is of contribution to the educational development of the country and its generations, making known its academic products so that they are discussed, questioned, validated and exemplified freely; taking into account the fact of transmitting that knowledge to new researchers, without selfishness or so many misgivings, but with a noble disposition so that other researchers can join this task and thus continue the cycle of training of researchers, under a good personal and professional commitment to those involved in the research ideas.

In another order of ideas, González (2004) confirms in the research work and his particular deontological approach in which he states that:

~ The exercise of scientific research and the use of the knowledge produced by science demand ethical conduct on the part of the researcher and the teacher. Unethical conduct has no place in scientific practice of any kind. It must be pointed out and eradicated. He who with particular interests despises ethics in research corrupts science and its products, and corrupts himself. Thus, there is general agreement that unethical conduct must be avoided in the practice of science (p.3)

Therefore, the way of being or acting of those who exercise a certain task, governed by the social norms that guide human behavior and its adaptation to the collective, in this dynamic the teacher must also comply with the duties enshrined in the Regulations of the Exercise of the Teaching Profession of which every educator must integrate into the research day by day to be able to innovate and efficiently develop their class days, in addition to complying with some essential foundations to promote a comprehensive, participatory, transformative, reflective and critical education in accordance with the new citizen and his moral values.

Hence, Bunge, (1972, cited by Arias, 2004), understands "scientific ethics" as the science of desirable behavior, using the scientific method and the knowledge of science about the individual and society, this ethics would require three levels: the descriptive, the normative and the meta-ethical. (p.6). Likewise, the ethics of quantitative and qualitative research admits challenges and its principles in evaluations such as impartiality, confidentiality and custody, absence of conflicts, prudence in criticism, appropriate language; in addition to this, the code considers the double functionality educator-researcher with the performance before the participants, autonomy, privacy, respect for beliefs, values, expressions, parity, caution in the issuance of value judgments and interpretation-evaluation; as for the researcher, intentionality, behavior and in general mastery of the object of study.

With reference to the above, Emmanuel (1999 cited by González, 2004, p. 5) describes that particularly in the case of qualitative research, it is necessary to include citizens with the capacity and willingness to reflect and communicate who understand the social values, priorities and vulnerability, and concerns of the potential subjects of the study. That is, there must be plurality and objectivity in researchers free of ideological biases and biases of any kind, in order to have the research competencies as well as the academic ones to carry out, and epistemologically base ethical judgments.

From this perspective, it is important for the researcher and anyone who undertakes a field study, to preserve the integrity of the research process, by adopting the intrinsic and extrinsic values, associated with the assumptions that must pursue solidity, coherence in induction and deduction in order to aspire to reach scientific truth and thus discern good from bad, with the enhancement of the virtues of honesty, patience, fortitude and the principle of beneficence. Therefore, the scientist in his good existence

must analyze the reason, will and affectivity that have led him and will lead him to make art.

Under this analysis, research must cease to be a simple technical process and become a responsible act with a critical and social attitude adjusted to morality. Pardinas, (cited by De La Torre and Navarro, 1990, p.08) points out that research must follow a path where honesty, love of truth, modesty, and research at the service of man prevail, which means that: (1) honesty, must respect the data as they are obtained without distorting their intentions; (2) love of truth, as a tireless and passionate search for what is verifiable, (3) modesty, as a kind of prudence to make judgments about other researchers, and (4) at the service of man, who values being and never bets on social destruction or dissolution.

Paraphrasing Schekman (2013) from the scientific publication journals with greater recognition worldwide such as: Nature, Cell and Science, which pays for many researchers through grants and chairs, have also probably caused damage to science and humanity, perhaps because the prevailing system of personal reputation and professional promotion has given the greatest value to the most striking research and not to the best, some breaking the paradigm of quality, as a result of their need to promote their brands, with the sale of their subscriptions, which are limited, generating demand creates an impact factor within their status as a publication commercial that depends on the times these works are cited and the score given. In this sense, it may be that they are weighed from their economic attractiveness and the ability to contradict a topic and generate interest in readers because it generates great repercussion that then does not continue because they have basic or fraudulent errors that can be withdrawn from circulation, but without clarifying their error.

In these circumstances, it is prudent to specify that universities should not judge articles by the place in which they are published, since what matters is the quality of scientific work, encouraging those who publish not to do so in luxury journals, we must free ourselves from the tyranny of these journals and rather publish in the free spaces that make humanity better. Contrarieties called ethical faults committed by researchers according to Paladini (1996, cited by Ciencia Hoy, 1996,) that arise from:

(a) Publish research results, with negative data for the hypothesis to be demonstrated. (b) Subdivide the results of a single set of experiments, in order to publish more and thus appear to be a greater work than what has actually been done. (c) Constantly change the line of research, following fashions; or make a routine application of the same basic method, which undoubtedly enriches the casuistry but does not advance science much. (d) Ask for subsidies and request more money than necessary, or complex equipment that is rarely used, or improvise research on fashionable topics or local repercussions, which are attractive to those who will decide to award funds, to increase the probability of obtaining support. (e) Among the faults of research directors is the lack of physical presence in research institutes, appearing as the author of all the works that are published or sent to congresses, without having effectively participated in their preparation, not adequately fulfilling the managerial responsibilities or exercising them authoritatively, without giving participation to the members of the entity, promoting the submissive or obsequious instead of the best and having more fellows than those who can be guided and trained, among others. (f) Presenting results that are too preliminary in congresses, to inflate the background of the presenter. (g) Sending communications to congresses only to appear in the proceedings and not attending the meeting. (h) Violating the secrecy imposed by knowing unpublished results, as in the case of being a

referee of an original work. p.95

Consequently, when so many dilemmas arise in the research event, the tense environment becomes, which generates an environment of distrust and suspicion, which can affect the different phases of the research such as diagnosis, design, execution and report and review, since the modus vivendi of the investigated and the reading community must be considered, it is no longer acceptable to abandon rather than resist, to promote individuality rather than teamwork, to fight against resistance to change, to delegate functions rather than persist, or to question rather than solve the situation, aspects that do not escape from university realities and that lead researchers to the need to diagnose the relevance of the deontological code of university educational research, probably using the scenario of the Faculty of Ethics of the University of Pamplona. For this reason, the proposition of the research problem arises: Is it necessary to create a code of ethics for research professors at the University of Pamplona?

The Code of Ethics in University Educational Research

The research exercise in university spaces is significant the importance of the way in which man learns, this has been a concern of researchers from the various areas of knowledge, in pedagogy this task of transmitting knowledge has not escaped exploration from the conception of how the teacher should generate in students concerns and uncertainties that allow them to understand the object of scientific knowledge; which is a human good. At the same time, educational problems are generated that force today to seriously question the limits of scientific progress, limits not so much theoretical but practical in morality and ethics.

Therefore, universities have a task of control and supervision in education, culture and science, which implies the organization of activities that can establish, relate and disseminate knowledge through research; and thus complete the comprehensive training initiated in the curricula to form the graduation profile that the State and society need, all of the above under the ethical premise implied in the systematized process of the curriculum and training competencies, especially attitudinal competencies

There is no doubt that the university must be a dynamic and dialectical space for learning with the management of norms that can be updated and extended to scientific communities to prevent the inappropriate use of scientific research to the detriment of the community in general, as well as public performance that should protect the common good.

For what was stated at the beginning, private and public damages protected under its deontological codes must be avoided, Werner, (1985, cited by Ojeda, Quintero and Machado, 2007), mentions it "when referring to the scientist, expressing that his virtues must be mainly intellectual honesty or truthfulness, impersonality and detachment" (p.357), for which it is necessary to emphasize that it is not only a matter of thinking about the truth for its own sake; which is the concrete virtue of the scientist in the face of the facts he investigates not only out of curiosity or to satisfy a concern, his research intervention can generate changes in people's lives, at this point is where the deontology of educational research bursts forth with force, which poses two basic problems; namely; the concept and scope of the conception of deontology on which it works; and, the tensions between deontological positions and the life of the current world.

The first issue is related to the process of association of the actions put into the

formation of values in ethical learning in the university; with the knowledge of the relationships between the will and its autonomy; either from the Kantian or the post-Kantian sense; as determinants of the tensions between being-willing-and duty-acting within (from the influence of its morality and practical reason) any form of knowledge production within educational research; this current social-cultural framework with some ideological-political lightness, power in the role of the exercise of the State and the distribution of wealth probably sometimes hinders the achievement of higher levels of democracy and social equity

The second issue, emphasizes *the here and now*, does not intend to underestimate the understanding of what being is like and its manifestations of the being of ontological constructions, once this clarification has been made instead it proposes to document the manifestations of this tension within the institutions dedicated to the promotion and development of educational research that leads to probable distortions of the act of research since the academic is not blurred from the ontological being in research.

Research training and codes of ethics:

Ethics, in its noble role of protecting subjects as a collective with the right to live together in freedom and security in its proposal to achieve a social goal with respect for rights that involves participation in academic research activities, in the collaboration of science on the well-being of society in its social, cultural, and economic development (Orozco & Lamberto, 2022).

In this sense, the teaching exercise considering the care in the management of the procedures during the research process, where a series of behaviors and attitudes are involved on the part of the researcher by concentrating his role as a key character trained for the understanding of the problems and their respective resolution, in which it is also important to present the information in an objective and responsible way

In fact, all research as a social activity has an ethical background accompanied by its moral implications that can affect vulnerable populations, in reference to the sensitive and compromising issue of clinical and health, the awareness of social responsibility that requires ethical regulation in its processes in order to protect the vocational and the veracity of the results associated with the social sensitivity of researchers leading to the correction of their daily activity (Cruz, 2008)

Therefore, research, according to Ladriere, (2000, cited by Ojeda, Quintero, & Machado, 2007), "is an activity aimed at solving problems. Its objective is to find answers to questions through the use of scientific processes" The university professor is responsible for the veracity of the data that, when processed and analyzed, result in useful ideas to solve the problem, hence his behavior must be proven to be free of ideological, religious and economic biases, among others, that responds only to the central interest of the research without violating ethical principles.

In addition to this, research as a mission pillar of the professors at the University of Pamplona must insist that in research, when considering the selection of the objects of study, they are legally acceptable and do not break with the guarantees of human rights, because the atrocities exercised by human and animal experiments have been questioned and sanctioned historically; because now there is academic freedom to express, participate, construct or reconstruct knowledge, as long as it does not alter social welfare, rather, it manages to positively mark the respondents or interviewees by seeing and hearing the angle of the other with their meanings, which may or may not coincide; but the rules of this work will tell the researcher that he must reserve his value judgments, in order not to contaminate the results found; practice the construction of accurate,

well-founded discourses and not subjectively deliberate notions because; sometimes he will find manifestations of frequencies as well as habits, values, beliefs, customs and personalities that he should not underestimate; even more so by assuming the double functionality of educator-researcher that gives him a professional status more committed to practice for quality of life above any other consideration, which confirms a system that is dependent. (Sandín, 2003, p. 203).

With reference to the above, the teacher is a being who does not escape from that daily life in view of globalization that confronts him with an internal contradiction of his rational and ethical being with the distortion of reality in the face of ethical conflicts in his educational praxis, in this aspect Pantoja (2019) points out. "In such a circumstance, being a person of his time and being a social educator at the same time are intermingled, something that entails duties of dedication to the other and at the same time denial of the values imposed by the world, two directions that are difficult to harmonize" (p.67).

Regarding teacher training from universities, Quintana (2016) states that "the training of university teachers from their ontology, must go beyond the transmission of knowledge, that they are capable of producing it, through the confrontation of ideas, the practice of innovation and its application to be critical and innovative, open to changes and sensitive to social problems" (p.2) the above will add expectations in terms of quality criteria in research productions, since producing to bring information to a wide reading public that is becoming increasingly demanding, demands teaching researchers aware of the axiological load that involves the work, in which the disruptive capacity of their discourse is evidenced and thus take responsibility for the thoughts, words and actions that in some way mark the success or failure of the objectives foreseen in the research.

Also within the spaces of development are the effects of the orientations of the study, the image and trajectory of the researcher, as well as the institution or company he represents. For these reasons, the code of ethics will guide the elements universally accepted by the field of factual and social sciences so that this complex but enriching process brings together the reliability, reliability and internal and external validity necessary to consider it a contribution to the progress of humanity.

In such a way, the professional life of the researcher is determined by his conduct and according to his interests, which is appropriate to be governed by ethical principles for the achievement of his objectives when considering subsidies for the execution of projects, care for the environment, with the risk of the publication of biased research that threatens the common good of society (Ojeda, Quintero, & Machado, 2007).

Here it must also refer to the mystique of the teacher as a researcher, marked in turn by a vocational sense that will be represented by the way in which he expresses the writing, presents himself in the context, collects the information, transcribes, codes, analyzes, interprets the information and validates the results by returning to the context and letting the respondents and/or interviewees verify the data provided, which is called voluntary consent, without physical or psychological coercion, all in order to preserve scientific rigor, which depends on identity with the topic, interest and organization to cover all the steps proposed by the experts without deviating from the intention of the research.

In addition, as for the scenario, it will be necessary to select spaces in which culture is not affected, but rather to address the knowable, the environment that is around the

researchers to have trust with the investigated, (Corbino, 2002, p.2.) in addition to generating contributions to the improvement of this sociocultural context, since finding the truth is not an easy task, each one has a relative part of it, a set of truths make up a theoretical construct, of which science has been sufficiently concerned, hoping that those who have dedicated themselves to research, are experts, knowledgeable in the area in order to give a better status to the research process. In this context, studies should be carried out to improve but not to dismiss, which means that it is not correct only to assess the problem to demonstrate how badly things are being done, but to try to rescue or build possible actions that provide a solution to the situation.

In such a way that the highest postulate of the deontological code of the university researcher will serve as a guide to teachers on the task of producing knowledge and not submerging themselves in the superficiality of appearing with a degree, but transcending beyond the formal academy, trying to undertake the right and overcoming the wrong, with good human relations and intercolleagues, commitment to the sources they consult, the effects of the findings, in general, having discipline to focus on the rules of work, so that they demonstrate a high degree of honesty, agreements between the parties, honesty, patience, leadership, serenity, organization, prudence and judgment in order to achieve not in number but in quality the international standards and statistics as the best research to be published.

Code of Ethics of the University of Pamplona

Precisely, the code of ethics in the university for the development of its academic life intends to establish the values of researchers in order to coordinate the formation of a critical conscience at the social level where they exercise justice, collaboration and solidarity for the communication of knowledge based on their experience in proposing the benefit of the collective and in practicing their social responsibility guaranteeing peaceful coexistence and respect for diversity (Gonzales et al., 2020).

Referring to this context, the relationship between ethics and the University of Pamplona leads to the role of the university in ethics, training and research, the University of Pamplona points out on its home page that its role is "to face the challenges through the modernization of university work to contribute to the transformation of society and its environment that foresees new scenarios and trends of development. (n.d.) For this reason, strategies must be clear and well constituted in the promotion of research on quality research in both undergraduate and postgraduate studies; Training in research skills is of utmost importance and for this in each chair or subject they must incorporate greater research capacities, from their conviction, worldview, approaches, the complexity of knowledge and their expertise, in which participants understand the relevance of the practice of experimental, quasi-experimental, non-experimental, ethnographic, hermeneutical-dialectical studies, case studies, ethnomethodological, action research (AI), phenomenological, naturalistic, endogenous, life histories and theoretical, since Husserl (1962) (cited by Martínez, 1999). He proposes as a principle of all principles the following: "full clarity is the measure of all truth" (p. 180). If we take as a starting point, the code of ethics of the University of Pamplona that states that "consequently, they must assume their training in inquiry or research. It is a matter of assuming a pedagogical attitude towards knowledge that necessarily entails uncertainties, inaccuracies, more questions than answers, questioning, tensions, conflicts" (Magendzo, 1996, cited by University of Pamplona 1999.p.10).

The code of ethics also states that "the University of Pamplona (1999)
Comprehensive education must effectively contribute to enriching the student's

socialization process from an analytical and critical research perspective, strengthen their sensitivity through the development of their ethical values and strengthen their responsibility through the definition or determination of their commitments (p.9)

So it is to share the vision of research as a true social action for moral and cognitive development, in the objectives of university education, which is born in the praxis of the teacher, in his role as a model for human development integrated into social welfare, which is born in the commitment and responsibility that is projected in his environment, in his role as a leader in the training of future professionals.

Teaching Research Competencies

Some skills of the university teacher can be mentioned such as; professional competence of their undergraduate degree, competence for technical and educational research, competence for communication, social competences especially in leadership; in addition to these are certain aspects such as motivation, affective, personal, training and qualification. In this sense, according to Rivas (2011, p. 39), he mentions that, for clarity in research, the LART model specifies the most important competencies of the researcher, such as knowing how to pose a problem, elaborate a contextual framework and the state of the art, create and evaluate instruments, master technologies, techniques and methodologies, design models, write texts, promote at scientific events.

However, it will be necessary for this clarity or evidence to be supported by consequent training criteria because otherwise it would be difficult to demonstrate it, for this; the empirical foundation of rational reality must be used, since the method should not be selected for pleasure or convenience but also because it is coherent with the object of study and the objectives, because depending on what you want to investigate will determine the path to follow.

At this point, (Martínez, 1999, p 83) argues that for some scientists, the rigorous method, for example of chemistry, offers full evidence in being able to reproduce an experiment, control the variables, measure the influence of the different causes, achieve consensus, etc., it offers them an unquestionable evaluation of things; while experts in the social sciences are questioned when they accept a result that for some is empirical, only that it seeks more intellectual evidence.

In this regard, these implicit prejudices are impregnated by value judgments and sustained by a personal certainty from which it takes its meaning, but this certainty has its levels that range from an absolute certainty to an almost imperceptible suspicion, perhaps closer to the ideas of Kant of whom he underlines the evidence, tending as a precept of science elevated to a critical and systematic knowledge which could start from a rigorously critical internal examination of the teaching practice and the foundation of his convictions, judgments, values, ethical principles in turn of the appreciations and beliefs to reduce the risk of error in future research, one of these options would be to examine a theory with its review, articulation and examination of its consequences and internal contradictions, in a dialectical process with the researcher so that he manages to raise the level and provide a more genuine and secure knowledge.

In this order of ideas, research competencies are the set of skills that allow formulating problems, devising hypotheses, collecting and analyzing the data collected, precisely to conveniently generate the argumentation of the information and the results obtained and based on curiosity and critical thinking and in which they manage information and propose solutions by communicating orally and in writing (Juárez & Torres, 2022).

Therefore, it is necessary to emphasize that the capacity that academic researchers have from their research experience involves the development of certain concrete skills in the management of information that allows the construction of knowledge concerning the creation of new concepts and disruptive ideas for the solution of problems or the understanding of them

On the other hand, the research competencies involve a set of rich experiences in the cognitive, the attitudinal under some critical criteria applied by the university teacher that is also part of their training in values which they implement from their direct social action with their life context by identifying and solving problems by understanding the realities exposed according to the information which they process and communicate (Cantillo, 2023).

Finally, the idea is not to turn this research focused on obtaining the truth; in short, because the fact of verifying could be traced like this, but rather it tries to understand and give the complementarity of teaching ethics in university research, verify its coherence and internal validity with the purpose that academic productions acquire greater local, national and international certification due to the decrease in quality, there are many investigations that are decided daily to start and others defend, but how many meet the ethical and methodological criteria to consider them acceptable?, good, excellent, interesting, among other qualifiers.

METHODOLOGY USED

In this section, the research model that will structure the methodology used in this study is presented, according to the nature of the research, the quantitative approach to this effect Palella and Martins (2006) express the paradigm in the complexity of a phenomenon observed in the reduction of variables that will be analyzed from the statistical calculation.

The design of this research has an explanatory level of the phenomenon to be investigated, with a field research design, and the context of the analysis research of the University of Pamplona, since, in the first place, it is the house of studies par excellence in the training, improvement and updating of teachers in the country, in addition to this it fulfills one of the tasks of great importance such as research and the production of knowledge from the different modalities of undergraduate and postgraduate (specialization, master's and doctorate). Although it is true, one of the purposes of research at the University of Pamplona is aimed at the continuous and permanent improvement of the pedagogical practice of teachers, which makes the study more pertinent, when it is carried out from a research that effectively affects the socio-educational realities of the country. In such a way, it is selected as a context of analysis specifically in the area of undergraduate research, with the purpose of generating a proposal towards the formation of a scientific committee that is supported by a deontological code for the review and guarantee the quality of the research products.

As for the selection of the sample size, in general it was collected according to the formulas suggested by Tamayo (2001) for a simple random sampling: from the research professors active in Colciencia, which are 97 subjects where the final sample size is 52 selected subjects

On the other hand, the chosen instrument consisting of 37 items with a multiple-response Lickert scale for the collection of information was administered in such a way that the researchers directly observe the reactions and work circumstances of each of the respondents, so that their answers are easily verifiable

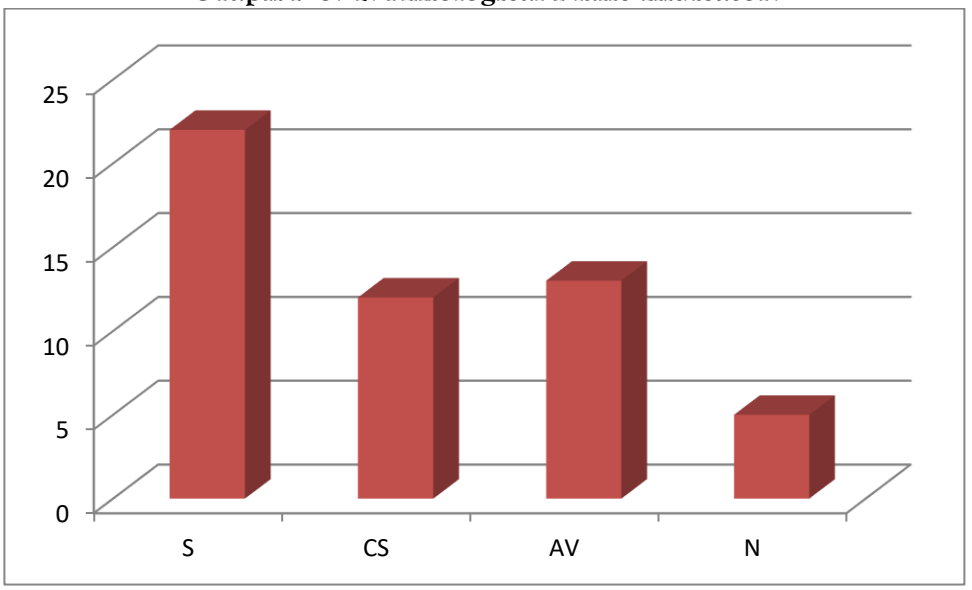
With respect to the reliability and validity of the instrument, the technique called "Expert Judgment" was used, which will consist of the review of the questionnaires by three specialists versed in knowledge to the validation of experts in the area of methodology, grammar and literature, a specialist in the subject to be investigated and a specialist in philosophy, all of them must demonstrate in their trajectory the research experience, in order to obtain their judgments, based on the criteria of coherence, quality and belonging of the questionnaire, which will determine their validity, guaranteeing the collection of truthful information, the instrument will be delivered with the table of operationalization of the variables, the study objectives and the evaluation sheet. The operationalization of the variables, with the objectives, will be attached.

Now, for the presentation of the results and their processing, data processing was used through the quantitative method and the Statistical Package for Social Sciences (SPSS 21.), which is a Software for Windows in which information is saved, creating a database that will later contain the information and results pertinent to the research. Units of percentage, Pearson's correlation index, were used to allow the analysis of each item, as well as the results will be reflected in tables for a correct reading and interpretation of each of the results by the readers.

Results Obtained and Analysis

After the application of the survey to university teachers, the descriptive analysis of some results is provided in the following graph where the deontological status of researchers at the University of Pamplona is shown.

Graph No. 1. Axiological Plane Indicator.



The analysis of the above graph with respect to the opinion on the Axiology Plan indicator shows that between the scale, sometimes and never, 28% (15) of those consulted declare that they do not know the ethics of the research work and, according to Gonzales (2008), the axiological plane in the researcher allows him to value the social phenomena that he investigates and the set of his values will allow him to explore the human at the level of consciousness.

On the other hand, in the correlational analysis of the study, the relationship of the variables between the ethical aspect and the teacher's research training was finally

contrasted, which is shown in the following table

Table No. 1 Correlation Between the Research Process and Moral Conviction

		VAR10
VAR5	Pearson correlation	**0,875**
	Sig. (bilateral)	0,052

According to the above table, there is a high correlation (0.88) between the research processes of diagnosis, research interpretation, and political, religious, and moral convictions, that is, the work in research is determined by compliance with international norms and standards in the assurance of the quality of academic products to respond effectively to social problems.

Under this relationship, scientific work seeks to maintain the values of the emancipation of humanity and justice as the most outstanding central values in the social context by establishing a form of legitimacy in the act of research for the transformation and increase of knowledge in the theoretical and instrumental under the moral aspect (Peñaranda, 2014).

Table No. 2 Correlation between Information Search and Use of Research Protocol

		VAR00012
VAR00003	Pearson correlation	,475
	Sig. (bilateral)	,419

According to the opinions of the researchers consulted, there is evidence of a moderate relationship or correspondence between the process of accessing information and the application of a research protocol, seen as a standardized procedure that ensures the reliability of the data collected

In this order, the research protocols seek the construction of a document or a report with a high level of scientific rigor, conferring reliability in the presentation of the information in reference to the implementation of the methodology and techniques to give it coherence through the observation of the phenomenon of interest from the first contact with reality (Tunal, 2022).

Finally, the study of factor analysis explains the theoretical elements or components that concur for the establishment of the main factors in the research fact and the consideration of the most outstanding ethical models that this table describes details.

Table No. 2 Component Matrix

	Component	
	1	2
VAR00001	,871	,243
VAR00002	,905	,200
VAR00003	,683	-,536
VAR00004	,769	,590
VAR00005	,941	,063

VAR00006	,706	,683
VAR00007	,939	-,095
VAR00008	,893	-,428
VAR00009	,936	-,341
VAR00010	,984	-,095
VAR00011	,967	,030
VAR00012	,866	-,193
Extraction method: Principal component analysis.		
a. 2 Components Extracted		

The above table shows the existence of a high correlation between the factorial components of plagiarism, falsification in academic products and the impact of research on the development of the knowledge society, which highlights the formation of clarity and originality in the formation of the knowledge society, where the central factor of Transparency and Social Impact of University Research emerges.

Therefore, there is a close relationship between the quality and integrity of scientific research, where it is important to point out the source of knowledge with its control and examination adjustments aimed at accountability, where scientific agents act responsibly as part of the contribution of a more diverse and open science (Vallejo & Pirela, 2022)

Conclusion

The study of the relationship between the code of ethics and research practice considers the articulation between the exercise and application of the norms that guarantee the quality and transparency of the academic products present in the university, always in the process of achieving precise responses to the needs and problems of society with the achievement of systematically training a university professor provided with a gift of leadership with the predominant values of vocational commitment and social sensitivity, which strengthens the institutional link between the community and university life precisely for the resolution of its pressing needs. .

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