Los indicadores de calidad y su relación con la ética en la producción académica. Estudio de casos comparados

The quality indicators and its relationship with the ethics in academic production. Comparative case study

Os indicadores de qualidade e sua relação com a ética na produção acadêmica. Estudos de casos em comparação

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Resumen

Un tema emergente en el ámbito de la educación superior en México es el estudio de las conductas éticas y no éticas de los miembros de la comunidad académica. En los últimos años estas últimas se han incrementado al grado de preocupar a las instituciones educativas, las cuales buscan definir cuáles son dichas prácticas no éticas y en qué condiciones se presentan, por ejemplo, debido a la fuerte presión a la que están sometidos los académicos, por las múltiples evaluaciones de su productividad y la calidad de su producción científica.

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El objetivo de este artículo es identificar la relación entre las conductas éticas y no éticas en la producción científica y las demandas de calidad-productividad; inferir los efectos de dicha presión en la salud de los académicos y mostrar si dichas conductas se presentan entre la comunidad académica de dos programas educativos adscritos al Programa Nacional de Posgrados de Calidad, del Consejo Nacional de Ciencia y Tecnología de México.

El presente estudio recupera una investigación realizada con académicos, utilizando una metodología de corte cualitativo y como instrumento de indagación la entrevista en profundidad. El artículo inicia exponiendo lo que expresa la literatura sobre los requerimientos de calidad en las instituciones de educación superior, las conductas éticas y las conductas cuestionables. Por último, se discuten algunos resultados de la investigación y se llega a conclusiones.

Palabras clave: calidad, ética, producción académica.

Abstract

An emerging theme in the field of High Education Mexico is the study of ethical and unethical conduct of the members of the academic community. In recent years the latter have increased to the degree of concern to educational institutions, which seek to define what are these unethical practices and under what conditions arise, for example, due to the strong pressure to which are subject the academics, due to the multiple evaluations of their productivity and the quality of its production scientific.

The aim of this article is to identify the relationship between ethical and unethical behaviour in the scientific production and the demands of quality-productivity; infer the effects of such pressure in the health of academics and show if these behaviors occur among the academic community of two educational programs affiliated with the National Postgraduate Quality Program (PNPC by its name in Spanish), of the National Council of Science and Technology (CONACYT by its name in Spanish) of México.

The present study retrieves a research made with academics, using a qualitative methodology and as instrument of inquiry the depth interview. The article starts exposing what the literature expresses on quality requirements in the institutions of higher education, ethical behavior and questionable behavior. Finally, some results of the research are discussed and conclusions are reached.

Key words: quality, ethics, academic production.

Resumo

Uma questão emergente no campo da educação superior no México é o estudo dos membros éticas e antiéticas dos comportamentos comunidade acadêmica. Nos últimos anos, este último ter aumentado o grau de preocupação para as instituições de ensino, que visam definir o que essas práticas antiéticas são e em que ocorrem condições, por exemplo, devido à forte pressão são submetidos acadêmica para várias avaliações da sua produtividade e da qualidade da sua produção científica.

O objetivo deste artigo é identificar a relação entre o comportamento ético e antiético em demandas de produção e qualidade produtividade científica; inferir os efeitos de tal pressão sobre a saúde de acadêmicos e mostrar se estes comportamentos ocorrem entre os dois programas educacionais da comunidade acadêmica atribuídos ao Programa Nacional de Pós-Graduação de qualidade, o Conselho Nacional de Ciência e Tecnologia do México.

Este estudo recupera pesquisa acadêmica realizada utilizando uma metodologia qualitativa como um instrumento de inquérito e entrevista em profundidade. O artigo começa expondo o que a literatura expressa os requisitos de qualidade em instituições de ensino superior, comportamento ético e comportamento questionável. Finalmente, alguns resultados de pesquisa são discutidos e conclusões são alcançadas.

Palavras-chave: qualidade, ética, produção acadêmica.

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Introduction

Quality Indicators and ethics in scientific production

The quality in the field of education has been widely studied from different perspectives and with different results; however, could say it as in them pioneers works that continues being a complex theme . De acuerdo con Edwards (1991, pp. 13-17), it is a value assigned to a process or educational product where the reality observed is compared with a desirable term, which must be defined in each case, so that term desirable is converted in standard or quality criteria, that means positions about the society, subject and education.

The term quality in higher education is usually conceptualized as one that achieves a deep student learning and reaches the goals established for that level; its synonyms are efficient teaching and good teaching practices (Guzmán, 2011, p. 130).

In Mexico, according to the criteria of the Interagency Committees for the Evaluation of Higher Education (CIEES by its name in Spanish), the quality is usually associated is with parameters related with the regulations; the academic planning; the educational model and the plan of studies; the students (attrition, retention, terminal efficiency); the academic staff (number, level of empowerment, relationship between enrolment and the number of full-time teachers); the support services; the infrastructure (classrooms, cubicles, spaces for students, library, computing infrastructure); the significance of the program; the academic productivity and liaison with the sectors of the society (Jiménez, 2008, p. 130). In this sense, a positive assessment of the Institutions of Higher Education (IES by its name in Spanish) allows them access to greater financial resources. Teaching quality is part of the relevant aspects of the overall assessment that perform the CIEES since within *in situ* visits: (corroborate in the documentary evidence):

> Teachers will be asking questions about the relationship between research and teaching, as one of its main functions, on their teaching practices, regulations on entry and stay; aspects of program curriculum deemed to be modified or updated, accessible to the full conduct of teaching, opinions about infrastructure sufficient space, equipment in general, updating and teacher training, program impact for the community, linking educational literature international organizations and academic networks, participation in academic events, among others (Jiménez, 2008, p. 131).

All these elements influence econometrically in measuring specific indicators that have an impact on academic production.

Evaluation as a mechanism for measuring quality and its effect on production

In our country, teachers researchers[4] HEI also usually tested annually for purposes of granting incentives to performance and, as applicable, for retention and promotion; authorities also promote academics are evaluated to obtain the desired profile and to access the National Research System (SNI) and the State Research System (SEI). That is, they should produce individually and collectively with their peers belonging to collegiate academic bodies or research groups. It is assumed that the best qualified academics have a greater positive impact on the quality indicators of the institution.

One of the central aspects of teacher evaluation refers to the production of scientific texts and their unbalanced weight. As an example, at the Autonomous University of the State of Morelos (UAEM) for purposes of granting incentives to performance, the publication of reports extensively receive the lowest score (2 points), while the publication of refereed articles in journals included in international indexes and publishing specialized books in prestigious publishers receive the highest score (40 and 60 points, respectively) (UAEM, 2010, p.78). Also, both the National Council of Science and Technology (CONACYT) and

[4] En México, en la educación superior se usan diferentes denominaciones para referirse a los profesionales de la educación, ya sea por el término de relación coloquial con los estudiantes o por su categoría laboral. Estas son: profesor(a), maestro(a), académico(a), profesor-investigador. En este trabajo, emplearemos solo los términos: académico(a) y profesor(a)–investigador(a).

the Faculty Development Program (Prodep) value scientific production in indexed journals, preferably with some impact index.

Apparently in Mexico, as in countries in Europe and the United States, the trend is to assess the quality of scientific production depending on the impact factor of the particular journal in which the research results are published, the index is calculated as the ratio of total citations received in a given year on all articles published in the journal during the previous two years (Martinez-Fuentes J. et al, 2010, p. 31).

The number of citations of the publication is another indicator of quality of scientific research, although it is likely to be defective in the short term and depending on the areas (Froufe Natalia Quintas, 2016, p. 264). In Mexico, as in Spain as regards the author:

> Regarding the assessment of books as contributions is striking that in an area like social sciences, which routinely results of the research are disseminated through this medium, they are relegated and even reach not taken into account the evaluation.

In sum, the Mexican academic higher education is subject to strong pressure both in his teaching and his research and scientific production; in fact, their income and livelihood depend on multiple assessments of productivity, which is measured in terms of quantity and quality. It is therefore likely that such pressures impact on generating enabling environments for academia into states of concern and tension, which can lead to actions or not always ethical conduct and that may be regarded as questionable in the role of a researcher.

Ethical be the researcher

Regarding the issue of ethics in scientific production of teachers there is an ethical debate among researchers about the ethos or being, and in any case between being of investigations and should be, between ethics and morals , which it is expressed differently in each social context in each group and over time. The values that link the work of the researcher are delimited by institutional norms and values that are more or less internalized

by these researchers. Thus, the investigator questioned as a subject if it does is a virtue or not (Aluja, 2004, p. 87).

According to Lefkowitz (2009) and following Gauthier (2008), unethical behavior is deontologically conceptualized as:

> …the violation of widely accepted moral principles such as respect for persons, beneficence (the obligation to do good when it is appropriate and possible), nonmaleficence (a universal obligation to avoid causing unjustifiably damage), fairness or justice and interpersonal virtues like loyalty, responsibility, integrity and legitimate fulfillment of tasks and obligations. These aspirational principles and values that are often based are formalized in professional codes of ethics that tend to focus on what is not permissible (p. 61).

The conduct of academic production is embodied in social institutions, values and cultures (Xiaojing, 2010), also within organizations that regulate such conduct among which are, for the case of Mexico, the scientific community, CONACYT, the SNI and higher education institutions, which are or not, internalized by the moral values of individuals' judgments or moral discourse, moral sentiments, virtues and moral action, and finally the sense of moral life "(Reyes Gomez Romero ., 2010, p 2), the values are affected by a culture at the macro level; as well as the widespread corrupt culture has habitus affects the actions of individuals since they live within those evaluative frameworks of perception.

Often it assumed that corruption caused by power generated by the production of knowledge is a concomitant development of the research process (Reyes Gomez and Romero, 2010). Somehow, scientific research in universities is product needs programmed by external indicators the researcher that could lead to a non-pervasive culture of unethical behavior, which can lead to a reality where there simulation (Montecinos, 2013, p. 718) . Ethics is an alternative or option to inhibit the commission of reprehensible conduct, if:

> ... understood as a set of moral principles that allow each person to regulate individual behavior, moderating their wishes in order to make them compatible with life in society, it is an essential factor that must be taken into consideration for the study of the phenomena of corruption. A strong moral is an antidote that can keep honesty. A low morality predisposes corruption (Presa, 1998, p. 675).

One of the questionable conduct more are currently seeing in Mexico by the systems and standards that regulate and evaluate the productivity of scientific researchers, is plagiarism, which crosses several levels: the individual, legal, social and institutional:

> Professional ethics of individuals is based on values or patterns of human behavior and, from this point of view, academic plagiarism is a transgressive behavior of individual values. Professional ethics within the framework of institutions is ordered by legal standards and in this dimension, academic plagiarism is a transgressive behavior copyright (Amador, 2012, p. 297).

In simple terms, plagiarism is to pick someone else's ideas without giving credit for having originally performed (Amador, 2012, p. 303). We can point out that "... the academic or intellectual Plagiarism means the appropriation of the 'intellectual property' without the consent of the creator" (Amador, 2012, p. 312), in that sense reification of intellectual property is seen as a good (particular), ie it is eliminated its social character, where the intellectual, moral and economic become the same interest rate.

The commission of plagiarism due to multiple causes, among other reasons because there is pressure to produce and raise indicators sustained, incremental and original way (Bacallao, 2003, Fanelli, 2009). Other causes of plagiarism is on accessibility from new technologies (Montecinos, 2013, p. 711). While it is necessary to note that you can plagiarize ignore the idea is not own but someone else and worked before, carelessness or willful misconduct when you know that is being done (Montecinos, 2013, p. 715), or lack of training and information and know the proper way to cite a work, for example, contained within another text.

However, Silva, Llanes and Rodriguez (2008), our attention in the sense that it is necessary to demystify the act of scientists, assuming that their work can not be exempt from passions and / or malpractices, since scientists they are part and result of the society in which they develop and are exposed to needs of various types, such as interests, prejudices, ambitions, need for recognition, desire for personal promotion and income. Consequently, we have several levels of analysis that converge to explain the behavior of plagiarism.

Figure 1. Scientific production and values.

Fuente: elaboración propia.

As shown in Figure 1, economic values as income needs affect perception of researchers through systems stimuli, which is a response to the behavioral level, so modify behavior alters also the values, which in turn transform the culture. In this sense, an inverse reengineering involve behavioral interventions through institutional restrictions middle level, ie within organizations that operate independently to individual interests and links, if behaviors are changed eventual personality affect and the value system and the social perception of behavior considered questionable.

According to Escalante, Ibarra and Fonseca (2015), as are structured and oriented evaluation systems and quality indicators linked to incentive programs, orillan scholars to engage in unethical behavior in their professional work. Another problem of using evaluation systems as a strategy and instrument of the managements of private management

in the public sphere, is that publications quantity to quality (Hirsch, 2012, p. 143) equates. These types of elements can lead to conflicts of interest, which is represented by all those actions or behaviors by which personal gain abusively obtained either in order to get a better job position or personal financial gain (Macrina quoted by Aluja and Birke, 2004, p. 113).

Examples of these conflicts of interest, according to Hirsch (2012, p.144), we could mention the cases in which the directors of the institution appear in all papers published or sent to Congress without having participated in processing; gifts and gratuities; compensation; nepotism and corruption; and multiple payment for the same work. The realization of these acts implies conflict of interest because they have the power within organizations can manipulate the structures for more power and resources by changing the ethos of the organization and conduct of individuals; so the political will of an organizational change that regulate individual and group collective action must be present in the formulation of strategies to control these behaviors. This may be due to "the lack of an ethical culture in education systems, impunity, lack of governance and the absence of guidelines for standards of integrity appropriate within the jobs" (Morris, 2003, p. 698).

In the review carried out by Burke (2009) on the work of Mumford et al, notes that investigated the corruption of scientists based on a model of ethical behavior that included as predictors of misconduct: i) the field of socialization characterized by conflict, competitive pressures and low level of confrontation, ii) practices in the workplace, and iii) the personality of scientists (superiority / arrogance, exploitation / indifference and cynicism) (2009, p. 26).

The personality that commits ethically questionable acts is related to the low tolerance to frustration and internal control of impulses, as well as a rational assessment of the benefits internally with respect to the external structures and risk factors breach of social norms or moral. The acceptance of the scientific community has a negative or positive effect on the behavior of individuals within organizations that build knowledge and how this is built; "Agreements are constructed by rational consensus, although not necessarily rational

conditions also influence" (Ávila, 2010, p. 85).

Moreover, the relationship between the institutions also determines the ethical behavior and actions and interpretations of the standard: "The links between institutions and agencies (health and education, among others) are rising, which also turns into conflict . Every profession defines or explains a situation qualitatively different ways "(Hirsch, 2011, p. 3), and the increase in observation protocols (Hirsch, 2011, p. 3); in problem between beneficiaries and professionals have to "balance the interests between individuals and the community in decision-making and avoid the imposition of values to people who can not decide for themselves... develop transparent systems for financial assessment beneficiaries "(Hisrch, 2011, p. 5). That is, decision making must be consensual because otherwise they would be falling into authoritarianism and that involves unethical conduct.

One of the factors that can also cause unethical behavior, and the lack of regulation and restriction, and the assessment of risk and benefit, is that of conformity standards: "These rules are never explicit clearly, but perceived influence in the school environment. Teachers accept or at least follow certain rules establishing what is appropriate not to betray loyalty among colleagues and not to sow discord in the middle "(Colnerud, cited in Martinez, 2010, p. 225). For example, here-not standard written- to refrain from speaking ill of the workplace or organization where he works could be included.

We believe that, on the one hand, standards and codes alone are not sufficient to prevent incurred in carrying out questionable practices, since they depend both will be enforceable against those who hold power within organizations, and on the other, is not enough an incentive system with implications and real sanctions against individuals who engage in such conduct. We believe that it is more effective training and information, awareness and awareness among members of the academic community, in formation, formed and consolidated, the need for an observance of honest, ethical, and responsible for his scientific work practice.

Methodology

The information derived from this article which is part of the research project: Evaluation of the quality of teaching at universities in Mexico and Spain. Research Network for the Study of Integrity and Educational Quality (RIEICA), funded by Prodep SEP, 2015-2016. The research followed a qualitative methodology being the instrument of inquiry in-depth interview. He worked in various education programs graduate enrolled in the National Register of Postgraduate Quality (PNPC) Conacyt of Mexico. They questioned a population of 20 teachers and researchers about what the values training promoted in graduate programs where they collaborate on scientific objectivity, the main questionable practices and subjective interpretations of such teachers. For this article interviews with teachers-researchers and doctoral master's programs are retaken UAEM.

Results

Some results indicate that there is unclear and subject to change widespread institutional environment of uncertainty caused by rules (internal and external) that require scholars to multiply efforts to publish on various topics, both individually and collectively, a situation that could affect in generating job stress and provide a favorable environment for the commission of unethical or questionable conduct environment. This due to the multiple logics of the various evaluative bodies and subjectivity and discretion in the application of the standard.

Below is transcribed, by way of illustration, the response of some of the teachers and researchers interviewed talking about:

> (Professor 1 Postgraduate 1):... 80% of teachers or more (of the institution where I work) is part-time and is not engaged in the research (for) the first problem we have when students arrive is that... not they know how to write and most people do copy / paste; what... do is tell them... (it) that involves plagiarism and... why it is not appropriate to do (it). (To correct inertia)... for example, we analyze a document that implies... the types of plagiarism... (see) even editorial standards (which might

apply)... they reflect on the attitude they had before and what it involves research and why do plagiarism ... is not correct; then, rather implies ... that in practice (make sense the issue of plagiarism)... but say... why one behaves in one way and not another, that is, letting them know ... the minimum ethical code that exists in the profession of people who are dedicated to research.

Professor 2 Postgraduate 1: in publications (should have) a year a paper, book chapter where we participate one or two members of the CA;... right now (is) is working on the draft ethics, (which) has to do with an invitation to venture into topics that (had not) worked. We also integrate a methodology that we did not know but everyone brought something from his discipline..., economic, educational,... under tension.

Professor 3 Postgraduate 1: we try to make collegial work... and for better or worse are working together (some) refuncionalizamos us to (insert ourselves) in the work they were already doing (in CA)... to (address issues such as) tutorials, study students. (We try to meet) a set of indicators that tell us what is the quality, but those quality indicators do not always indicate quality, ... (en) part ask us quantity, and quantity is very fought with quality, ... we are subject to stress short-term effects of evaluations must be produced as if they were omelets and scientific knowledge is not to make tortillas, requires space, time consuming, requires thought, requires testing requires discussion, etc., and these aspects we do not have ... fulfilled as we would like.

Yes, ... we have met the standard, because you have to meet, we all have family, we require income ... we hope and believe that if we are consistent with what philosophers say maybe the quantity becomes quality. To give an example, (unpublished) in an indexed journal (CONACYT) takes us a long time to start there are few, takes the opinion, when it is published and passed at least two evaluations and... our system of stimuli sets (the work is scored) when the article is published, ... the system is very baroque, we put it in some way ... it is not made to (promote) the quality ...

What would be missing in my opinion? ... Perhaps fewer indicators, conceptualizing

quality (not in terms of number of citations or impact factor of the journal)... time, space is not always a question of financial resources... the macroeconomic and financial aspects require management of existing databases, at this time... I require work on regional issues, I require going into the field and that takes time. The (if necessary) financial resources is the least important part; because... students work very well (know the terrain);... The salary I earn stimuli, even if you were cut (stimuli), I would live well and could devote to research ... calmly and make more relevant and better quality jobs; but we are in a system where the rules are determined ... in other places... where what is measured is productivity (annual indexed amount of product per capita).

Perceive a tendency not to produce, that is, to use a set, a base of students (preferably Ph.D.) producing instead of a research professor... is likely that this model want to generalize, but some costs us a lot to insert... I wonder what serves both belong to SNI or Prodep to produce science and knowledge.

3 Postgraduate Teacher 1: my research has to be purely documentary because hardly going to have the resources to do something else and apart because we are isolated from civilization.

Teacher 4 Graduate 1: We are precisely in the restructuring process and that led us to modify the research... we developed the program, the work plan in compliance with the various funding programs...

The organizational environment influences and subjectivity:

Teacher 4 graduate 1: a trait that characterizes the academic body is the climate of friendship, solidarity that exists and a very broad sense of cooperation, ... has never been a reason for confrontation, nor in the academic field, or personnel.

Professor 3 Postgraduate 1: ... when I arrived, the CA almost dissolved, the reason is because it was the division between profes ... things they were doing wrong ... nothing against interests but also against egos created, when he criticized I got the AC going to dissolve, because they had very bad, very very bad, if I spoke with some spoke of the other horrible and collegial work really as far as I was practically nonexistent.

3 Postgraduate Professor 2: ... personal differences are part of human interaction and what we have had is somewhat prudent to not lead to breaks in interpersonal relationships, but maintain appropriate distances.

Professor 1 Postgraduate 2: (existed) research interests that separated slightly from the opening lines ... the interests of each of the small groups that were forming ... the accusations by Conacyt and Prodep sometimes or ANUIES (National Association universities and Institutions of Higher Education) that are suing us to make adjustments, but basically the three bodies offer different lines of research ... not all our disposal the same time for such participation ... it comes to caring for some quality products that are made, it seems to me that is there a position of responsibility, quality of care that is holding us as a nationally recognized and where we work as faculty members, but insists that all these cultural issues resumption programs.

Professor 2 Postgraduate 2: there are lines of generation and application of knowledge in which the themes and types of work that we do ... the lines that were having more boom, more productivity converge and these ... rethink what interests were the line. ... What we do, it is we fulfill our best, what it costs, it costs us, sometimes some cry, sometimes others get angry a little ... do not let anything happen, and in terms of evaluation in the moment (it) has to flip to see who is not in compliance (with) indicators, because (it is feasible that) we are not meeting (with) indicators, not not want, but wanting to do well; then it does affect us ... for example, use the work of a student for my benefit, that is, I will steal the responsibility of the student.

Professor 3 graduate 2: are super-saturated work ... to do extra chores ... and not everyone is in that provision ... going ... (in) the commitment ... we commit ourselves collectively to ... ensure that it is resolved in time, in shape, but also with quality, ... in that they are generated precisely is the thoroughness of the quality of research, ... the question ... of the evaluations that have imposed the teachers can give pattern that ... ethics and our moral go down certain roads, because if my wage, if my quality of life, if my stay in college depends on (evaluations) ... eventually

then that it would encourage a number of practices that would not be very ethical. And I think it's something to consider because they are becoming more bordering teachers to be under the yoke of evaluations; and, for example, if I do not publish enough ... then I have no right to ... Or have a bad evaluation and assessment that bad impact on my income. Then, for perhaps develop some strategies to ensure evaluations publications ... and institutions they are bordering us sometime not very commendable attitudes are generated.

Professor 4 Postgraduate 2: I do research because it is a commitment to the person, but sometimes the main problem (it) has, is the time and lack of competence, then the dilemma... is how to resolve quickly to comply with the times and with the product, product quality, how you do to accomplish this, if I do not have enough skills, if I do not have the time I require ... and then there is the dilemma of whether to take routes short.

Discussion

There is an international context and a tendency from the requirements of international funding agencies offering as institutional policies, increase the number of products in refereed journals and simultaneously is increasing concern, visualization, reporting and punishment not only for cases like plagiarism, but also in some variants that generate complicated cases for attention and resolution. For example, if it is established that scientific knowledge is incremental and therefore advances that can develop and capture a scientist between two successive works are minimal, this implies the need to "use a new material work already published" (Montecinos , 2013, p. 721). According to current trends and hegemonic policies, this would imply questionable behavior, since it seems that the author is autoplagiando, when in reality, it would be almost impossible for each new job this totally innovative and independent ideas to products above. In this perspective, the second editions of books would have to be referred to as self-plagiarism, or for example when a PhD thesis is a deepening master's thesis, it would be committing the same offense.

HEI, academic bodies and researchers have to respond to these demands, since their personal income is tied to these requirements. It needs to increase production in quantity goes against quality and produces unethical effects, especially a change of culture, values, internal and external pressures and personal frictions, favoring a toxic work environment, stress and encourage psychosomatic diseases detriment of the quality of life.

Conflicts between organizational values and individual can trigger processes of chronic job stress due to psychological harassment at work (burnout and mobbing), in this case, mobbing may result in a requirement of the institution's academic to raise their production, which can cause internal psicosomatizaciones. In this sense it may or may not be that there is an institutional pressure for academic enter the SNI; however, moral pressures generated in their workplace, by their peers, are internalized and cause frustration group dynamics, producing this effect preconscious way, that is, the subject feels he must belong, although not very sure why and what for.

There is also another effect that has not been fully studied and is the health implications from engaging in unethical practices generated by stress and demand of increased production under quantity indicators regarding production time in order to achieve quality standards. Altering the values of the individual within the scientific production system involves the adaptation and introjection of market values within the psyche of the individuals making the need for production in a psychological prison, since they do not produce it becomes persecution even outside schedule and workspace, which comes to have obsessional and physical implications.

Fear not produce in quantity and quality and under a certain time is located in the brain, in the biencéfalo, mobilizing the body's reserves and modifying breathing, liver function and adrenal glands increase the secretion to stimulate the heart reacting in turn increasing the pumping speed; in the organs of digestion some arteries constrict reducing the blood supply in this area to pump it to the extremities, since it is the phylogenetic care response of the organism to fear, if the arteries of the stomach remain contracted from fear publication pressure, the more permanent coating inside the stomach lack of oxygen, thus leaving cells

disintegrate the second layer unprotected and then the acid content in the stomach produce a peptic ulcer. Similarly, when the liver spurred by the imaginary production maintains a contribution of more sugar into the bloodstream, which under normal conditions would be regulated by insulin produced by the pancreas, implies that when the pancreas is not able to regulate this stress the result is diabetes.

Building systems, codes of ethics and monitoring may represent a possible alternative to inhibit and counteract the problem when behaviors such as manufacturing, or falsification of results, fraud and forced hypothesis testing to promote greater citation of his work (Fanelli, 2009 committed; D. Fanelli, 2010). However, we should consider two levels to explore: the first would be to work on awareness of moral consciousness (as in the case of Professor 1 Postgraduate 1) to promote honesty in scientific work as an everyday behavior and a feature of the personality, in order to achieve the student internalize the meaning and significance of such conduct. In this case the recognition of morality to understand that this and the principles can not be measurable, ie no less serious plagiar a paragraph is important that three or an entire sheet. A second level would be related to a technical field, which would involve the creation of a co-curricuclar space in graduate programs to contribute to ethics training for scientific research, where among other things, the student is taught, so practice, how to cite, what is plagiarism and their repercussions. This also means that the sedimented values of a generation of researchers will be the ideal of students who identify good practice for so observe them or not, their guardians and teachers. healthy and ethical, non-toxic, whose practices are underpinned by respect and intellectual responsibility, they contribute to the formation of comprehensive scientific environments.

Conclusion

In the interviewed population there is a relationship between unethical behavior and the need to increase production quantitatively, ie that unethical behavior among university academics they are the result of evaluation systems, and the resulting culture, even from the effects are different depending on the type of organization studied, there are similarities that probably correspond to a widespread reality, as public policy based on quality and evaluation are general.

Sometimes that conditions for institutions unethical practices arising generated is inevitable, as is the case in students, which could be explained by lack of information and / or neglect, while considering the institutional requirements bent on achieve the highest levels of quality. Beyond the responsibility of academics against such situations, we consider themselves responsible and rencauzar them identify such practices benefit the training of future researchers.

According to testimony, teachers fight plagiarism in students through daily teaching strategies; it is observed that even if there are institutional pressures or raise revenue, unethical practices are not part of the normality of such teachers.

Finally, the institutional demands in relation to the amount of publishable products and other academic activities (teaching, dissemination and management) that is requiring academic necessarily detrimental to the quality of the product and / or activities and foster the practice of questionable conduct, in addition to stress, which affects researchers at the level of their health and quality of life, significantly reducing plots of their welfare as the amount of family time and other necessary social systems for a living quality.

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