

## 138 - THE INFLUENCE OF THE KNOWLEDGE OF PROFESSIONAL ETHICS IN THE ACADEMIC FORMATION OF INTEGRATED FACULTY OF PATOS

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### INTRODUCTION

For Silva (2016) the behavior of the human being from the beginning was already a cause of concern for the great philosophers and scholars of the time, since it was already perceived that they should follow norms, for a better coexistence within a society.

The codes of conduct or code of ethics were based on the knowledge of knowledge, what was right and wrong, good and bad. Often ethics were confused with laws, but these were not based on ethics, which have been changing according to the time and customs of mankind according to their culture, time and customs (DRUMOND, 2002).

In this sense, for each profession there is an ethical regulation, the knowledge of professional ethics is very important in the formation of any profession. The professional code of conduct governs the norms to be followed, and the specialist in the area must follow these norms in order to be correct in their professional attitudes, obtaining success and respect (ANTUNES et al., 2001). In this sense, they will be able to offer quality services, benefiting the individual or society that is acting. For Fabiani (2008) all rules of conduct determined by the boards of the professions must be strictly respected. In academic formation, students have the opportunity to know and take a more critical view of their actions, based on the code of professional ethics; this is the best opportunity to become familiar with their rights and duties as a professional, leading to a dignity, respect, recognition and valorization (FORTES, 1998).

In this way, it was necessary to perform this study to understand the professionals' performance on the ethics code of the Physical Education profession, and also, due to a suggestion proposed in a class in the discipline of Ethics and Philosophy of Physical Education and Sports, as well as such as lack of study in the area related to physical education professionals. It can be noticed that the literature does not address anything specific about the proposed theme of ethics in Physical Education. This study will enrich knowledge about the formation of professional ethics in the work of future Physical Education professionals, and have a good perception of professional ethics during their academic training. The present study has as general objective to analyze the knowledge of the academics of the baccalaureate course in physical education of the Integrated Faculty of Patos about professional ethics.

### METHODOLOGY

This is a descriptive research with a qualitative approach, since it consists of the recording of data and particular or singular facts for broader and more comprehensive plans to arrive at general conclusions (SAMPIERI; COLLADO; LUCIO, 2013). It is a field research, because one observes the facts and phenomena exactly as it happens in the real one, based on a consistent theoretical foundation (MINAYO; GOMES, 2011).

The subjects investigated by the research were students from the 6th to 8th years of the Bachelor's Degree in Physical Education of the Integrated Faculty of Patos - FIP of the city of Patos-PB, with a total of 96 students.

As instruments for data collection, a structured questionnaire was used that addresses socio demographic aspects and knowledge about the Code of Ethics of the Physical Education Professional, developed by the researchers. The structured interviews used research designs in which quantifiable information is sought from a large number of respondents, (SAMPIERI; COLLADO; LUCIO, 2013). In this way, the structured questionnaire will remain unchanged in relation to all the interviewees to guarantee the context of the interview and the content of the questions. The questionnaires were applied in the classrooms of the Bachelor's Degree in Physical Education in the Integrated Faculty of Patos, with students enrolled in the 6th to 8th period of the 2016 school year.2. The project was submitted to the Research Ethics Committee of the Integrated Faculty of Patos -FIP, only upon approval the research was initiated, with CAAE: 54079116.4.0000.5181.

Data were analyzed according to the Code of Ethics of the Physical Education Professional. The data of the questionnaires were tabulated in tables, using absolute and respective numbers for the interpretative and comparative analysis between some presented results.

### RESULTS AND DISCUSSION

Thus, to demonstrate the results and discussions of this study, the following procedure was adopted: tables were created showing the numerical results of the research, and consequently, the discussion of these data.

Table 1. Was the code of ethics addressed during the course?

APPROACH TO THE CODE OF ETHICS OF THE PHYSICAL EDUCATION PROFESSIONAL		
Approach to the Code of Ethics	Yes	No
Amount	72	4

The Table 2 refers to the approach of the code of ethics during the graduation of the students, from which of the 76 students who participated in the research, 72 answered that yes, the Code of Ethics of the Physical Education Professional was approached and only 4 students answered no . It is known that this subject is taught in the discipline of Philosophy and Ethics in Physical Education and Sports, the research had a small minority who claimed not to have knowledge of the code of ethics during the course.

Thus, this small portion may be of students transferred from other educational institutions and the content was not taught, or for some reason has not yet had the possibility to study the discipline responsible for such subject matter. Considering that the matrix of the Bachelor's Degree in Physical Education (menu), has the specific discipline that addresses the Code of Ethics of the Physical Education Professional, it is part of the dimension of knowledge human being and society, whose objective is to formation and development of society and socio cultural values (MARTINS, 2015). The author also exposes that the area of knowledge is historical-philosophical, which studies the relationships between philosophy, physical education and sports, professional ethics and bioethics.

Table 2. What do you mean by ethics?

CONCEPT OF ETHICS	
Understanding ethics	Quantity
Moral Education	5
Set of Principles and Values	38
Consciousness Before Society	2
Guidelines that guide the Individual in view of his / her Posture and Conduct	27
What is Legal	2
Personal Construction Base	2

Table 3 sets out the ethical understanding of the academics, where it was observed that 38 students understand ethics as being the set of principles and values, it is also perceived that 27 said that ethics are the guidelines that guide the individual before his posture and conduct, only 5 academics understand ethics as moral education, 2 academics assert that ethics is what is legal and lastly 2 have pointed out that ethics is the basis of personal construction.

According to the data presented in the table perceive themselves to see that academics have not dismissed the concept of ethics. According to Vasquez (2002) defines ethics as being the study of man's behavior in society, following this reasoning can see that some academics have this understanding when he says that he understands ethics as being a set of principles and values. According to Silva (2016), it defines ethics as the study of actions, that is, of man's behavior towards the society that qualifies them in good or, but, it is noticed that another part of the researched academics is in the same line of thought as the authors cited when he states that ethics are the guidelines that guide the individual in the face of his or her posture and conduct, it was observed that some academics have a perception of ethics in a broader sense when it affirms that it is moral education or what is legal and yet it is finally the basis of personal construction. In our research 5 academics understand ethics as being moral education. According to Vasquez (1997) defines ethics as being the science of man's moral in society, a specific form of human behavior. For Lundgren and Galvão (2000) it is said that ethics is the part of morality that makes the judgment of moral values related to good and evil.

Faced with the work on ethics, one can see that although the students' answers focus on only 2 items of the questionnaire, they have an understanding of the concept of defined ethics. This is due to the fact that ethics is taught only in the 5th period of the course, since the students already have enough maturity to have a formulated concept. In a study by Rosa (2006), he states that in courses where the discipline is taught in the first academic periods the student does not present maturity to assimilate the subject, because for that to happen it is necessary to acquire prior knowledge such as Education Physics, its scope, importance and responsibility to deal with people.

Table 3. What is the Degree of importance you give to the use of professional ethics?

DEGREE OF IMPORTANCE	Very Important	Important	Not Very Important	Not Important
Quantity	68	8	0	0

Table 4 shows the degree of importance of the use of professional ethics by the interviewed students. It is noticed that 68 of the academics affirm that the use of professional ethics is very important and only 8 of the interviewed academics affirm that it is important.

Compared to the study conducted by Rosa (2006), the results were 80% of the students interviewed find professional ethics very important and 20% consider it important. In this way, the results found in the study were similar to the research in question.

For CONFEF (2016) this code proposes to standardize the articulation of the technical and social dimensions with the ethical dimensions, guaranteeing the performance of the professional. Thus, one can see the degree of importance given by the academics interviewed when it states that it is very important to make use of professional ethics, since the exercise of the profession requires a predisposition of character, as well as a personal and social understanding of who will act in it.

Table 4. For you when a person's regulated professional life begins?

Beginning of Career Life	When You Join	During the Course	When It Completes
Quantity	19	11	46

In the Table 5 shows the opinion of academics about the beginning of a person's regulated professional life. 46 academics say that only when the course finishes, only 11 of the students answered that during the course and finally, 19 students assure that the professional life begins when entering the course.

Compared with the study conducted by Rosa (2006), the results found were 20% of the interviewees. Professional life began when the student entered the higher course, for 38.34% of the interviewees during the higher course and 41.66% when the academic university finishes higher education, this shows that 58.34% of respondents feel that regulated professional life begins before it is formed, different from the results of this study, where 46 students responded that regulated professional life only begin after completion of teaching higher.

In view of the results of this study, most students are aware about the early work life. Because entering and being in the undergraduate course in Physical Education does not mean that the student is regulated in the profession. According to CONFEF (2016), holders of a diploma obtained in the Physical Education course, which is officially authorized or recognized by the Ministry of Education, are regulated; professionals with a diploma issued by foreign higher education institutions, validated according to the legislation in force; professionals who until the 1st of September, 1998 have proven their profession.

Table 5. Rank the importance of knowing the code of ethics in your training and future professional life?

Degree of importance of knowledge.	Very Important	Important	Not Very Important	Not Important
Results	68	8	0	0

In the Table 5 shows the opinion of the academics regarding the degree of importance regarding the knowledge of the code of professional ethics and its formation and future professional life of the Physical Education student. We can perceive that of the interviewed academics 68 affirms to be very important and 8 affirms that it is important.

In Rosa's study (2006) the answers found were that 70% found it very important, and 28.34% found it important, 1.66% thought that knowledge of the code of ethics was of little importance.

The responses of this study are similar to the research of the aforementioned author, since the great majority of scholars give importance to the knowledge of the code of professional ethics for their formation during higher education and their future professional life. The answers found are quite significant because it shows that all 76 academics give importance to the knowledge of the code of professional ethics.

For undergraduates to be aware of the importance of the Code of Ethics, it leads them to be conscious professionals about their rights and duties before society, since the Physical Education professional is a social intervener (VARGAS, 2004). Also because the Code of Ethics of the Physical Education Professional results in norms that support and balance the full exercise of the profession (PUGA, 2004).

Reppold Filho (2004) states that professionals who are in favor and demonstrate interest in knowing the Code of Ethics often do not consult their codes on a daily basis, but that does not mean that these professionals are not aware of or are not committed to their content.

It is quite probable that students see importance in the knowledge of the Code that Ethics, because they understand that through it they are protected under the support of its norms that guarantees the professionals a working environment that can withstand easily the pressures to carry out an action that judges not be correct (MARTINS JÚNIOR; BERESFORD, 2004).

## CONCLUSION

Considering the results discussed above and in relation to the objectives of the present investigation it is noticed that the academics have a good understanding about the ethics, since the great majority affirms their understanding with the concepts found in the literature, with that it is perceived that they have maturity to associate the knowledge obtained during the graduation and thus to be able to make use of these in their professional lives, in the search of being coherent and conscious professionals during their work in the area of Physical Education, if they come across ethical problems where they will have their moral judgments, made with coherence and responsibilities, always becoming ethical in their decisions.

With this, results were obtained which all were unanimous in their answers when they recognized the importance of professional ethics in their lives, since it has the understanding of how much ethics and its precepts and teachings of the code of professional ethics have influence in the norm of the profession, and ensure the society of bad professionals. For not only in everyday life in the social environment should one act ethically, but during the professional activity, because one must have a good character and an unblemished conduct, and thus become more respected professionals, and consequently, the professionals of the Physical Education will be more valued before the society.

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#### THE INFLUENCE OF THE KNOWLEDGE OF PROFESSIONAL ETHICS IN THE ACADEMIC FORMATION OF INTEGRATED FACULTY OF PATOS

Ethics is part of philosophy and is responsible for research on the principles that motivate, guide and discipline human behavior, reflecting on the essence of norms, values, prescriptions present in any social reality. It has as objective to analyze the knowledge of the academics of the course of Bachelor of Physical Education of the Integrated Faculty of Patos about professional ethics. It is a descriptive research, of qualitative character, as instrument was used a socio demographic questionnaire and another questionnaire about the knowledge of ethics, the data were collected in the classroom having as population all the students from the 6th to the 8th periods of the Bachelor's degree in Physical Education of the Integrated Faculty of Patos - FIP of the academic period of 2016.2, that totaled 76 academics. The data of the questionnaire were tabulated in tables, using absolute and respective numbers for interpretative analysis. The data obtained in the study were very significant and similar to those found in the literature, about the degree of importance regarding the knowledge of the code of ethics in its formation and for the future professional life. It was observed that 68 of the academics affirm to be very important the knowledge of the code of ethics and 8 affirms to be important, with this we can conclude that the academics of the Bachelor's degree in Physical Education of the Integrated Faculty of Patos are unanimous as to the importance of the code of ethics and so they will be able to react when they encounter a problem ethical in your life or professional career.

Keywords: Vocational Training. Physical Education. Professional ethics.

#### L'INFLUENCE DE LA CONNAISSANCE DE L'ÉTHIQUE PROFESSIONNELLE DANS LA FORMATION ACADÉMIQUE DE LA FACULTÉ INTÉGRÉE DE PATOS

L'éthique fait partie de la philosophie et est responsable de la recherche sur les principes qui motivent, guident et disciplinent le comportement humain, en réfléchissant sur l'essence des normes, des valeurs, des prescriptions présentes dans toute réalité sociale. Il a pour objectif d'analyser les connaissances des universitaires du cours de baccalauréat en éducation physique de la faculté intégrée de Patos sur l'éthique professionnelle. C'est une recherche descriptive, de caractère qualitatif, comme instrument a été utilisé un questionnaire socio-démographique et un autre questionnaire sur la connaissance de l'éthique, les données ont été collectées en classe ayant comme population tous les étudiants de la 6ème à la 8ème diplôme en éducation physique de la faculté intégrée de Patos - FIP de la période académique de 2016.2, qui a totalisé 76 universitaires. Les données du questionnaire ont été tabulées dans des tableaux, en utilisant des nombres absolus et respectifs pour l'analyse interprétative. Les données obtenues dans l'étude étaient très significatives et similaires à celles trouvées dans la littérature, sur le degré d'importance concernant la connaissance du code d'éthique dans sa formation et pour la future vie professionnelle. Il a été observé que 68 des universitaires affirment être très important la connaissance du code d'éthique et 8 affirme être important, avec ceci nous pouvons conclure que les universitaires du baccalauréat en éducation physique de la faculté intégrée de Patos sont unanimes quant à l'importance du code d'éthique et ainsi ils seront capables de réagir quand ils rencontrent un problème éthique dans votre vie ou votre carrière professionnelle.

Mots-clés: Formation professionnelle. Éducation physique. Ethique professionnelle

#### LA INFLUENCIA DEL CONOCIMIENTO DE LA ÉTICA PROFESIONAL EN LA FORMACIÓN ACADÉMICA DE LA FACULTAD INTEGRADA PATOS

La ética es parte de la filosofía y es responsable de investigar los principios que motivan, guían y disciplinan el comportamiento humano, reflexionando sobre la esencia de las normas, valores y prescripciones presentes en cualquier realidad social. Su objetivo es analizar el conocimiento de los académicos del curso de o bachillerato of Physical Education en la Escuela Integrada de Ética Profesional de Patos. Se trata de una investigación descriptiva, cualitativa, como instrumento se utilizó un cuestionario socio demográfico y otro cuestionario sobre conocimiento de la ética, se recogieron los datos de población de clase como tener todos los estudiantes de sexto a el 8º grado en educación física de la facultad integrada de Patos - FIP del período académico 2016.2, que sumó 76 académicos. Los datos del cuestionario se tabularon en tablas, usando números absolutos y respectivos para el análisis interpretativo. Los datos obtenidos en el estudio fueron muy significativos y similares a los encontrados en la literatura, sobre el grado de importancia del conocimiento del código de ética en su formación y para la vida profesional futura. Se observó que 68 académicos dicen ser muy importante el conocimiento del código de ética y 8 reclamaciones a ser significativa, con esto podemos concluir que el grado universitario de la educación física de los Patos facultad integrados son unánimes en cuanto a la importancia del código de ética y, por lo tanto, podrán reaccionar cuando encuentren un problema ético en su vida o en su carrera profesional.

Palabras clave: entrenamiento profesional. Educación Física. Ética profesional

#### A INFLUÊNCIA DO CONHECIMENTO DA ÉTICA PROFISSIONAL NA FORMAÇÃO DOS ACADÊMICOS DAS FACULDADES INTEGRADAS DE PATOS

A ética faz parte da filosofia e é responsável pela investigação sobre os princípios que motivam, orienta e disciplina o comportamento humana, refletindo a respeito da essência das normas, valores, prescrições presentes em qualquer realidade social. Tem como objetivo analisar os conhecimentos dos acadêmicos do curso de Bacharelado em Educação Física das Faculdades Integradas de Patos acerca da ética profissional. É uma pesquisa descritiva, de caráter qualitativo, como instrumento utilizou-se um questionário sociodemográfico e outro questionário sobre o conhecimento de ética, os dados foram coletados em sala de aula tendo como população todos os acadêmicos do 6º ao 8º períodos do curso de Bacharelado em Educação Física das Faculdades Integradas de Patos- FIP do período letivo de 2016.2, que totalizaram 76 acadêmicos. Os dados do questionário foram tabulados em quadros, utilizando-se de números absolutos e respectivos para análise interpretativa. Os dados obtidos no estudo foram bastante significativos e semelhantes aos encontrados na literatura, sobre o grau de importância quanto ao conhecimento do código de ética na sua formação e para a vida profissional futura observou-se que 68 dos acadêmicos afirma ser muito importante o conhecimento do código de ética e 8 afirma ser importante, com isso podemos concluir que os acadêmicos do curso em Bacharelado em Educação Física das Faculdades Integradas de Patos-FIPs, são unanimes quanto a importância do código de ética e assim saberão reagir quando se deparar com algum problema ético em sua vida ou na carreira profissional.

Palavras-chave: Formação Profissional. Educação Física. Ética Profissional.