

COMPETENCIA MORAL Y RENDIMIENTO ACADÉMICO EN ESCOLARES Y UNIVERSITARIOS

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Trabajo de Investigación o Tesis Doctoral como requisito para optar el título de
MAESTRÍA EN EDUCACIÓN

Tutora

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RESUMEN

Antecedentes: Generar acciones educativas que religuen la competencia moral e intelectual, programas y proyectos donde la moral sea incluida transversalmente en el proceso de aprendizaje (Zuleta, 2015).

Objetivos: Comparar el nivel de competencia moral y el rendimiento académico de escolares y universitarios.

Materiales y Métodos: Estudio cuantitativo, comparativo no experimental transversal, muestreo no probabilístico de tipo intencional. Las técnicas de recolección de la información fueron: un cuestionario de información sociodemográfica, el Test sobre la Competencia de Moral, TCM (Lind, 2017) y las base de datos de rendimiento académico de las Instituciones Educativas.

Resultados: No existe diferencia entre el índice C de competencia moral y el nivel de rendimiento académico de la muestra (n=127). El 60.6% (n=77) se ubicó en un nivel medio de competencia moral, de los cuales el 23.6% (n=30) correspondía a escolares y el 37.0% (n=47) a universitarios, seguido del 32.3% (n=41) con un nivel bajo de competencia moral, de los cuales el 15.7% (n=20) eran escolares y el 16.5% (n=21) eran universitarios, a su vez, en el último nivel de formación sólo el 1.6% (n=2) se ubicó en un nivel alto y el 0.8% (n=1) ocupó el nivel muy alto de competencia moral.

Conclusiones: A mayor rendimiento académico no implica mayor índice C. No se evidenció evolución de estadios morales en los sujetos evaluados según el ciclo académico o nivel de escolaridad.

Palabras clave: Competencia Moral, Rendimiento Académico, Escolares, Universitarios, Educación, Educación Moral.

ABSTRACT

Background: Generate educational actions that link moral and intellectual competence, programs and projects where morality is transversally included in the learning process (Zuleta, 2015).

Objective: To compare the level of moral competence and academic performance of schoolchildren and university students.

Materials and Methods: Quantitative, non-experimental cross-sectional comparative, non-probabilistic purposive sampling study. The data collection techniques were: a questionnaire of sociodemographic information, The Moral Competence Test MCT (Lind, 2017) and the academic performance databases of the Educational Institutions.

Results: There is no difference between the C index of moral competence and the level of academic performance of the sample (n=127). 60.6% (n=77) were at a medium level of moral competence, of which 23.6% (n=30) corresponded to schoolchildren and 37.0% (n=47) to university students, followed by 32.3% (n=41) with a low level of moral competence, of which 15.7% (n=20) were schoolchildren and 16.5% (n=21) were university students. 7% (n=20) were school children and 16.5% (n=21) were university students, while at the last level of education only 1.6% (n=2) were at a high level and 0.8% (n=1) were at a very high level of moral competence.

Conclusions: Higher academic performance does not imply a higher C index. There was no evidence of evolution of moral stages in the subjects evaluated according to academic cycle or level of schooling.

KeyWords: Moral Competence, Academic Performance, Schoolchildren, University Students, Education, Moral Education.

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