ANALYSIS OF THE PEDAGOGICAL INFLUENCE ON THE FORMATION OF ETHICAL VALUES

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Abstract

Pedagogy plays a fundamental role in the promotion of ethical values in students, however, various elements such as the conception of the Institutional Educational Project (PEI), the family environment, teaching methods and, especially, the didactic resources used, can undermine its effectiveness. From this perspective, this study focuses on analyzing these factors in secondary school students, with the aim of exploring more dynamic pedagogical approaches and didactic resources. The research was carried out at the Santo Tomás de Aquino Educational Institution, located in the municipality of Duitama, Boyacá, Colombia, and integrated qualitative and descriptive methods within an action research approach. The results reveal that teaching methods and didactic resources are the main obstacles that affect the effective learning of ethical values. Consequently, it is concluded that there is a need to update and redesign teaching methods and didactics so that they are aligned with contemporary educational advances.

Keywords: Training, Pedagogy, Ethical values

INTRODUCTION

The formation of ethical values is an important aspect in the integral development of individuals and in the construction of a more just and equitable society. Pedagogy, understood as the set of educational theories, methods and practices, plays a fundamental role in this process, as it significantly influences the transmission and assimilation of ethical values in students. Authors such as Khuziakhmetov et al. (2015) have highlighted the importance of educational context and social interaction in students' moral development.

However, several factors can affect the effectiveness of pedagogy in this area, including the conception of the Institutional Educational Project (PEI), the family environment, teaching methods and the didactic resources used by educators. According to Berkovich and Eyal (2018), the IEP is a key document that defines the principles and values that guide education in an institution, and its implementation can significantly influence the formation of ethical values in students.

From this perspective, this study focuses on analyzing the influence of these pedagogical factors on the formation of ethical values in secondary school students. The research was carried out at the Santo Tomás de Aquino Educational Institution, located in the municipality of Duitama, Boyacá, Colombia. The choice of this institution as the setting for the study is due to its relevance in the local educational context and the availability of a representative group of educators specialized in teaching the area of ethics education.

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The problem addressed in this study lies in the need to identify and understand how the aforementioned pedagogical factors affect the effective learning of ethical values in secondary school students. This understanding is fundamental in order to design more effective pedagogical strategies and proposals that promote the integral formation of students in ethical values.

To address this problem, the study is framed within an action research approach, which allows for the active participation of educators and other key actors in the research process. Qualitative and descriptive methods were used to collect and analyze data, which allowed for an in-depth and detailed understanding of the pedagogical factors that influence the formation of ethical values in students.

Through this study, we seek to contribute to existing knowledge on the formation of ethical values in secondary school students and to provide practical recommendations to improve the effectiveness of pedagogy in this area. It is hoped that the results will be useful for both educators and educational policy makers, and that they will contribute to the development of more inclusive pedagogical practices oriented towards the integral formation of students.

Ethical values education

The formation of ethical values is an issue of relevance in contemporary education. According to (Klugman and Stump, 2006; Hill, 2014; Anyansi, 2015), comprehensive education is not only limited to academic development, but also encompasses the formation of ethical and responsible citizens. In this sense, pedagogy plays a key role in transmitting and promoting ethical values in students. As Dailor and Jacob (2011) point out, educators have a responsibility to cultivate not only the intellect of their students, but also their moral and ethical development.

From this perspective, the formation of ethical values in students is based on the need to prepare them to face the moral and ethical challenges of everyday life. Based on the position of Levent and Karsantık (2018), moral development is a gradual process that involves the internalization of ethical norms and values over time. Therefore, ethics education at school not only contributes to academic growth, but also provides the necessary tools to make ethical decisions in different contexts.

Ethical values are fundamental to the development of a just and equitable society. According to O'Neill and Bourke (2010), the ethics of care and responsibility are essential aspects of moral development, especially in the context of education. Therefore, the formation of ethical values in students not only benefits at the individual level, but also contributes to the collective well-being and strengthening of the community.

Pedagogy focused on ethical values formation should incorporate approaches and strategies that encourage critical reflection and ethical dialogue. As Zia (2007) argues, moral learning is facilitated through the analysis of ethical dilemmas and open discussion of controversial moral issues. Consequently, educators should promote a learning environment that fosters ethical thinking and informed decision-making.

Therefore, the formation of ethical values in students is a fundamental process that requires the attention and commitment of all educational actors. Through a pedagogy focused on moral and ethical development, a generation of responsible and ethical citizens, capable of contributing positively to society, can be educated.

Pedagogy and the formation of ethical values

The formation of ethical values is not only essential for their individual development, but also has important repercussions on society as a whole. In this sense, pedagogy plays a fundamental role in providing the framework and tools necessary for the effective transmission of these values. According to Gulcán (2015), critical pedagogy can be a valuable tool for promoting ethical reflection and critical thinking in students, enabling them to question and resist social injustices. Similarly, Parihar et al. (2012) argue that pedagogy can cultivate ethical sensitivity in students by fostering relationships of empathy and solidarity with others.

However, despite the importance of pedagogy in the formation of ethical values, there are significant challenges in its practical implementation. One of these challenges lies in the limited integration of ethical values into the school curriculum. As Clement (2010) points out, the responsibility for

delivering ethics education often falls exclusively on the area of ethics education, which can lead to a fragmented and isolated view of values education. This fragmentation can limit the effectiveness of ethics education by not allowing ethical values to permeate all areas of knowledge and students' school life. In this sense, there is a need for a more holistic and integrated approach that incorporates ethical values into all dimensions of the school curriculum, recognizing that ethics education is the responsibility of the entire educational community.

The effective integration of ethical values into the school curriculum requires a paradigm shift in teaching and learning. Rather than focusing exclusively on the transmission of knowledge, educators need to adopt a more holistic approach to student development that includes the formation of ethical values as a central component. This approach involves not only teaching about ethical values, but also actively modelling and promoting their practice in the daily life of the classroom and school community (Brockett and Hiemstra, 2005; Lodhi and Siddiqui, 2014; Chowdhury et al.,2019). In this way, ethics education becomes a dynamic and participatory process that empowers students to become agents of ethical change in their environment.

In addition to the pedagogical influence on the formation of ethical values, it is necessary to recognize the significant role played by the family environment in this process. As mentioned in several studies (Gui-hua, 2005; Dockett et al., 2009), the family exerts a fundamental influence on the socialization and internalization of ethical values in individuals. The behavioural patterns and moral norms transmitted within the family have a significant impact on the development of students' ethical awareness and their ability to discern right from wrong (Nishanbayeva, 2021).

Additionally, it is important to note that the family environment not only provides a context for the acquisition of ethical values, but also influences how students internalize and apply them in their daily lives. According to studies such as Yonk's (2021), family environments can vary in terms of their cohesion, communication and structure, which affects how ethical values are transmitted and reinforced. Therefore, understanding family dynamics is essential for designing effective educational strategies that promote the holistic formation of ethical values in students.

It should also be stressed that, in education, teaching methods play a significant role in the formation of ethical values. It is important to recognize that traditionalist teaching methods may not be the most effective in fostering the internalization of ethical values in students. Instead, a more participatory and experiential approach that actively engages students in ethical reflection and debate is needed (Valica and Rohn, 2013; Ammert, 2013). Integrated methods in the area of ethics education should promote critical dialogue, ethical problem solving and the practical application of values in everyday life (Noone, 2013).

On the other hand, the teaching resources used by educators also play an important role in the formation of ethical values. While textbooks, the use of the board and photocopies can be useful resources, it is necessary to consider the need to diversify teaching strategies to make them more attractive and dynamic for students. The incorporation of audiovisual media, practical activities and real-life examples can increase the relevance and impact of teaching ethical values in the classroom (Veugelers and Vedder, 2003; Kozhevnikova, 2020).

Furthermore, it is necessary to understand that the appropriate choice of teaching methods and didactic resources is closely related to the educational context and the individual characteristics of the students. As Jope (2018) mentions, the pedagogy of ethical values must be sensitive to the cultural and social diversity of students, adapting to their particular needs and experiences. Therefore, educators must be flexible and creative in their pedagogical approach, constantly seeking innovative ways to engage students in learning and internalizing ethical values.

MATERIALS AND METHODS

The methodological design of the research is based on a qualitative approach, which seeks to understand the sample educators' perceptions of the factors that limit the teaching of ethical values in their pedagogical work. According to Malterud (2001), qualitative research focuses on the in-depth understanding of complex social phenomena, exploring subjective perspectives and social meanings.

In this study, this approach is adopted to capture the richness and complexity of educators' experiences and perceptions of teaching ethical values.

The scope of the research is descriptive, as it focuses on describing and analyzing the factors that influence educators' teaching of ethical values. According to Nassaji (2015), the main objective of descriptive research is to describe characteristics, phenomena or relationships of a specific population or phenomenon, therefore, in this study, it was integrated to provide a detailed and comprehensive view of the current situation of the teaching of ethical values in the educational context.

Regarding the design, the study was directed from the action research method, based on the principles of action theory. According to Bargal (2008), action research is a collaborative approach that involves the active participation of researchers and participants in identifying problems, formulating solutions and implementing actions for change. In this study, action research is adopted to involve educators in the formulation and implementation of an innovative teaching strategy. This strategy sought to integrate educational technology in order to re-signify traditional teaching methods so that students could effectively appropriate ethical values and put them into practice in various social spheres.

Participants / Unit of study

The subjects participating in the study are the educators of the Santo Tomás de Aquino Educational Institution, located in the municipality of Duitama, Boyacá, Colombia. This institution has a total of 80 educators, from which a sample of 45 participants was selected through convenience sampling, taking into account the criteria referred to in Table 1 for this selection.

Table 1
Criteria established for sample selection (convenience sampling)

Sample selection	Criteria for selection of participants
In the particular case of this study, a total of 45 participants, selected from the total number of educators, were sampled.	Teaching area: Priority was given to the participation of educators who guide the teaching of the area of Ethics Education. Educational Levels: Educators working with the sixth, seventh and eighth grades of basic education were selected. Availability and Willingness: The availability and willingness of educators to participate in the study was considered. Work experience: Educators with significant work experience at St. Thomas Aquinas Educational Institution were included.

Note: The table shows in detail the criteria that were taken into account for the selection of the study unit.

The educators selected through this sampling technique include teachers (male and female) who guide the teaching of the area of Ethical Education in the seventh and eighth grades of basic education.

Categories of Study

This research focuses on the analysis of the pedagogical factors that influence the teaching and learning process of ethical values in the context of secondary education. These pedagogical factors are fundamental elements that contribute to the integral development of students, promoting reflection, critical analysis and the internalization of ethical and moral principles. In this sense, Table 2 presents the category of study to be analyzed with its corresponding subcategories and dimensions.

Table 2 Operationalisation Of Study Categories

CATEGORY	SUBCATEGORY	DIMENSION	CRITERIA
Pedagogical factors that affect the	PEI (Institutional Education Project)	Curriculum structure - Curriculum	Articulation of the knowledge learnt

learning of ethical values in secondary education.			with the reality faced by students
	Family Context	Collaboration of parents in the process of training in ethical values.	Parental involvement in their children's academic education
	Integrated teaching methods in the area of ethics education	Pedagogical	Teachers' perceptions of the way in which the teaching of ethical values is guided.
	Integrated didactics in the teaching of ethical values	Use of elements for the development of the pedagogical process in which the teaching of ethical values is framed.	Identification of the resources used by educators and students during the development of classes in the area of ethics education.

Note: The table details the subcategories, dimensions and criteria used to analyze the pedagogical factors affecting the teaching of ethical values by the sample educators.

Stages of the research process

The research process was developed in three fundamental stages, each of which is oriented towards the fulfilment of the objectives proposed in the study.

The first stage of the research process focuses on analyzing the pedagogical factors that influence the processes of teaching ethical values by the educators involved in the study. During this phase, empirical data were collected through qualitative research instruments. The main objective of this stage was to identify and understand the pedagogical elements that influence the effective transmission of ethical values in the educational environment.

The second stage of the research process focused on the formulation of a techno-pedagogical strategy that would allow educators to redefine the methods and didactics used for the teaching of ethical values. This stage is framed within an action research design, which implies active collaboration between the researchers and the participating educators. During this phase, the proposed strategy, which integrates technological tools with innovative pedagogical approaches, is developed and implemented.

The final stage of the research process was aimed at interpreting the educators' opinions and perceptions of the proposed action as a possible solution to overcome the barriers that limit the teaching of ethical values. The objective of this stage was to understand how the educators perceived and experienced the implementation of the techno-pedagogical strategy, as well as to identify possible areas for improvement and recommendations for future interventions.

These three stages of the research process complement each other and were developed sequentially in order to provide a comprehensive understanding of the pedagogical factors that influence the teaching of ethical values in order to design an effective intervention to address these challenges in the educational context.

RESULTS

The emerging results are oriented towards the fulfilment of the objectives and development of the stages in which the research process is framed.

- **Results first stage - Characterization**

The first stage of the research focused on identifying the factors that affect the teaching of ethical values by the participating educators. An opinion survey was administered to the 45 teachers included in the study, the results of which were analyzed using the qualitative research software Atlas Ti 7.0. As a result of this analysis, the following subcategories emerged:

✓   **Subcategory PEI (Institutional Educational Project)**

With regard to this subcategory, the teachers stated that the PEI (Institutional Educational Project) does not address the formation of ethical values in a comprehensive manner, as they perceive a lack of articulation between the different areas of the school curriculum. Instead, they observe that this responsibility is delegated mainly to the area of ethics education, thus limiting the pedagogical influence on the formation of ethical values in other aspects of the curriculum.

Furthermore, educators expressed that the structure of the curriculum and the syllabus do not provide sufficient opportunities to actively integrate ethical values into the teaching-learning process. A lack of flexibility in curriculum design was noted, which hinders the effective incorporation of activities and strategies that promote reflection and the development of ethical values in students. Some of the arguments of the educators surveyed are as follows:

-    **Teacher 1 respondent:** I consider that the IEP does not link all areas of the school curriculum for the formation of ethical values, only this task is delegated to the area of ethics education....

-    **Teacher 25 respondent:** The structure of the curriculum does not allow for the adequate inclusion of activities that promote ethical reflection in the different subjects...

-    **Teacher 10 respondent:** The lack of connection between the knowledge learnt in the classroom and the reality faced by students hinders the internalization of ethical values...

-    **Teacher 37 respondent:** There is a perceived lack of training and resources on the part of the institution to effectively address the teaching of ethical values in the school curriculum...

The results reveal that educators face various challenges in their pedagogical practice aimed at teaching ethical values. The lack of integration and articulation between the IEP, the structure of the curriculum and the reality of students hinders the effective implementation of pedagogical strategies that promote reflection and internalization of ethical values. In addition, the scarcity of resources and training further limits the capacity of educators to address this crucial aspect of students' holistic education. These difficulties underline the need to implement institutional measures and policies that strengthen the pedagogical influence on the formation of ethical values in secondary education.

✓   **Subcategory Family Context**

The teachers stated that, as far as the family context is concerned, some parents do not actively participate in the formation of their children's ethical values. It was highlighted that, in certain cases, conflictive situations are observed in the students' homes, which can contribute to the internalization of anti-values in young people.

In relation to the collaboration of parents in the process of ethical values education, educators expressed that, although some parents show interest in supporting this process, others seem to be more focused on academic aspects or are not interested in actively participating in the values education of their children.

Some of the responses provided by informants are as follows:

-    **Teacher 12 respondent:** In my experience as a teacher in the area of ethics and values, I have noticed that some parents do not actively participate in the formation of ethical values. On the contrary, in some students' homes there are conflictive situations that result in anti-values...

-    **Teacher 28 respondent:** Some parents show interest in supporting the formation of ethical values in their children, but others are more focused on academic aspects or do not have the necessary resources to participate actively in this process...

-    **Teacher 32 respondent:** It is essential that parents get involved in the formation of ethical values, since collaboration between the family and the school is key for the integral development of students...

-    **Teacher 41 respondent:** The lack of support and participation of parents in the formation of ethical values can hinder the pedagogical work of teachers and affect the behaviour and performance of students in the school environment...

The results show that other factors faced by the students in their pedagogical practice oriented towards the teaching of ethical values is the lack of collaboration and participation of parents in this process. The presence of conflictive situations in the home of some students and the prioritization

of academic aspects by some parents are important obstacles that affect the integral formation of young people. This lack of family support and participation can generate tensions in the school environment and hinder the consolidation of a culture of ethical values in the educational institution.

✓ **Integrated teaching methods in the area of ethics education**

Regarding integrated teaching methods in the area of ethics education, most educators expressed that they are limited in their ability to innovate due to the high number of students they have to serve. With class sizes often exceeding 35 and even 42 students, teachers find it difficult to provide personalized attention to each student. This situation leads to the adoption of traditional teaching methods, as they are easier to apply in a large group setting and allow for more efficient time management in the classroom. In addition, educators recognized the diversity of learning styles among students, which makes it even more difficult to implement more innovative and personalized methods.

In this regard, some opinions that support the sentiments of the educators surveyed are as follows:

- **Teacher 20 respondent:** As an educator, I am forced to resort to traditional teaching methods due to the large number of students in my ethics education classes. Serving more than 35 students makes it virtually impossible to implement more innovative and adaptive approaches....

- **Teacher 36 respondent:** Lack of time and resources to meet the individual needs of the students leads us to opt for more conventional teaching methods, despite recognizing the importance of more integrated and personalized teaching in the area of ethical values...

- **Teacher 14 respondent:** Work overload and pressure to complete the academic curriculum leaves little time to experiment with more creative teaching approaches in the area of ethical values. We are often restricted to following conventional methods to ensure that students acquire the necessary knowledge...

- **Teacher 26 respondent:** Despite our efforts to promote more holistic and personalized teaching in the area of ethical values, we face institutional and resource barriers that limit our ability to innovate. Lack of support and a shortage of appropriate teaching materials make it difficult to implement more integrative and student-centred approaches to developing ethical skills....

In terms of the difficulties inherent in integrated teaching methods in the area of ethics education, the results revealed that educators face a number of challenges that limit their ability to innovate and adapt their pedagogical practice. These include a lack of time for planning and preparing more creative and personalized activities, as well as a shortage of adequate teaching resources to implement more integrative approaches. In addition, the pressure to cover the standard academic curriculum and prepare students for standardized tests also contributes to the adoption of more traditional and knowledge-centred teaching methods. Ultimately, these challenges make it difficult to create a learning environment that fosters the holistic development of ethical values in students, suggesting the need to address these constraints in order to promote more effective teaching in this area.

✓ **Subcategory integrated didactics in the teaching of ethical values**

Regarding the pedagogical factors that affect the teaching of ethical values in secondary education, the educators expressed various opinions that reflect a concern about the lack of integration of innovative teaching resources. Teachers stated that they only use the classroom blackboard, some books and occasionally photocopies as elements for the development of the pedagogical process in the area of ethics education. Most of them coincided in pointing out the scarce incorporation of information and communication technologies (ICT) in their educational practices, which limits their capacity to innovate in the didactics of teaching ethical values. In addition, they pointed out the need to integrate resources that motivate students and awaken their interest in ethical issues, highlighting the importance of more dynamic and participatory teaching strategies.

With regard to the arguments provided by the educators, the following responses stand out:

- **Teacher 3 respondent:** The truth is that I do not have good digital competences, this limits my ability as an educator to innovate didactics in the teaching of the area of ethics and values education....

- **Teacher 22 respondent:** Although I recognize the importance of using technological resources in the classroom, my training did not include the development of digital competences, which makes it difficult to integrate educational technology in my ethics and values classes...

- **Teacher 44 respondent:** Despite having access to some technological tools in the institution, the lack of training and support for their effective use limits their integration in the pedagogical process. This affects the quality of the teaching of ethical values, as we cannot take full advantage of the potential of ICT to enrich the students' learning experience...

- **Teacher 6 respondent:** While recognizing the importance of implementing innovative teaching methods, the lack of resources and time to explore new strategies makes it difficult to integrate more dynamic and participatory approaches to teaching ethical values. We are constrained by the demands of the curriculum and the amount of content we have to cover in a short time....

Considering these results, the inherent difficulties faced by educators with regard to teaching resources integrated into the area of ethics education are evident. Lack of access to appropriate technologies, poor training in digital skills and limited availability of motivational resources are obstacles that negatively impact the quality of teaching ethical values in secondary education. It is essential to address these difficulties in order to promote more effective and enriching teaching in this area.

- **Second Stage Results - Action Plan**

Based on the emerging findings in the initial phase of the research, which allowed the identification of the pedagogical factors that influence the process of ethical values formation, a techno-pedagogical strategy was designed. This strategy was designed with the purpose of redefining the teaching and didactic approaches used by the educators responsible for providing instruction in ethical values.

The strategy was based on the creation of activities aimed at promoting curricular integration, focusing especially on the area of Spanish Language, where interactive digital activities were formulated for the creation of cartoons that addressed ethical values. On the other hand, in the area of Social Sciences, activities were designed to strengthen social skills related to ethical values.

Regarding the role of the family in the formation of ethical values, the techno-pedagogical strategy contemplated the implementation of activities designed for students to carry out together with their families. Figure 1 shows the interface of some of the activities designed within the framework of this pedagogical strategy.

Figure 1
Activities designed within the action plan for the teaching of ethical values

Note: The figure shows some of the activities proposed in the techno-pedagogical strategy focused on the appropriation of ethical values.

During the design of the techno-pedagogical strategy, educators at St. Thomas Aquinas School were trained in the use and application of various digital tools. This training focused on addressing the challenges inherent in the use of traditional teaching methods and conventional teaching practices.

Through the integration of educational technology in their teaching practice, the aim was to provide educators with the necessary skills to innovate and redefine their pedagogical approaches, in order to improve the quality of the teaching of ethical values in the school context.

In this sense, the importance of educators understanding the potential offered by digital tools to overcome the limitations present in traditional teaching methods was emphasized. They were provided with resources and strategies to integrate these tools effectively into their pedagogical practices, allowing them to diversify teaching activities and promote more interactive and participatory learning for students.

As a result of this training, educators showed a significant increase in their confidence and competence to use educational technology in the classroom. There was an increased interest and willingness on the part of teachers to explore new ways of teaching and to adapt their pedagogical methods to the needs and characteristics of their students. This change in the pedagogical approach towards innovation and re-signification is evidence of the positive impact of the techno-pedagogical strategy in strengthening educational practices oriented towards the formation of ethical values.

- **Results third stage - Implementation of the designed teaching strategy**

The final stage of the study aimed to analyze the teachers' perceptions of the strategy designed as an alternative to address the challenges that hinder the promotion of ethical values in education. The primary objective was to understand the teachers' experience of the implementation of the techno-pedagogical strategy, as well as to identify areas for improvement and offer recommendations for future interventions.

In relation to the activities carried out within the techno-pedagogical strategy, the educators participating in the research found that students successfully executed the proposed workshops using a wide range of digital resources. For example, some students chose to use the Canva software for the elaboration of infographics, while others preferred to use the Edraw Max application. For essay writing, they used word processors, and for the creation of audiovisual material, such as videos, programs such as Cantasia, Movie Maker and Tiktok were used. In addition, some students used their mobile phones for this purpose.

This experience was not only aimed at fostering the development of ethical values among the students, but also offered them the opportunity to acquire skills in the use of various digital tools and programs. This approach has contributed to strengthening their digital competences, preparing them to cope with current educational demands.

According to the teachers, from their observations they identified that the students showed a marked interest in learning and maintained their motivation throughout the proposed activities. These activities have also contributed to the achievement of the established educational objectives, and significant improvements in the conceptual understanding and practical application of ethical values were evident. Likewise, they observed an improvement in the interaction between students through the educational technology (see figure 2), where respect and camaraderie predominated in the discussions and chats on the topics covered.

Figure 2
Students developing the activities proposed in the techno-pedagogical strategy.

The interactivity provided by digital resources played a key role in strengthening ethical values. The use of forums allowed students to exchange opinions and points of view in a respectful manner, even in controversial situations. An attitude of tolerance was evidenced when some classmates have not had correct answers, seeking solutions instead of generating conflicts. In addition, the development of activities aimed at the creation of audiovisual productions contributed to the strengthening of oral skills among students.

In general terms, the implementation of the pedagogical strategy, based on the use of educational technology, contributed to the strengthening of various social, school and family values among students. Educators observed significant improvements in cognitive processes such as creativity, critical thinking and the ability to analyze information. They also perceived the students' ability to use different communication channels, beyond the traditional ones, which contributes to improving their interpersonal relationships and their coexistence in general.

DISCUSSION

The contemporary world is plagued by corruption and other practices that undermine human dignity. On a daily basis, situations that compromise ethical values are faced in various social settings, including the school environment. Authors such as Berra and Dueñas (1999), Jiménez (2005) and Xesus (2006) emphasize the need for educational institutions to design teaching strategies focused on ethical values in order to foster harmonious interpersonal relationships and peaceful school coexistence.

The promotion of harmonious school coexistence should be based on the practice of ethical values, norms and rules that enable students to adapt to diverse circumstances and resolve conflicts without violating the rights of others. However, achieving this goal is a considerable challenge. It is essential that both family and school collaborate in education aimed at respect for others and the application of ethical values in all social contexts. Ortega and Mínguez (2001) stress the importance of collaboration between family and school in the formation of ethical values that enable students to internalize and put these values into practice in their daily lives.

From the family nucleus, parents play a crucial role in providing examples of positive behaviour to their children, thus facilitating the internalization of social norms. Molpeceres et al. (1994) point out that the family should provide the child with guidelines to understand social reality and promote security, solidarity and tolerance as fundamental values. On the other hand, Hernández (2002) argues that the school complements the work of the family by offering a comprehensive education that encompasses both the acquisition of knowledge and the development of ethical and moral values. Xus and Garia (2007) advocate the implementation of pedagogical strategies that encourage the development of good habits and positive attitudes in different social contexts.

The teaching of ethical values must go beyond the simple transmission of theoretical information. It is necessary to adopt innovative methodologies that promote analysis, argumentation and reflection on actions contrary to ethical values, as well as the identification of positive actions to strengthen them. Teaching should be based on exemplary situations that encourage reflection and understanding of how to behave appropriately in society. The integration of ethical values in the school curriculum should be addressed in a cross-cutting manner, and educators should innovate in pedagogical methods and approaches to promote a comprehensive training in ethical values that prepares students to be universal examples of conduct.

In this sense, it is necessary to address the pedagogical problems that affect the teaching of ethical values, among which the lack of integration between the different areas of the school curriculum stands out. Values education cannot be limited to the field of ethics education alone, but must be a cross-cutting component that permeates all areas of learning. It is essential to recognize the fundamental role of the family in this process, since training in ethical values begins at home and must be reinforced and complemented by the school.

In addition, it is essential that educators innovate in teaching methods and approaches to promote comprehensive training in ethical values. This implies adopting pedagogical strategies that encourage

reflection, critical analysis and the practical application of values in students' daily lives. Educators should be open to exploring new ways of teaching that stimulate students' active participation and promote meaningful learning in relation to ethical values.

From this perspective, a holistic approach is required that considers the cognitive as well as the emotional and social aspects of students' development. It is essential that educators are involved in creating an inclusive and respectful learning environment, where open dialogue, empathy and mutual understanding are fostered. In addition, educators must be provided with the training and support necessary to effectively implement ethical values education programs in the classroom.

Overall, the teaching of ethical values in the school context must address the need to integrate them transversally into the curriculum, actively involve the family in this process and promote pedagogical innovation on the part of educators. Only through a comprehensive and collaborative approach will it be possible to guarantee a solid formation in ethical values that prepares students to face the ethical and moral challenges of today's society.

CONCLUSIONS

The findings of the research provide clarity about the aspects that affect ethical values education, as well as the limitations faced by educators who guide the teaching of the area of ethics and values. One of the key findings is the lack of effective integration of ethical values in all areas of the school curriculum. This deficiency highlights the need to rethink the pedagogical strategies used to address this issue, promoting a cross-cutting vision that permeates all areas of the curriculum and school activities.

Furthermore, it was possible to identify the scarce participation of the family in the educational process related to the formation of ethical values. Despite the recognized importance of the role of the family in this area, there is a lack of coordination and effective collaboration between the school and the home to reinforce and complement education in values.

Another relevant aspect is the limitation of resources and time faced by educators, which hinders the implementation of innovative pedagogical methodologies. This situation highlights the need to provide continuous training and adequate support to teachers, as well as to foster a school environment conducive to experimentation and the development of new pedagogical practices.

In this context, the importance of creating an inclusive and respectful learning environment arises, where open dialogue, empathy and mutual understanding among students is encouraged. Under these conditions, the development of key socio-emotional skills for the integral formation of individuals and their ability to face the ethical and moral challenges of contemporary society is fostered.

In general terms, the research findings highlight the need to overcome the pedagogical obstacles identified through coordinated action between the family and the school, as well as through the implementation of innovative pedagogical approaches that promote a solid formation in ethical values. This will contribute to preparing students to be responsible and ethically engaged citizens in today's world.

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