

Social Responsibility Of Latin American Teachers Within The Framework Of Quality Education From The 2030 Agenda And The Sustainable Development Goals Of The United Nations

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Abstract

A documentary review was conducted on the production and publication of research papers related to the study of the variables Social Responsibility of Latin American Teachers within the framework of Quality Education and the Sustainable Development Goals of the United Nations. The purpose of the bibliometric analysis proposed in this document was to know the main characteristics of the volume of publications registered in the Scopus database during the period 2016-2021, achieving the identification of 93 publications. The information provided by the said platform was organized by employing tables and figures categorizing the information by Year of Publication, Country of Origin, Area of Knowledge and Type of Publication. Once these characteristics were described, the position of different authors regarding the proposed topic was referenced through qualitative analysis. Among the main findings of this research, it is found that Brazil, with 21 publications, was the Latin American country with the highest scientific production registered in the name of authors affiliated with institutions of that country. The area of knowledge that made the greatest contribution to the Social Responsibility of Latin American Teachers within the framework of Quality Education and the Sustainable Development Goals of the United Nations was Social Sciences with 66 published documents, and the type of publication that was most used during the above-mentioned period was the journal article, representing 75% of the total scientific production.

Keywords: Social Responsibility, Teacher, Quality Education, Sustainable Development, UN, Sustainable development.

1. Introduction

Social responsibility is defined as all actions carried out by companies, government and professionals to ensure welfare and promote

social growth, all this being aware of the damage that a community can be affected by, or the environment by the exercise of economic activity. Professionals are transformers by nature since in their training

process they receive knowledge that helps them to develop both technical skills on specific knowledge of a specific area and soft or transversal skills that drive social transformation, all this to help the community acting from ethics as a voluntary contribution as retribution for the general welfare, thus ensuring progress.

In teachers, social responsibility is an essential part since they are responsible for providing quality education from the sharing of their knowledge for the formation of socially conscious citizens who have a comprehensive education teaching students of any educational level the importance of both economic theories and the actions to be taken in the conservation of natural resources, ensuring that professionals act under the Sustainable Development Goals given by the UN.

In this sense, one of the objectives that are more in line with the teaching performance is to ensure access to education for all people, having these professionals the faculty and skills necessary to impart knowledge to help train professionals who in turn help to improve their quality of life and generate jobs from the teaching of knowledge that will ensure people a source of income to allow them to live a life with basic conditions sanitized. It is also one of the objectives of the application of social responsibility to ensure the use of information and communication technologies to support the digital transformation in the education system and provide the necessary knowledge to students regarding the new demands of society. For this reason, it is important to

provide more information on corporate social responsibility to teachers in Latin America as a way to meet the objectives of sustainable development, not only based on the actions carried out by the company but those that teachers perform as professionals and as people who work for the general welfare.

2. General objective

To analyze from a bibliometric and bibliographic perspective, the production of research works on the variable Social Responsibility of Latin American Teachers within the framework of Quality Education and the Sustainable Development Goals of the United Nations during the period 2016-2021.

3. Methodology

A quantitative analysis of the information provided by Scopus is performed under a bibliometric approach to the scientific production related to the study of the Social Responsibility of Latin American Teachers within the framework of Quality Education and the Sustainable Development Goals of the United Nations. Likewise, examples of some research works published in the area of the study mentioned above are analyzed from a qualitative perspective, from a bibliographic approach to describe the position of different authors regarding the proposed topic.

The search is carried out through the tool provided by Scopus and the parameters referenced in Figure 1 are established.

3.1 Methodological design

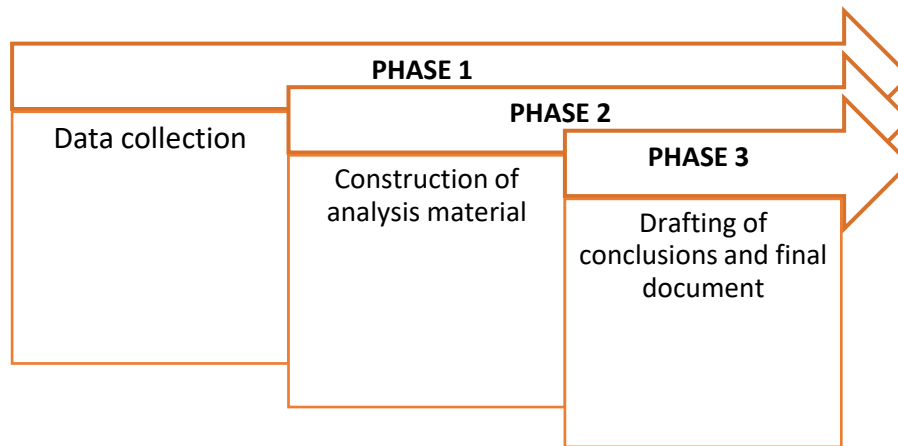


Figure 1. Methodological design

Source: Own elaboration

3.1.1 Phase 1: Data collection

Data was collected from the Scopus web page search tool, through which a total of 38 publications were identified. For this purpose, the following search filters were established:

- ✓ Published documents whose study variables are related to the study of the Social Responsibility of Latin American Teachers within the framework of Quality Education and the Sustainable Development Goals of the United Nations.
- ✓ Limited to Latin American countries.
- ✓ Without distinction of area of knowledge.
- ✓ Without distinction of type of publication.

3.1.2 Phase 2: Construction of analysis material

The information identified in the previous phase is organized. The classification will be made by means of graphs, figures and tables based on data provided by Scopus.

- ✓ Word Co-occurrence.
- ✓ Year of publication
- ✓ Country of origin of the publication.
- ✓ Area of knowledge.
- ✓ Type of publication

3.1.3 Phase 3: Drafting of conclusions and final document

After the analysis carried out in the previous phase, the conclusions are drawn up and the final document is prepared.

4. Results

4.1 Co-occurrence of words

Figure 2 shows the co-occurrence of keywords within the publications identified in the Scopus database.

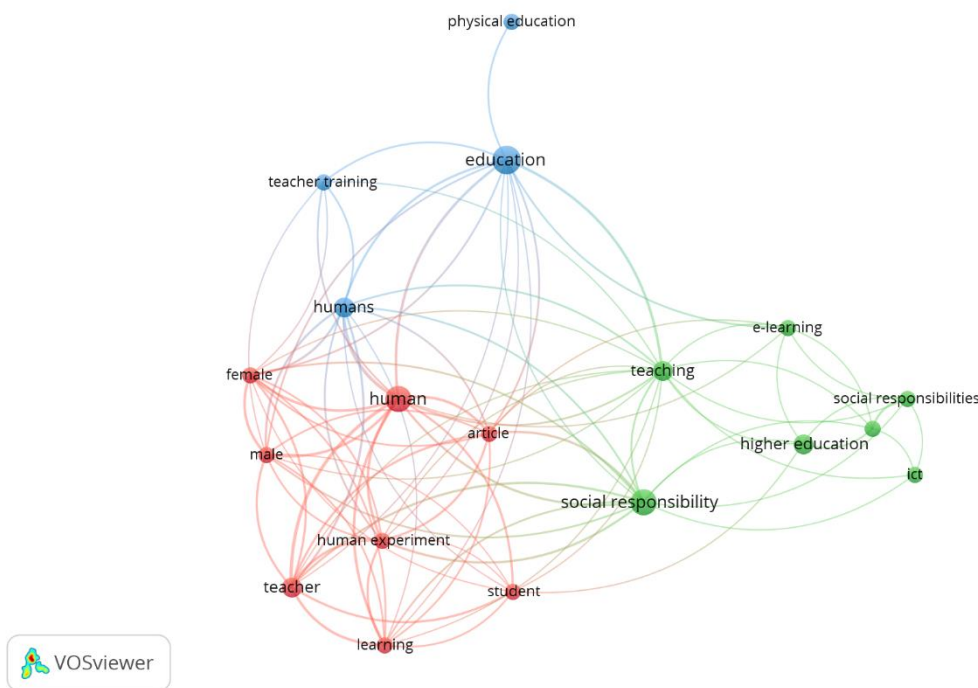


Figure 2. Co-occurrence of words

Source: Own elaboration (2022); based on data provided by Scopus.

As shown in figure two, the most used keyword in research related to the variables under study is social responsibility, which is defined as all those actions aimed at promoting social development. It is very common to hear about SR, which talks about corporate social responsibility and the actions it takes as a way of repaying society and the environment for the damage caused in the exercise of its economy, but little is known about social responsibility as individuals and as professionals. In the case of teachers, they have a strong commitment to quality in education, since it depends largely on them to use the right tools that seek to innovate and transform the education system, aiming at offering a comprehensive education that trains students at all levels of education, both in thinking and skills in science and technical knowledge and in strengthening skills that will

help them to perform in society as good citizens. Keywords such as teaching, higher education and virtual learning are also found, giving light to the scenario where social responsibility actions are more frequently evidenced, being higher education, that is, universities, one of the main actors is to employ activities that go towards the transformation of higher education, ensuring that professionals are trained depending on the new needs that the market demands.

4.2 Distribution of scientific production by year of publication.

Figure 3 shows how the scientific production is distributed according to the year of publication, taking into account the period from 2017 to 2021.

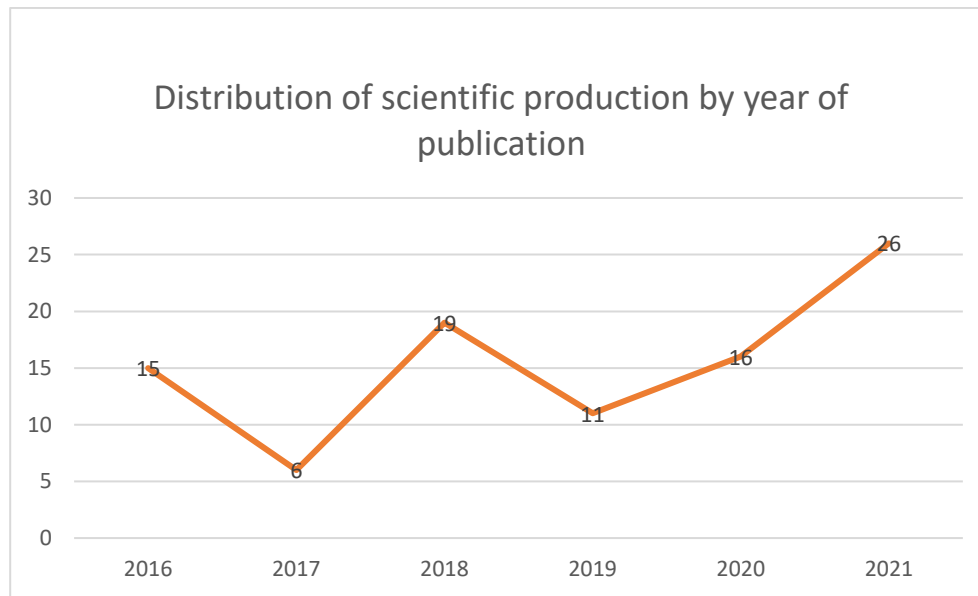


Figure 3. Distribution of scientific production by year of publication.
Source: Own elaboration (2022); based on data provided by Scopus.

2021 is the country with the highest number of publications related to the variables under study. Within these documents is the one entitled “Digital competence of a teacher involved in the implementation of a cross-border lesson for classrooms in Brazil and Chile” (Isoda et al., 2021). This paper has as its main objective to examine the digital competence shown by an elementary school teacher who implemented an interdisciplinary cross-border lesson encouraging the use of information and communication technologies in education by implementing it as a way to innovate and promote digital transformation that allows education to be more accessible even in the most remote places on earth. Therefore, this study seeks to transform school practices by allowing teachers to bring together different social and cultural groups virtually, thus contributing to the reduction of social gaps.

In second place is 2018 with 19 publications registered in Scopus, within which is the title “Schooling, teachers in Jamaica and social

responsibility: Rethinking teacher training” (Roofe, 2018). This paper aims to explore the perception of teachers on how they are prepared for their role as agents of social responsibility taking into account not only the academic performance of students but also the quality of the educational environment and competencies in interpersonal relationships. Therefore, an interview was conducted with 16 in-service teachers where it was determined that, in general perception, teachers were prepared to exercise their role in the actions of social responsibility in the educational environment as a research precedent that encourages the study of the implementation of social responsibility in education in Jamaica and how this affects the perception of comprehensive education and quality in training.

4.3 Distribution of scientific production by country of origin.

Figure 4 shows the distribution of scientific production according to the nationality of the authors.

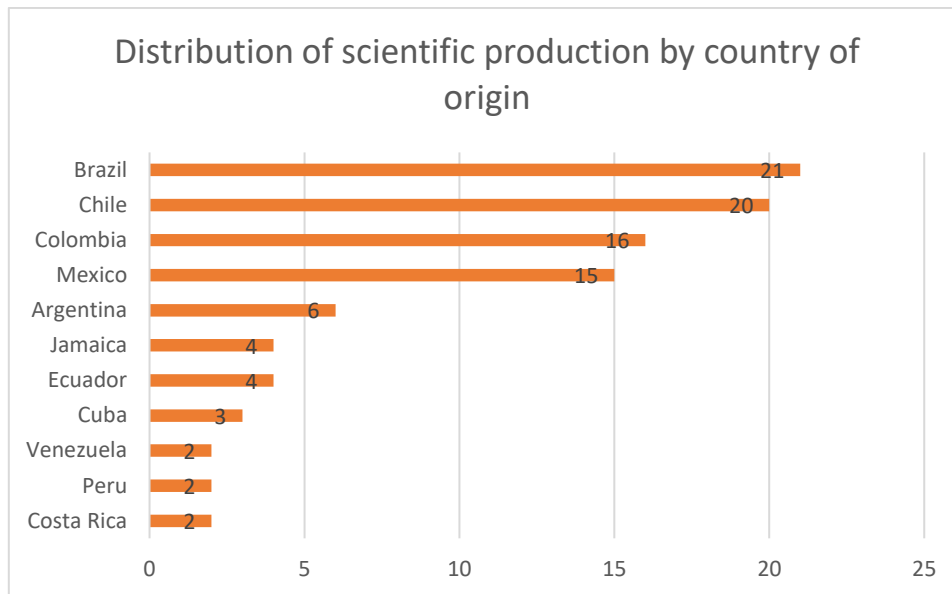


Figure 4. Distribution of scientific production by country of origin.

Source: Own elaboration (2022); based on data provided by Scopus.

Brazil is the Latin American country with the highest percentage of scientific production related to the Social Responsibility of Latin American Teachers within the framework of Quality Education and the Sustainable Development Goals of the United Nations, presenting 21 publications related to the variables under study, among which is the paper entitled “Socially responsible children: A link between school climate and aggression and victimization” (da Cunha et al., 2021). This document presents a theoretical model that argues that children's social responsibility mediates the links between their positive perceptions of the school environment and that this educational climate is measured by the amount of aggression that occurs among peers. In this study, it was possible to determine the importance of the use of socioemotional learning strategies by teachers and classrooms with more structure and support predicted

lower levels of aggression through increases in the social responsibility of students, finding a close relationship between the use of socioemotional strategies by teachers and the decrease of victimization among students presenting a better educational environment.

At this point, it should be noted that the production of scientific publications, when classified by country of origin, presents a special characteristic and that is the collaboration between authors with different affiliations to public and private institutions, and these institutions can be from the same country or different nationalities so that the production of an article with co-authorship of different authors from different countries of origin allows each of the countries to add up as a unit in the general publications. This is best explained in Figure 4, which shows the flow of collaborative work from different countries.

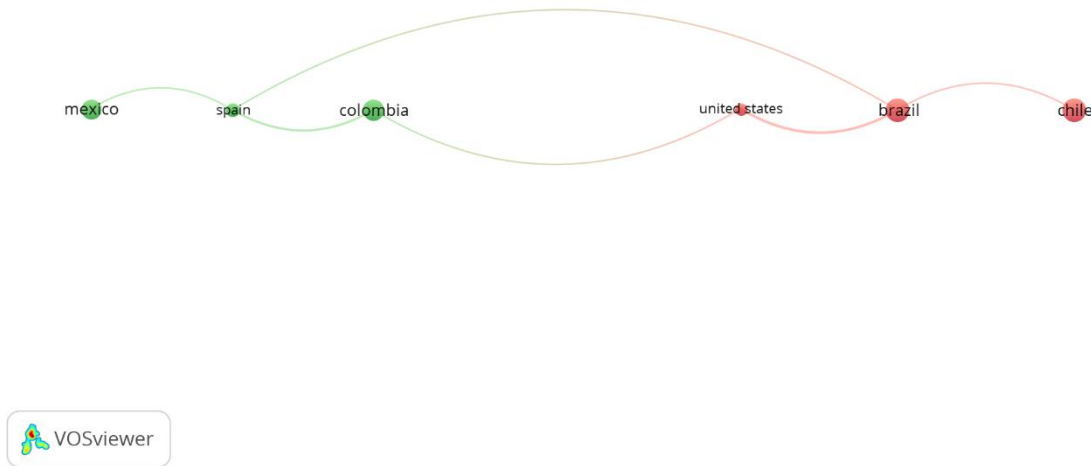


Figure 5. Co-citations between countries.

Source: Own elaboration (2022); based on data provided by Scopus.

As mentioned above, Brazil is the Latin American country with the highest number of scientific production related to the variables under study, presenting documents in collaboration with the United States and Spain, which shows the interest of countries outside Latin America in learning about the Social Responsibility of Latin American Teachers within the framework of Quality Education and the Sustainable Development Goals of the United Nations, carrying out studies comparing the current bibliographic references on this topic. In second place is Chile with 20 documents, among which is “Social Responsibility, from decision making to character education: perceptions of teachers and non-teachers of an educational institution in Chile” (Severino-González et al., 2019). This document has as its main objective to analyze the perception that teachers and non-teachers have of the social responsibility

policies implemented by an educational institution in Ñuble, Chile. This research allows to know that there are positive and negative gaps between the two subgroups and showed that teachers see with good eyes the actions linked to citizenship and participation taking into account that social responsibility is taken as the ideal tool in the classroom to educate about values and teach what ethics means, always respecting people, animals, things and the environment, teaching from the academy the importance of critical rationing about the actions that can put at risk the social dynamics, influencing the social transformation and the advancement of the educational system.

4.4 Distribution of scientific production by area of knowledge

Figure 6 shows how the production of scientific publications is distributed according

to the area of knowledge through which the different research methodologies are executed.

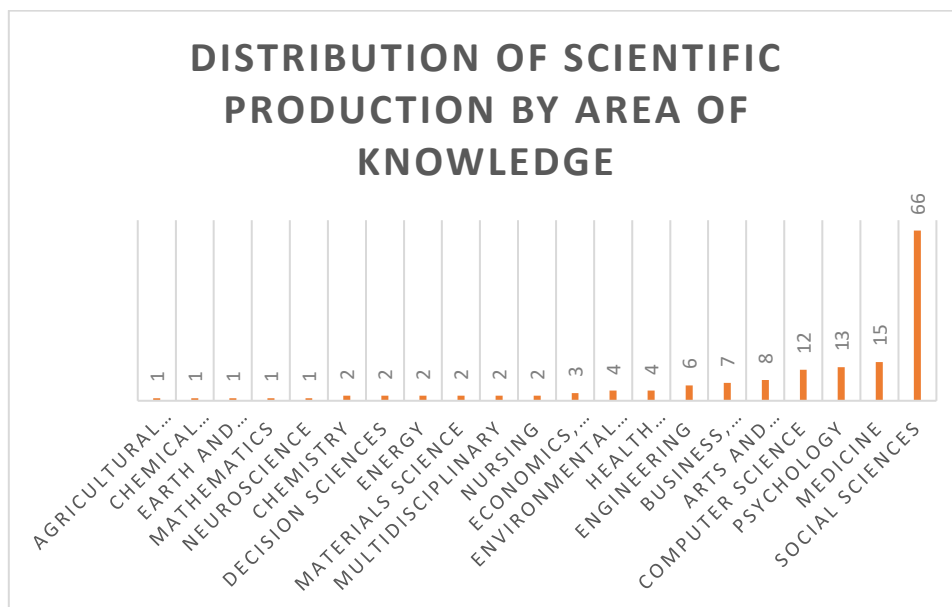


Figure 6. Distribution of scientific production by area of knowledge.

Source: Own elaboration (2022); based on data provided by Scopus.

Social sciences was the area of knowledge with the greatest influence at the time of conducting research concerning the study of the Social Responsibility of Latin American Teachers within the framework of Quality Education and the Sustainable Development Goals of the United Nations, presenting 66 documents, among which is the paper named “University Social Responsibility: Incidence in different interest groups in a Colombian university” (Rubio-Rodríguez et al., 2020). The main objective of this document is to determine the incidence of university social responsibility policies perceived by three interest groups (students, teachers and officials). This study was conducted with 291 students and 54 teachers where it is evident the lack of implementation of responsibility by all educational actors evidencing mostly the activities that include the application of what

is learned in society depending on the social context where the university is located.

In second place is Medicine, where 15 documents were written following the guidelines of the topics related to that area. Among these documents is “Implementation of the Teaching Model of Personal and Social Responsibility through Fitness Units in Physical Education” (Meléndez-Nieves & Estrada-Oliver, 2021). This document has as its main objective to seek the development of life skills and values in the fitness classes of students as an objective of sustainable development where physical and mental health is an important part of its fulfillment so that teachers can implement the proposals set out in this document to fulfill the transforming role they have in society taking into account the general welfare.

4.5 Type of publication

Figure 7 shows how the bibliographic production is distributed according to the type of publication chosen by the authors.

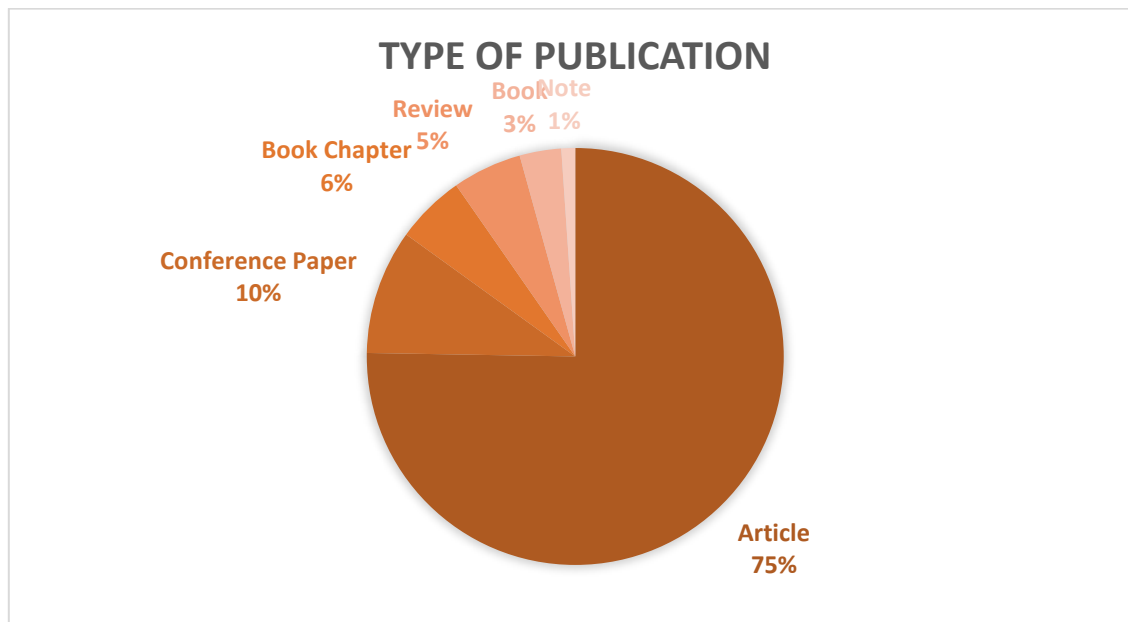


Figure 7. Type of publication.

Source: Own elaboration (2022); based on data provided by Scopus.

As Figure 7 shows, within the different types of publications, 75% of the total number of documents identified through Phase 1 of the Methodological Design, correspond to journal articles, among which is the one entitled “Teaching Spanish to migrants: Meanings constructed by university students about the pedagogical interaction in the classroom” (Rubio & Rubio, 2021). This document aims to describe the meanings that a group of university students constructed about the experience of teaching Spanish to Haitian migrants. This initiative was on the part of the professors of the University of Santiago de Chile as a way of exercising social responsibility in education. This study made it possible to determine that learning by doing and cooperative learning are valid for the training of specialists in the teaching of Spanish as a foreign language, applying the

knowledge acquired in the training process and promoting integral learning.

In second place are the conference proceedings that represent 10% of the total number of documents registered in this study, within is the publication “Ethics and Social Responsibility in academic management through the use of ICT and social networks at the Universidad Técnica Particular de Loja” (Armijos-Buitron et al., 2018). The objective of this paper is to find the relationship between the use of ICT and the learning process from the perspective of ethics and responsibility in the correct application of ICT, so a study was conducted with 337 students to determine how teachers regulate these activities of social responsibility in the exercise of their duties, obeying the technological innovation of all processes in society.

5. Conclusions

Thanks to the bibliometric analysis carried out in this article, it is possible to determine that within the main characteristics in the volume of scientific production referring to the study of the Social Responsibility of the Latin American Teacher to the framework of Quality Education and the Sustainable Development Goals of the United Nations, it is established that Brazil was the Latin American country with the highest number of reports through its institutions to Scopus with a total of 21 documents registered during the period 2016-2021. Due to the nature of the study, which seeks to determine the role of Latin American teachers in strengthening activities at the level of social responsibility in education, it is established that Social Sciences was the area of knowledge with the greatest influence in the research identified, since 66 of the 93 publications related to this analysis, actively participate with theories framed in this area of knowledge.

Similarly, and following the nature of the study and the technological component, Medicine also played a fundamental role in the execution of 19 publications. It should be noted that within the analysis presented regarding the position of different authors about the study of the topic proposed in this research, it can be concluded that corporate social responsibility is the actions for the welfare of the community. These actions are not only the responsibility of the companies but also the responsibility of the professionals as a way of giving back to society what they have learned in the educational entities from the application of knowledge to social problems.

Such is the case of teachers, who greatly influence the quality of education offered at all levels, so it is necessary to implement measures in a comprehensive occasion, thus

fulfilling one of the objectives of sustainable development which is equal access to education, which in turn enables people to obtain jobs that allow them to have a decent life and thus mitigate poverty rates that occur in Latin America. However, it is expected that from bibliographic and bibliometric reviews such as the one proposed in this document, the current situation of the literature on the subject will be taken into account and that educators and the educational community will generate new knowledge on the subject to have more scientific material to determine the actions that correspond to social responsibility in the Latin American context.

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