Ethical-Attitudinal Profile of Future Peruvian Educators in New Normality

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Abstracts: To determine the ethical-attitudinal profile of university students in the education career during the pandemic with a tendency towards a new normality. University students of the education career were surveyed online, in an ethical key (axiological attitude, moral attitude and attitude towards new normality). The research was descriptive of univariate hypothesis, with non-probabilistic snowball sampling, reaching a sample of 480 participants. The Ethical-Attitudinal Profile Scale (EPEA) was designed, whose reliability was 0.93 in Lawshe's formula and 0.89 in Cronbach's Alpha. In the axiological attitude, values were obtained more frequently: respect with 79%, sincerity with 73%, prudence with 72%. In the moral attitude, a polar result is contrasted between laxity (67%) and kindness (45%); while, in the attitude towards new normality, there was no spike in frequencies, being distributed more homogeneously between indicators, with a low resilience index. There is an adequate evaluative profile of the university students of the education career despite the context of the pandemic and the trend towards a new normality; having a moral attitude of laxity inferred by the circumstances of uncertainty that are experienced in adverse contexts.

Keywords: Teacher Training, Moral Education, Values System, SARS-Cov2.

1. INTRODUCTION

At the international level, the United Nations Organization [1] affirms that more than 1,500 million students from 165 countries cannot attend educational centers due to COVID-19, a situation for which the international academic community has been forced to explore new ways of teaching and learning [2], including distance and online education, a disconcerting situation for both students and teachers since they have to face emotional problems , physical and economic problems caused by the pandemic while doing their part to help stop the spread of the virus, which is why the Economic Commission for Latin America and the Caribbean-ECLEC [3] recommends that professors and researchers from different parts of the world find out what impact COVID-19 has had on their lives and how they are coping with the changes.

The Inter-American Development Bank [4] in the document issued as a product of the second meeting of the Virtual Dialogue with Rectors of Leading Universities in Latin America, announces that the inequality in the technological infrastructure in the universities, the lack of instruments of evaluation or accreditation of the student's knowledge in virtual teaching, few teachers trained for tele-education also as stated by Myyry et alt. [5], the increase in classroom dropouts, the psychological effect of confinement that impacts student learning, the paralysis of research are the main problems of universities; while the delinquency in the payment of tuition and the abandonment of studies in not a few students, have put the financial situation of the universities at risk, recommending to think and execute adaptation mechanisms from research and management processes for training. university in general. The United Nations Educational, Scientific and Cultural Organization [6] considers that the main obstacle before and after the COVID19 outbreak is the digital and economic divide, which has recently increased, since COVID-19 is having serious repercussions on students, requiring timely responses. Thus, social

inclusion strategies must be promoted and fostered, so that students do not lose access to studies due to the loss of livelihood and subsistence.

As can be inferred from what has been said, the pandemic produced by SARS-Cov2 influences, globally, all aspects of social life, one of them being the educational field at its various levels and modalities [7]. That is why the present study addressed this issue in university students of the education career in different regions of Peru, from the perspective of the axiological profile and the moral attitude that such circumstance arouses in them, given the need for education faculties to have attitudinal diagnosis of the impact of the pandemic on future educators, in order to intervene effectively by consolidating the attitudinal training of those who will teach in the coming decades.

2. MATERIEL AND METHODS

2.1. Context and Participants

Being a descriptive investigation, the univariate hypothesis was used, which according to Espinoza-Freire [8] from the point of view of the internal structure is the most appropriate to formulate in the investigations of a single variable, which for the case is the ethical-attitudinal profile towards new normality of the population under study. Students from various Peruvian universities who are preparing themselves as future educators at different levels and specialties were considered as a population; and since it was a hypothetical population, composed of an unknown number of elements, recognizing the impossibility of verifying accuracy [9], the non-probabilistic snowball sampling technique was applied, where each member of the research team contacted teaching peers from different universities of the education career in order to socialize the online survey link among their students. In this way, the sample was made up of 480 university students of the education career of various Peruvian universities. It was obtained through inclusion criteria for voluntary participation in the study.

2.2. Study Variable

It is a single variable: Ethical-attitudinal profile towards the new normality of university students of the education career. From a conceptual definition, it can be affirmed that attitude is a disposition or construct of relatively long-lasting beliefs around an object or a situation, which predispose to preferentially react in a certain way, manifested in behaviors [10] that in this case they are oriented towards moral values and experiences, that is, towards the assessment of the goodness or otherwise of human acts. From its operational definition, attitudes are behavior indicators, consequently, they must be assumed as dispositions of direction (favorable, unfavorable / positive or negative) and intensity (high or low) [10]. Both types of dispositions (direction and intensity) can be operationally synthesized in the preference construct, appropriately evaluated on a Likert scale:

Table 1. Variable operationalization

Variable	Dimensions	Indicators	Ítems
	Axiological attitude component	- Material Values	1-5
		- Cultural Values	6-10
		- Personal Values	11-15
		- Social Values	16-20
		- Intellectual Values	21-25
		- Moral Values	26-30
Profile ethical-attitudinal towards new normal future educators	Moral attitude component	- Attitude of kindness	31
		- Evil attitude	32
		- Indifference attitude	33
		- Righteous attitude	34
		- Lax attitude	35

Attitude component	- Motivated attitude	36
towards new normality	- Attitude of academic uncertainty	37
	- Attitude of social uncertainty	38
	- Adaptability Attitude	39
	- Resilient attitude	40

2.3. Methods and Techniques

The type of research was descriptive-propositive, since what was sought was to collect data that describe the axiological ethical-attitudinal profile of the population sector under study. The research design was non-experimental-transversal, applying the instrument online.

2.4. Data collection and processing techniques and instruments

The instrument used in this study is the Ethical-Attitudinal Profile Scale (EPEA) designed ad hoc based on the instrument Axiological Predominance in Human Medicine Students (PAEMH) already validated [11].

The EPEA scale consists of 40 items structured between the three components under study: a) axiological attitude (statements of easy understanding that allude to material values, cultural values, personal values, social values, intellectual values and moral values), b) moral attitude (expressed in statements that allude to attitude of kindness, attitude of evil, attitude of indifference, attitude of righteousness, lax attitude) and c) attitude towards new normality (referring to attitudes of whether they feel motivated, if they feel academic uncertainty, social uncertainty, or if they are willing to adaptability or resilience), where the participant would have to decide between themselves regarding the corresponding statement they totally agree, agree, are indifferent, disagree or totally disagree with the statement read. Since attitudes due to gender difference were not the object of the study, it was not considered pertinent to differentiate them from this perspective.

The EPEA scale was submitted to the opinion of five experts for content validity by analysis and triangulation, whose observations allowed improving the wording of the items for greater clarity. Applying Lawshe's formula, a joint content validity of 0.93 was obtained. Likewise, the reliability of internal consistency was obtained by applying a pilot test to a group of 55 university students, obtaining 0.89 by Cronbach's Alpha. Therefore, the research team decided to apply it to the population under study, through voluntary, anonymous and confidential participation. In addition, the analysis of frequencies statistical processing tools SPSS v.24 was applied.

2.5. Preliminary Studies

Lozano et alt. [12], carried out a study in the Spanish university context, about the impact of confinement by COVID-19 among university students, having life satisfaction, resilience and online social capital as variables, concluding in the finding of the strong impact that confinement has had on the life situation of university students, mainly psychologically and academically, it also demonstrated the relationship between life satisfaction and resilience. Finally, due to its absence, the scarce role played by online social capital stands out, which is why the researchers recommend working on the issue of resilience from the university.

Likewise, the levels of anxiety, depression, stress and the perception of the state of health of Mexican university students during 7 weeks of confinement due to the Covid-19 pandemic were investigated, executing an observational-transactional study. It was found that 31.9% of students had moderate to severe symptoms of stress, 40% anxiety and 36.3% had sleep disorders, for which they concluded the need to implement programs for prevention, control and reduction of the psychological effects generated by confinement to guarantee the well-being and mental health of university students [13].

The aspects of emotional impact on university students in a pandemic context are similar in different latitudes, as expressed in the comparative study in fifteen countries carried out by Batra et alt [14], or in the Italian particularity in which university students are in tendency to increase initial psychological disorders due to the evolutionary uncertainty of the pandemic [15]. Given such projections, it is highly recommended to detect more vulnerable university population sectors, and to intervene preventively to reduce mental health complications in future professionals. In this same research line, from a bibliographic-documentary analysis in Latin America [16]

concluded the need to address family health during COVID19 and promote prevention from emotional education, and not only in sectorized populations.

From a European perspective Di Pietro et alt [17], make reflections based on existing literature on the negative impact of the pandemic on education. The authors state that, in order to reduce the spread of COVID-19, most countries in the world have decided to temporarily close educational institutions, learning not having stopped, but rather moving online. On the other hand, they emphasize that the crisis affects student learning, emerging research to mitigate the perspective impact of teaching-learning processes.

In the Peruvian context Figallo, Gonzáles & Diestra [18], analyze higher education in the context of COVID19, stating that several universities, both public and private, faced the crisis in solidarity by producing fans, protective masks with 3D printers, have repaired and completed equipment from the Intensive Care Units-ICU's where seriously infected patients are hospitalized, have made their laboratories available, produced antiseptics, disinfection chambers, etc. On the other hand, they assume that it is evident that the higher education sector has been changing due to the health emergency situation, in which the need to adopt virtuality was generated unexpectedly, they recommend the need to investigate the effects of virtuality, as well as of the pandemic situation in university students from different dimensions.

In an article published in the newspaper El Comercio, Alayo-Orbegozo [19] described the impact of COVID-19 on Peruvian universities, synthesizing under the concept of transfer "from the campus to the screen", he also communicates that the impact of COVID-19 19, to the Peruvian university system, is the paradigm shift initiated to trust more in virtual education, with all that this entails, where private universities have more capacity to face than public ones, for which the Peruvian Ministry of Education has intervened to facilitate legal devices that help management in virtual education and the construction of institutional capacities in public universities. It also points out the importance of promoting research to understand the society-university phenomena that the pandemic brings. The researcher Inga-Arias [20], considers that the pandemic made the university educational crisis in the country even more visible, particularly in the universities run by the Peruvian state, which implies that university teachers be creative when facing the situation that occurs in Peru. virtual classrooms, since they are the ones that are in direct contact with the students, while the management aspect has been mitigating processes. Among the main challenges are, according to Inga-Arias, the cognitive and emotional conflicts typical of an emergency situation. It also underlines those teachers, must be resilient and promote it among students, to facilitate post-pandemic reconstruction [20].

On the other hand, the existence of a strong emotional impact on university students in the city of Lima is known. The researchers Rodríguez, Aliaga, Peña, Quintana and Flores [21] evaluated the dimensions anger-resentment, fear, anxiety, stress and depression in 161 university students using the Pérez & Magaz Covid19 Emotional Impact Profile instrument, concluding that the dimensions of greater frequency are anger, fear and anxiety; Lovón & Cisneros [22] also carried out an investigation with university students regarding the repercussions that virtual classes bring to them in the context of social isolation, stating that, although much has been written about virtuality and its importance in higher education, Most Peruvian universities were not prepared to face remote classes, mainly as a result of forced adaptation, so their main interest was the quality of mental health of university students due to the complications of the situation. The authors concluded that the problems that cause repercussions on mental health are adaptive, that is, temporary, having frustration and dropout rates, they also suggested that research regarding the mental health of university students should be promoted, so that with knowledge and improvement to obtain a healthy environment for better learning.

As can be inferred, there is diverse research at the global level on university education in a pandemic, but there has not yet been enough research on university issues in relation to SARS-CoV-2 in university students specializing in education; More specifically, it is suggested that research on university students in the midst of current circumstances points to the academic and psychological aspect, but not from an ethical-attitudinal profile that allows a diagnosis from which they can project themselves with resilience to learning sessions through the new university normality of future Peruvian educators, in addition to being able to replicate in other contexts, on such an important population sector. Based on what was expressed, the following research problems were raised: What is the ethical-attitudinal profile that future Peruvian educators have towards the new normality? And what could be proposed from the results obtained in order to strengthen the ethical-attitudinal profile of the population under study?

3. RESULTS AND DISCUSSIONS

3.1. Theoretical Aspects

This research addresses the ethical-attitudinal of people in its axiological attitude and moral attitude components that are aspects of practical philosophy: axiology or theory of values and morals, in a particularly difficult context such as the pandemic, so that the attitude component towards new normality is also studied.

Regarding axiology, or theory of values, it is the reflection on what the human being considers 'as the best and most excellent', being considered in Greek antiquity as a virtue according to the perceptions of Socrates, Plato and Aristotle, and in the Middle Ages as the practice of good as shown in the theory of Thomas Aquinas. However, already in contemporary thought, there were philosophers who began to glimpse values from themselves, such is the case of Scheler, Barton Perry and Frondizi. Another aspect of the components under study is morality, understood in its sense of self-conscious discernment of the due good, with three approaches considered most outstanding: Durkheim's sociologist approach, Piaget's psycho-evolutionary approach, and the psycho-evolutionary conception. Kohlberg's social.

Theoretically, Scheler criticizes Kantian ethics, as an 'ethics without content', before which he proposes values as contents of ethics, which are mainly captured by affectivity, through attitudes of love and hate by the preference criteria. Thus, Scheler states, values are not chosen, they are preferred [23]. Regarding Hartmann, the basis of his philosophy is the knowledge of the world as it is constituted, whose knowledge and obtaining of truth is not by subjective consciousness, but objective. Hartmann intends, with contemplation and activity, to open up to the objective world, for this reason he considers values as ideas, being objective universal understandings, hence they are rationally understood [24].

In the theory of Barton Perry, of pragmatist influence, a naturalistic theory of value is advocated, since it maintains that valuation is an activity in which psychological factors intervene, centered on an interest: we value because the circumstances require our brain to focus in them, arousing interest and consequently valuing the object of interest [25]. While, Risieri Frondizi exposes his own axiological understanding as a structural quality. In this sense, values are neither objective nor subjective, they are complex structured qualities that occur situationally [26]. Regarding discernment and moral attitude, Durkheim's perspective integrates the material understanding of society with moral aspirations. For him, societies with less degrees of cohesion that satisfy axiological aspirations would be less mentally healthy human groups [27]. This proposal originated the concept of 'population health' where the social factor is important in the generation of perceptions in the social group, leading him to affirm that morality is a 'collective representation'. In the case of Dewey, the subject chooses to carry out a good action after having reflected both on the means and on the consequences of that action and is expected to act in accordance with that discernment, for this reason he understands a moral act to be the action carried out in itself, thus converting morality in terms of practicality, thus considering that moral theories are nothing more than intellectual instruments made with the purpose of guiding actions in a specific experiential context, linked to emotion and feeling [28].

For his part, Piaget based his moral theory on two aspects of reasoning: respect for rules and the idea of justice that all people have as psychological conditions of their social interaction, conditions that normally change according to the progress of age. He argues that morality must be understood as an understanding of the subject that is then expressed in their attitudes [29]. Piaget established several stages of moral development, thus giving rise to the cognitive-evolutionary theory applied to moral discernment: a) Premoral stage: (0 to 6 years), when there is still no awareness of moral rules, in this sense it is more experiential than rational; b) Stage of moral realism (6 to 10 years) where children consider that the rules are imposed by authority figures (parents, God, police, etc.), and therefore are unalterable norms; and c) Autonomous stage: (From 10 to more) where the children already realize that the rules are arbitrary agreements that can be challenged and modified with the consent of the people they govern. They believe that the rules can be improved based on human needs. Consequently, he considers that a moral conscience will be formed if it has passed from the acceptance and subjection of value norms indicated by others to those that it imposes on itself as a freely chosen normativity.

For Kohlberg, people do not justify their decisions in the same way, although certain principles of value are assumed, the reflection on a certain circumstance can determine a way of acting without this meaning the total abandonment of the values that are held, for that reason each experience helps to form the criteria of conscience, hence the moral conscience follows a maturation process. formulating judgments about what we should do or reject [30], hence his studies focus on the development of conscience based on the analysis of moral judgments, that is, from the reasoning that is carried out in the face of moral dilemmas , reaching the conclusion that, although the moral norms or values of one culture may be different from those of another, the reasoning that supports them follows similar structures or guidelines, for this reason it proposes that all people without exception follow universal schemes of reasoning, evolving from more infantile and egocentric schemes to more mature and altruistic schemes.

3.2. Results

Regarding the material values dimension (Table 2) that are related to the acquisition and satisfaction of basic needs of people, enabling the subsistence and permanence of quality of life of physical well-being, the most frequent indicator was the one corresponding to the saving value with a 28% and 56% who totally agree and agree respectively, which is to be expected in the pandemic context, because in a situation of uncertainty the most accentuated assessment is the one that has forecast for the future, represented by the saving material value. In contrast, the least frequent value is money with 0% and 10% who totally agree and agree, respectively, because in the face of an external element such as the pandemic, it is inferred that the respondents have contextually understood that not everything in the life is bought or sold, just like health or life, since it drastically affects all socioeconomic strata.

TABLE 2. MATERIAL VALUES

INDICATORS	Totally agree		In agreement		Indiferent		In disagreement		Strongly disagree		Total	
	f	%	f	%			f	%	f	%	f	%
1. Money	0	0%	48	10%	60	13%	92	19%	280	58%	480	100%
2. Utility	40	8%	152	32%	36	8%	96	20%	156	33%	480	100%
3. Practicality	48	10%	156	33%	84	18%	156	33%	36	8%	480	100%
4. Material goods	56	12%	132	28%	108	23%	144	30%	40	8%	480	100%
5. Savings	136	28%	268	56%	56	12%	20	4%	0	0%	480	100%

Based on the cultural values dimension (Table 3) that are related to social acceptances that allow interaction between people, feeling identified and cohesive with the community in which they are experientially inserted, the results show a greater predominance of the cultural value and the national identity value with 63% and 39% totally agree, inferring that university students of the education career value the aspect of being with their own, identifying themselves in what they believe and live, either in their immediate environment or it is the family, and close as it is its place of origin where the concern of what happens in the larger context such as the country regarding the index of national identity value. It is inferred that in the population under study in a context of uncertainty such as the pandemic, they identify with values of greater social cohesion and group belonging.

TABLE 3. CULTURAL VALUES

INDICATORS	Totally agree		In agreement		Indiferent		In disagreement		Strongly disagree		Total	
	f	%	f	%			f	%	f	%	f	%
6. National Identity	188	39%	212	44%	64	13%	12	3%	4	1%	480	100%
7. Loyalty	56	12%	232	48%	108	23%	48	10%	36	8%	480	100%
8. Tradition	100	21%	192	40%	60	13%	116	24%	12	3%	480	100%
9. Fashion	4	1%	20	4%	128	27%	148	31%	180	38%	480	100%
10. Culture.	304	63%	156	33%	16	3%	4	1%	0	0%	480	100%

The results regarding personal values are striking (Table 4), which are related to self-care and what they

assume considered as the most suitable for their own development and correct interpersonal action, since all the values involved in that dimension had very high frequencies, inferring that the university students of the faculties of education identify a lot with the formative evaluative attitudes and that they allow an adequate coexistence and interpersonal relationship through the values of sincerity, responsibility, industriousness, dignity and respect. However, it should be noted that the predominance of frequency was obtained by the respect values with 79% totally agree, the sincerity value with 73% totally agree and responsibility with 65%, inferring that in the context of SARS -CoV-2, the students of the education career recognize the importance of the values respect, sincerity and responsibility that can be considered crucial to prevent the spread of the virus, care for people and themselves.

TABLE 4. PERSONAL VALUES

INDICATORS	Totally agree		In agreement		Indiferent		In disagreement		Strongly disagree		Total	
	f	%	f	%		%	f	%	f	%	f	%
11. Sincerity	352	73%	128	27%	0	0%	0	0%	0	0%	480	100%
12. Responsibility	312	65%	168	35%	0	0%	0	0%	0	0%	480	100%
13. Industry	292	61%	172	36%	4	1%	12	3%	0	0%	480	100%
14. Dignity	264	55%	116	24%	48	10%	36	8%	16	3%	480	100%
15. Respect	380	79%	84	18%	0	0%	0	0%	16	3%	480	100%

In the dimension of social values (Table 5) that are linked to the behaviors expected from others to strengthen human relationships by facilitating coexistence, adaptation and social survival, the highest frequencies were obtained by tolerance with 69 % totally agree, solidarity with 63% totally agree and the family with 48%, demonstrating that in the context of uncertainty generated by the pandemic, people, such as university education students, understand that the different forms of understanding life and seeing the world must be respected, in addition - based on solidarity - that the unity and integration of working together, helping each other, overcome adverse situations. Likewise, it is worth emphasizing the special value that the population under study gives to the family in the midst of the circumstances experienced.

TABLE 5. SOCIAL VALUES

INDICATORS	Totally agree		In agreement		Indiferent		In disagreement		Strongly disagree		Total	
	f	%	f	%		%	f	%	f	%	f	%
16. Solidarity	300	63%	156	33%	20	4%	4	1%	0	0%	480	100%
17. Justice	220	46%	148	31%	72	15%	32	7%	8	2%	480	100%
18. Friendship	100	21%	112	23%	44	9%	148	31%	76	16%	480	100%
19. Family	228	48%	208	43%	28	6%	16	3%	0	0%	480	100%
20. Tolerance.	332	69%	128	27%	20	4%	0	0%	0	0%	480	100%

In the intellectual values dimension (Table 6) that are related to the understanding of reality and the acquisition of knowledge, improving the intellectual faculties (intellect, reason and memory) of the person based on the creation, acquisition and execution of science , the results of the highest frequency index reflect that the university students of the education career preferentially emphasize the value of prudence with 72% of total agreement and the value of acquiring true knowledge with 48% of total agreement; In this sense, it is inferred that in the context of the second wave of SARS-CoV-2, the population under study recognizes prudence as an important intellectual value since it contributes to situating itself in cognitive foresight in the face of problem-situations such as that is lived, in addition to the value of true knowledge that promotes the investigative aspiration in the search for truth.

TABLE 6. INTELLECTUAL VALUES

INDICATORS	Totally agree		In agreement		Indiferent		In disagreement		Strongly disagree		Total	
	f	%	f	%			f	%	f	%	f	%
21. Know True	228	48%	228	48%	16	3%	8	2%	0	0%	480	100%
22. Science	104	22%	224	47%	76	16%	68	14%	8	2%	480	100%
23. Wisdom	64	13%	152	32%	68	14%	188	39%	8	2%	480	100%
24. Tip	80	17%	280	58%	30	6%	88	18%	2	0%	480	100%
25. Prudence	345	72%	130	27%	5	1%	0	0%	0	0%	480	100%

Regarding moral values (Table 7), which are the perfecting values of human dignity since their practice leads to good behavior, strengthening the will to choose and decide, as well as sharpening the moral conscience of people. The results with the highest rate of frequency considered by university students of the education career is the value of honesty, with 68% totally in agreement and the value of truthfulness with 44% of totally in agreement; From these results it can be inferred that the population surveyed in the midst of the situation of uncertainty, the most estimated values are those that have to do with telling the truth and being honest. However, there is a distorted understanding of honesty, subordinated to the interests of satisfying basic needs in extreme situations, an understanding in which the context of the second wave of the pandemic that is being experienced may have influenced.

TABLE 7: MORAL VALUES

INDICATORS	Totally agree		In agreement		Indiferent		In disagreement		Strongly disagree		Total	
	f	%	f	%			f	%	f	%	f	%
26. Truth	210	44%	232	48%	22	5%	12	3%	4	1%	480	100%
27. Honesty	104	22%	224	47%	76	16%	68	14%	8	2%	480	100%
28. Bravery	64	13%	152	32%	68	14%	188	39%	8	2%	480	100%
29. Sorry	80	17%	280	58%	32	7%	88	18%	0	0%	480	100%
30. Honesty	326	68%	136	28%	13	3%	5	1%	0	0%	480	100%

Depending on the moral attitude (Table 8), which is the disposition towards good behavior under conscientious criteria, the highest frequency indices contrast drastically, since the highest results are found polarly between laxity with 67% totally in agreement , and goodness with a significant 45% totally agree, remembering that a lax morality is one where objective truth and goodness are relativized to the circumstances of convenience, assuming an exaggerated flexibility and sometimes even excessive relaxation in understanding what is morally accepted ; opposing the attitude of kindness that refers to morally correct decisions even if they affect him personally. These results may be due to the influence of the context of the second wave of the pandemic affecting the evaluated population, since it is known that circumstances of uncertainty usually decide and act based on survival, which leads to decisions of convenience and relativization.

TABLE 8: MORAL ATTITUDE COMPONENT

INDICATORS	Totally agree		In agreement		Indiferent		In disagreement		Strongly disagree		Total	
	f	%	f	%			f	%	f	%	f	%
31. Kindness	215	45%	231	48%	23	5%	9	2%	2	0%	480	100%
32. Evil	104	22%	224	47%	76	16%	68	14%	8	2%	480	100%
33. Indifference	64	13%	152	32%	68	14%	188	39%	8	2%	480	100%
34. Righteousness	85	18%	275	57%	29	6%	90	19%	1	0%	480	100%
35. Laxity	320	67%	142	30%	18	4%	0	0%	0	0%	480	100%

Finally, regarding the attitudes towards the new normality after COVID19 (Table 9), it is significant to discover that the highest qualifications were not in the totally agree criterion, but rather in agreement, which implies not total attitudinal security, but that although it is true there may be security in the answer, it is still possible glimpses of

insecurity. It is also worth mentioning that there was no item that reached a spike in frequency, being distributed more homogeneously among the different indicators. It is that, 48% of the population is motivated by the new normality, while 47% are uncertain about whether or not they are going to continue with their university studies, while 44% are willing to adapt to the circumstances that they accrue. It is interesting to know a low index of resilience among university education students with a 29% frequency, accompanied by a low index of social uncertainty with 32%.

TABLE 9. ATTITUDE COMPONENT TOWARDS NEW NORMALITY

INDICATORS	Totally agree		In agreement		Indiferent		In disagreement		Strongly disagree		Total	
	f	%	f	%			f	%	f	%	f	%
36. Motivation	21	4%	228	48%	210	44%	11	2%	10	2%	480	100%
37. Academic uncertainty	76	16%	224	47%	104	22%	68	14%	8	2%	480	100%
38. Social uncertainty	75	16%	152	32%	50	10%	188	39%	15	3%	480	100%
39. Adaptability	35	9%	172	44%	85	22%	88	23%	10	3%	390	100%
40. Resilience	25	5%	140	29%	300	63%	10	2%	5	1%	480	100%

3.3. Discussion

As expressed by UNESCO [6], more than 1,500 million students from 165 countries cannot attend educational centers due to the pandemic that has been spreading in various waves, among which are university students of the career of education as a population addressed in this study. The IDB [4] evidences the multidimensionality of the influence of the pandemic on educational and university systems, among which the psychological effect of confinement that impacts student learning stands out, recommending UNESCO [6] to investigate to provide answers appropriate to post-pandemic problems, since the pandemic caused by SARS-Cov2 influences, globally, all aspects of social life, one of them being the educational field at its various levels and modalities [17] hence this study assumes the task of investigating the university students of the education career in Peru.

According to what was found by the Spanish researchers Lozano et alt [12] in which the impact of confinement by COVID-19 among university students is evidenced, mainly in the psychological and academic spheres; and in the same way with the Mexican researchers González et alt [13] who showed that university students had moderate to severe symptoms of stress and anxiety due to the pandemic, making research their own to guarantee well-being and health. mental health of university students; which, in the case of this study, is assumed in an axiological-moral attitudinal key.

Likewise, this study agrees with that of Figallo et alt [18] in the good level of solidarity that the pandemic arouses both personally and institutionally in the university environment, also recommending the need to investigate the effects of the pandemic on university students. from different dimensions, since it has brought with it a paradigm shift in Peruvian universities [19], in addition to making the university educational crisis visible, even more so in public universities [20] that translate into cognitive and emotional conflicts typical of an emergency situation, as also stated by Rodríguez, et alt [21] and Lovón & Cisneros [22], who recommended promoting research regarding the mental health of university students or of their integral well-being as achieved by the present investigation.

CONCLUSIONS

In the material values dimension, the population under study had a greater incidence in the savings value with 28% and 56% who are totally in agreement and in agreement, while in the cultural values there was a greater incidence in the values of culture and national identity with a 63% and 33% totally agree, respectively.

In personal values, the population under study identifies a lot with formative evaluative attitudes such as respect value with 79%, sincerity value with 73% and responsibility with 65% totally agree. Likewise, in the social values dimension, the highest frequencies were obtained by tolerance with 69%, solidarity with 63% and family with 48% respectively.

In the intellectual values dimension, the results with the highest rate of frequency are the value of prudence with 72% and the value of acquisition of true knowledge with 48% of total agreement, respectively. And, in terms of moral values, the results with the highest rate of frequency are the value of honesty, with 68%, and the value of truthfulness, with 44% totally in agreement.

Finally, depending on the moral attitude, the most frequent indices contrast, since the highest results are found polarly between laxity with 67% totally agree, and kindness with a significant 45% totally agree.

It was concluded, an adequate evaluative profile of the university students of the education career despite the context of the pandemic and the trend towards a new normality, however, there is a moral attitude of laxity that is inferred to be influenced by the circumstances of uncertainty that are experienced in the adverse contexts.

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