

Moral development in psychology and law students of a higher education institution in Medellín, Colombia

Desarrollo moral en estudiantes de psicología y derecho de una institución de educación superior de Medellín, Colombia

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Abstract

Introduction: The practice of law and psychology involves significant social responsibility and frequently presents ethical and moral dilemmas. Nevertheless, the curricula of these disciplines often lack specific strategies within their general and professional ethics courses to foster the development of competencies for resolving such dilemmas. Moreover, there is a scarcity of studies that examine curricular content and pedagogical approaches related to students' moral development. **Objective:** This study aimed to describe the moral development of a group of psychology and law students at a higher education institution in Medellín, Colombia. **Methodology:** A quantitative, cross-sectional, and correlational descriptive design was employed. The study involved 115 participants enrolled in the aforementioned academic programs. **Results:** The findings revealed generally low levels of moral development among most participants. **Conclusions:** The results indicate that the moral development levels of the evaluated students are predominantly low or moderately low, underscoring the need to design, implement, and assess educational strategies that effectively address and enhance this aspect of professional training.

Keywords: moral development; higher education; ERASMO® test; teaching methods..

Resumen

Introducción: El ejercicio de la abogacía y la psicología conlleva una importante responsabilidad social y, con frecuencia, plantea dilemas éticos y morales. Sin embargo, los planes de estudio de estas disciplinas suelen carecer de estrategias específicas dentro de sus cursos de ética general y profesional para fomentar el desarrollo de competencias que permitan resolver dichos dilemas. Además, escasean los estudios que examinen el contenido curricular y los enfoques pedagógicos relacionados con el desarrollo moral de los estudiantes. **Objetivo:** El objetivo de este estudio fue describir el desarrollo moral de un grupo de estudiantes de psicología y derecho de una institución de educación superior de Medellín, Colombia. **Metodología:** Se empleó un diseño descriptivo-correlacional cuantitativo y transversal. En el estudio participaron 115 personas matriculadas en los programas académicos mencionados. **Resultados:** Los resultados revelaron niveles generalmente bajos de desarrollo moral entre la mayoría de los participantes. **Conclusiones:** Los resultados indican que los niveles de desarrollo moral de los estudiantes evaluados son predominantemente bajos o moderadamente bajos, lo que subraya la necesidad de diseñar, implementar y evaluar estrategias educativas que aborden y mejoren eficazmente este aspecto de la formación profesional.

Palabras clave: desarrollo moral; educación superior; Test ERASMO®; métodos pedagógicos.



INTRODUCTION

The objective of this study was to describe the levels of moral development of psychology and law students from a higher education institution in Medellin, Colombia. It was a preliminary analysis insofar as it is intended, based on the results obtained, to propose an educational strategy aimed at increasing and/or maintaining the levels of moral development of students in the afore mentioned programs and, in the future, to be able to extend this initiative to other programs.

Moral development is defined as the process by which people build, throughout their life trajectory, moral foundations. This precept explains the relationship between a socially inherited matrix of behaviors considered morally correct and the individual life experience of the subject. This process gives rise to decisions, judgments, feelings, values, and principles that are structured throughout the life cycle and that, faced with the imperative of an ethical paradox, are hierarchized, sometimes for or against the culture, nevertheless resulting in a position. This theory, in brief, alludes to the process that makes it possible to reflect on values and to hierarchize them according to the moral dilemma that emerges (Andrade Rodriguez & Goenaga Peña, 2020; Noguera, 2018; Ormart, Basanta & Brunetti, 2002).

Kohlberg, the representative author of the theory of moral development, based his postulates on Piaget's and Kant's theoretical approach to moral judgment. He identifies two basic ideas in human morality: the first is that development is socialization, that is, learning of family and cultural norms by the child or adolescent. The second is that this theory, also called the cognitive-developmental theory of moralization, is organized by cognitive stages that act as hierarchical, differentiated, growing and integrated compositions (Kohlberg, 2008).

The six stages of moral judgment are divided into three levels of moral reasoning: preconventional level I, conventional level II and postconventional level III. People in the preconventional level are characterized by not being interested in what society defines as correct, they only focus on the concrete consequences to be faced. The effort is directed to avoid punishment. At the conventional level, people classify behavior according to whether it will please their peers, and it is possible to act in search of respect for authority and law enforcement, as a strategy to sustain and protect society. Finally, people who are at the postconventional level analyze moral problems from a perspective superior to society, acting beyond the norms and laws given by citizens (Sandoval Benavides, Villegas Santillán & Vega Esparza, 2019).

Research on the moral development of university students in virtual learning environments is still incipient (Klimenko, Surdel, Muir & Sofia, 2018; Robles-Francia, 2013). While studies in the legal field have evidenced the positive impact of legal clinics on students' moral development (Nicolson, 2008), and in psychology differences between majors have been identified (Livingstone, Derryberry, King & Vendetti, 2006), further exploration of the individual, academic, and extracurricular factors that influence this process in various educational contexts is needed.

Regarding the issue of moral development in the context of higher education, several studies have been conducted. Some studies evaluate the capacity for moral judgment in

children (García-Vázquez, Valdés-Cuervo, Carlos-Martínez & Alcántar-Nieblas, 2019; Osman, 2019), in adolescents (Ramírez, 2018; Dallacqua, Sheahan & Davis, 2021) and in people with autism and Down syndrome (Morales & Rogé, 2016). Others are concerned with applying and justifying the application of the model of moral judgment development for formal and continuing education processes (Barrios, Marinho-Araujo, & Uchôa-Branco, 2011), in higher education (Caro-Samada, Ahedo Ruiz & Esteban-Bara, 2018; Corcoran & O'Flaherty, 2016; Das & Henderson, 2018) and in some specific professions, such as health professionals in general (Perales, 2019), nursing (Casas, Ibáñez & Parra, 2018) and business (Hanson y otros, 2017).

On the other hand, some studies have analyzed moral development from the analysis of the phenomenon of academic fraud (Ordóñez, Mejía & Castellanos, 2006) and the impact of curricular content and curricular strategy on moral development. Finally, there are studies on the integration of context-specific moral development interventions within an undergraduate professors training program (O'Flaherty & McGarr, 2014), the moral development of professors (Bordignon, 2011), and the importance of student-teacher interaction outside the classroom for moral growth of students (Parker, 2017).

In their study, Mayhew & Engberg (2010) concluded that interactions impact moral development: those who have more negative interactions with their peers have lower gains in the development of moral reasoning. Later, Mayhew (2012) shows that advances in moral reasoning skills are related to the type of institution, although it does not depend on them. Finally, the authors demonstrated that deep learning approaches affect the development of moral reasoning: integrative learning, where students participate in activities designed to integrate information from diverse sources and perspectives, positively affects the development of students' moral reasoning (Mayhew, Seifert, Pascarella, Nelson-Laird & Blaich, 2012).

Regarding the assessment of moral development, some studies have been involved in evaluating the underlying stage model of the Defining Issues Test -DIT- (van den Enden, Boom, Brugman & Thoma, 2019; King & Mayhew, 2002) and validating the adaptation its short version -DIT-SF- to measure moral development around specific cases, such as corruption (Guerrero-Martelo, Galván, Granados, García & Vásquez De la Hoz, 2018), in people deprived of liberty (Zerpa, Henríquez-Bilbao, & Ramírez, 2006) and religious preference (Tatum, Foubert, Fuqua & Ray, 2013).

Attempting to sequence moral education in the classroom poses significant challenges. Directly transferring models of moral development to pedagogical practices, without considering the complexity of social and cognitive interactions in the classroom, may result in ineffective interventions. These findings underscore the need to develop more sophisticated pedagogical approaches to teaching morality in higher education (Nucci & Turiel, 2009; 2008). With regard to higher education in law and psychology, no studies were found on the impact of the curriculum and pedagogical strategies on student moral development.

Understanding the levels of moral development in university students is crucial for higher education's mission to form individuals capable of contributing to society (García Restrepo, 2014; Hernández, 2010). This is particularly important for professions like law and psychology, which inherently involve significant social responsibility (Guerrero

Useda, & Gómez Paternina, 2013; Martín Solbes & Vila Merino, 2012). Professionals in these fields frequently face ethical-moral dilemmas (Carrasco González, 2013; Martín Solbes & Vila Merino, 2012), requiring not just technical knowledge but also a strong ethical compass and the ability to make reasoned moral judgments (Anzola Rodríguez, 2016; Carrasco González, 2013; Pérez-Olmos & Dussán-Buitrago, 2009).

Despite the consensus on the importance of ethical and moral formation, research indicates that moral training of individuals is often absent or limited in university curricula, focusing more on professional ethics codes than on deeper moral development (Guerrero Useda, & Gómez Paternina, 2013). Studying the current state of moral development in law and psychology students is therefore essential. It informs pedagogical strategies to ensure future professionals can navigate complex ethical challenges effectively, going beyond mere knowledge of norms to cultivating ethical behavior aligned with their critical social roles (Perales, 2019). This research is needed to address how universities can better equip students for their ethical responsibilities in practice (Guerrero Useda, & Gómez Paternina, 2013).

The professional practice of law and psychology involves a high degree of social responsibility and constant decision making in complex ethical and moral situations. However, despite the relevance of these aspects, the curricula of these disciplines are usually limited to addressing ethical content from a general and theoretical perspective, without including explicit pedagogical strategies for the development of moral judgment or for the resolution of specific professional dilemmas. This lack of practical training in ethics can make it difficult for future professionals to act with responsibility, empathy and moral judgment in the face of the real challenges they will face in their professional practice.

The university, as a space for comprehensive training, has the potential to promote the moral development of students at a decisive stage of their lives. However, there is a scarcity of empirical research -especially in the Colombian context- that evaluates how university curricula and pedagogical strategies impact this process. This situation represents an important gap between educational discourse and educational practice, particularly in professions with a high ethical burden such as psychology and law.

The purpose of the present study is to describe the current state of moral development in university students of psychology and law of a higher education institution in Medellín in relation to various sociodemographic variables taken into account to characterize the people evaluated, which merits the design, implementation and testing of educational strategies that directly impact this condition.

METHODOLOGY

Type of research

This research has a quantitative approach, a descriptive correlational scope, and a cross-sectional design (Hernández Sampieri., Fernández Collado, Baptista Lucio, Méndez Valencia, & Mendoza Torres, 2014).

Participants

The population of this research comprised 115 students who were in their fourth and fifth semesters of the psychology and law programs of a higher education institution in Medellín, Colombia. The participants were selected because at the time of the evaluation they were taking the subjects of professional ethics in law and psychological tests in psychology, both courses directly or indirectly involved contents related to the object of study of this work, that is, moral development. This was a sample of available subjects.

Instruments

For the assessment of the aspects related to moral development, the ERASMO® (Villegas de Posada, 2014) was used, a test that allows to evaluate the level of moral development and prediction of moral behavior in adults. It was conceived as a personality test that evaluates moral reasoning, moral emotions and the importance attached to morality and circumstantial aspects. The test is based on Kohlberg's theory: it uses dilemmas to evaluate moral development.

The instrument was developed in Colombia since 1990, but to date it has been subject to revisions and adjustments by its author. Test reliability reports have been between 0.70 and 0.90, which, according to several authors, are satisfactory (Oviedo & Campo-Arias, 2005). The results of the validity analyses of the ERASMO® have been satisfactory and have responded to the required parameters (Villegas de Posada, 2014). The latest revision of the test consisted of a new standardization and a psychometric analysis within the framework of item response theory (IRT).

The ERASMO® allows to obtain measures of moral development on various subscales. The raw scores are transformed into a standard scale referred to the group with a mean of 500 and a standard deviation of 100, using as a cut-off point the raw score of 66.9 equivalent to a standard score of 493, corresponding to the 50th percentile. It is possible to obtain a report of the moral development profile, in this, moral development is classified as low, normal, or high with two intermediate points, normal tending to low and normal tending to high (Villegas de Posada, 2014). The score in the ERASMO® and the graph shows whether the person is above or below the mean with respect to the standardization sample and the points considered as high or low morality.

Data processing technique

Jamovi (The Jamovi Project, 2021) was used for data analysis. The variables were described according to their classification, and a comparative analysis was carried out between the quantitative variables and each of the qualitative variables; considering that the variables were not normally distributed ($p < 0.05$), the median and the interquartile range (P25-P75) were used as grouping variables for the analyses.

The comparative analysis of the quantitative and qualitative variables was performed using the Mann-Whitney U test when the variables were dichotomous or the Kruskal-Wallis test when they were polytomous; these analyses were performed to determine whether there were statistically significant differences between the variables.

Among the qualitative variables of the study, an association analysis was performed using Chi-square when the expected value of the variable was greater than five, Fisher's

Exact Test when the expected value of the variables was less than five and the variable was dichotomous, or the Likelihood Ratio, if the variable was polytomous; these analyses were performed to determine if there was a statistically significant association between the variables.

Finally, a correlation analysis was carried out between the quantitative variables of the study, using Spearman's correlation coefficient, since the variables were not distributed normally.

Ethical considerations

The ethical considerations of the case were considered, presenting the participants with the respective informed consent. The consent form explained everything related to the research and specified that participation in the study was voluntary. The consent form was signed by each participant.

RESULTS

Descriptive Analysis

Table 1. Results of the descriptive analysis of the variables of the study

Variable	Obtained value	Type of variable
Sex	Male 75 (65,2%)	Qualitative nominal
	Female 40 (34,8%)	
Program	Law 55 (47,8%)	Qualitative nominal
	Psychology 60 (52,2%)	
Moral development	Low 71 (61,7%)	Qualitative ordinal
	Medium low 37 (32,2%)	
	Medium medium 7 (6,1%)	
Making moral decisions	Low 73 (63,5%)	Qualitative ordinal
	High 42 (36,5%)	
Moral reasoning	Low 48 (41,7%)	Qualitative ordinal
	Medium 32 (27,8%)	
Emotions and moral feelings	High 35 (30,4%)	Qualitative ordinal
	Low 44 (38,3%)	
	Medium 45 (39,1%)	
Value of morality	High 26 (22,6%)	Qualitative ordinal
	Low 57 (49,6%)	
	Medium 40 (34,8%)	
Age	High 18 (15,7%)	Quantitative discrete
	20 (19-22)	
Moral development score	49 (43-57)	Quantitative discrete
Standard score	366 (325-425)	Quantitative discrete
Percentile	5 (3-17)	Quantitative discrete

Note: the values reported for qualitative variables are the frequencies of absolute and relative values. For quantitative variables, medians, and interquartile range (P25-P75).

Table 1 shows that the sample included nearly twice as many men as women. The median age of participants was 20 years (IQR = 19–22). Regarding academic programs, psychology students outnumbered law students. Overall, the majority of participants—

regardless of their program—obtained low or medium-low scores in the areas of moral development, moral decision-making, and the value placed on morality. In contrast, scores related to moral reasoning and moral emotions and feelings were more evenly distributed, with low, medium, and high levels represented in similar proportions.

It is noteworthy that the percentiles (ordinal scale indicating the position of the person evaluated, possible scores between 1-99) are significantly low (Me=5). In relation to the standard score, in comparison with the behavior of the population, where a standard score of 493 is expected for a 50th percentile, the median of the scores obtained by the people in the sample is low (Me=366), the same occurs with the scores in moral development (Me=49).

Comparative analysis between quantitative and qualitative variables of the study

Table 2. Comparative analysis between moral development and the qualitative variables of the study

Variables	Categories	Median	PC25	PC 75	<i>P</i> value
Sex	Male	49	43	56	0.923*
	Female	50	40	59.3	
Program	Law	51	43	43	0.760*
	Psychology	49	56.5	57	
Level of moral development	Low	43	40	48.5	<.001**
	Medium-Medium	75	73	77	
	High	56	52	63.5	
Ability to make moral decisions	Low	43	40	48	<.001**
	High	56	52	63.5	
Level of moral reasoning	Low	43	40	48	<.001**
	Medium	52.5	43.8	56.5	
	High	57	52	66.5	
Level of emotions and feelings	Low	43	39	43.3	<.001**
	Medium	52	48	56	
	High	62	57	72.5	
Value given to morality	Low	47	42	54	<.001**
	Medium	50.5	43	55.3	
	High	59.5	55.3	68	

*Mann-Whitney U ** Kruscal-Wallis

Table 2 shows that there are no statistically significant differences between moral development scores and being male or female (sex), nor between moral development and belonging to a law or psychology program ($p>0.05$). With respect to moral development and the qualitative ordinal variables such as level of moral development, ability to make moral decisions, level of moral reasoning, level of emotions and feelings, and value given to morality, statistically significant differences were observed ($p<.001$). For the case, the score in moral development is higher in the medium-medium development level (Me=75); for the ability to make decisions, the highest scores in moral development are found

in the high level (Me=56); regarding the level of moral reasoning, the score in moral development is higher in the high level (Me=57); in relation to the level of emotions and feelings, the score in moral development is higher in the high level (Me=62). Finally, with respect to the value given to morality, the highest scores in moral development are found at the high level (Me=59.5).

Analysis of association between the qualitative variables of the study

Table 3. Association between program and qualitative variables of the study

Variable	Category	Program		P value
		Law (%)	Psychology (%)	
Level of moral development	Low	46,5	53,5	0.858*
	Medium-Low	48,6	51,4	
	Medium-Medium	57,1	42,9	
Ability to make moral decisions	Low	47,9	52,1	0.973**
	High	47,6	52,4	
Level of moral reasoning	Low	52,1	47,9	0.196**
	Medium	34,4	65,6	
	High	54,3	45,7	
Level of emotions and feelings	Low	52,3	47,7	0.747**
	Medium	44,4	55,6	
	High	46,2	53,8	
Value given to morality	Low	54,4	45,6	0.359**
	Medium	40	60	
	Low	44,4	55,6	

*Likelihood ratio **Chi-square

Table 3 shows that no statistically significant associations were found between the program and the levels of the qualitative ordinal variables ($p>0.05$). In other words, no association is found between belonging to the psychology or law program and the different levels of the qualitative ordinal variables. However, it is possible to say that most law students are in the medium-medium level of moral development, while the majority of psychology students are located in the low category.

In relation to the ability to make moral decisions, it can be said that the majority of psychology students have a high ability, contrary to law students who present a low ability. Most psychology students are at a medium level of moral reasoning. On the other hand, law students are mostly at the high level. In the level of emotions and feelings, the highest frequency is in psychology students at the medium level and in law students at the low level. Finally, in the value given to morality, most psychology students are in the medium level and law students in the low level.

Table 4. Association between sex and the qualitative variables of the study.

Variable	Category	Sex		P value
		Female (%)	Male (%)	
Nivel Desarrollo moral	Bajo	32,40	67,6	0.769*
	Medium-Low	37,80	62,2	
	Medium-Medium	42,90	57,1	
Ability to make moral decisions	Low	34,2	65,8	0,874**
	High	35,7	64,3	
Level of moral reasoning	Low	41,7	58,3	0.179**
	Medium	21,9	78,1	
	High	37,1	62,9	
Level of emotions and feelings	Low	38,6	61,4	0.326**
	Medium	26,7	73,3	
	High	42,3	57,7	
Value given to morality	Low	38,6	61,4	0.675**
	Medium	30	70	
	High	33,3	66,7	

*Likelihood ratio **Chi-square

In **Table 4**, no statistically significant associations are found between the sex variables and the different levels of the qualitative variables of moral development ($p > 0.05$), i.e., no association is found between being male or female and the levels of moral development obtained. However, it is possible to say that in all the categories of the variables there are more males than females, which can be explained by the fact that, in general, the sample was mostly made up of males.

Correlation analysis of the quantitative variables of the study

Table 5. Correlation analysis of the quantitative variables

Variables		Age
Moral development	Spearman's rho	0.054
	p-value	0.564
Standard score	Spearman's rho	0.044
	p-value	0.640
Percentile	Spearman's rho	0.058
	p-value	0.541

Note 1. * $p < .05$, ** $p < .01$, *** $p < .001$

Correlation analysis between quantitative variables of the study (age, moral development score, moral development standard score and percentile) showed weak, direct, and non-significant correlations ($p > 0.05$).

DISCUSSION

This study examined the moral development levels of psychology and law students in Medellín, Colombia, framed by Kohlberg's cognitive-developmental theory. Given these professions' ethical demands and exposure to dilemmas, understanding students' moral reasoning is critical (Anzola Rodríguez, 2016). Kohlberg's theory describes moral development progressing through preconventional, conventional, and postconventional stages (Barra Almagiá, 1987; Pérez-Olmos & Dussán-Buitrago, 2009).

Our results indicate that a majority of students scored low or medium-low in overall moral development (93.9%), moral decision-making (63.5% low), and value of morality (49.6% low). These findings suggest many students may primarily reason at preconventional or conventional levels, influenced by consequences, self-interest, or social rules (Barra Almagiá, 1987; Pérez-Olmos & Dussán-Buitrago, 2009). This contrasts with postconventional reasoning based on universal ethical principles (Bordignon, 2011; de Souza, 2008). Low scores are concerning as complex professional ethics often require higher-level reasoning (Anzola Rodríguez, 2016). Previous research in other fields like journalism has also noted deficient ethical training and a focus on technical aspects over ethical principles (Carrasco González, 2013; Linde Navas, 2009).

We found no significant differences in overall scores by sex or program (Psychology vs. Law). The lack of sex difference aligns with some studies. While academic discipline can influence moral development (Gómez Sánchez, 2016), our overall finding didn't show this, though qualitative differences in subscale distributions might exist, warranting further study. Issues within the legal profession in Colombia, such as concerns about quality and ethics, highlighted in the literature (Anzola Rodríguez, 2016; Jácome Sánchez, 2010), underscore the need for effective ethical education.

Theoretically, these results suggest a potential gap in current educational approaches regarding moral development beyond deontology. Practically, they strongly advocate for implementing targeted interventions (Barrios, Marinho-Araujo & Uchôa-Branco, 2011; Echeverría-Falla, 2013; Linde Navas, 2009; de Souza, 2008). Methods like dilemma discussions and case studies can foster moral reasoning (Linde Navas, 2009; Robles-Francia, 2013; de Souza, 2008). The study's novelty lies in assessing this specific population in a Colombian context using the ERASMO®, identifying a critical need for educational reform to cultivate higher moral reasoning.

Limitations include the cross-sectional design, single institution sample, and external factors preventing the intervention phase. Future research should employ longitudinal designs, larger samples, and evaluate the effectiveness of educational interventions (King & Mayhew, 2002). Further exploring differences between disciplines and specific facets of moral capacity is also recommended.

CONCLUSIONS

At a general level, it was found that most of the people evaluated had low and medium-low scores in moral development, in the ability to make moral decisions, moral reasoning, moral emotions or feelings, and the value given to morality. The comparative analyses

between the scores obtained in moral development and the qualitative variables of the study showed statistically significant differences ($p < .001$) in relation to level of moral development, ability to make decisions, level of moral reasoning, level of moral emotions or feelings and value given to morality.

The analyses of association between program and sex with the other qualitative variables of the study did not show statistically significant associations ($p > .05$). Correlation analyses between quantitative variables (age, moral development score, standard score, and percentile) showed weak, direct, and not statistically significant correlations.

Based on the results of this study, it is recommended that the number of people evaluated, and the number of programs linked to the proposal be increased. Likewise, the design and implementation of educational strategies that impact students in aspects related to moral development. It is not enough to address moral issues in some subjects (such as general ethics, professional ethics, and disciplinary law courses). It is necessary to impact it more directly, probably through some curricular reforms.

Graduates in law and psychology are uniquely tasked with significant social responsibility and routinely confront complex ethical and moral dilemmas demanding sophisticated judgment. This study's examination of moral development levels among students in these fields offers essential baseline understanding. Universities must leverage such insights to move beyond prescriptive ethics codes towards fostering the underlying moral reasoning capacities. This research is critical for designing educational interventions that ensure future legal and psychological professionals are adequately prepared to navigate real-world ethical challenges, thereby upholding the ethical integrity vital to their public roles.

On the other hand, guaranteeing deep learning approaches, where integrative approaches and experiential models, case studies, problem-based learning, role-playing, among others, allowing students to access diverse sources and perspectives, and thus, positively impact their development of moral reasoning, critical and social awareness, and the development of empathetic and prosocial behaviors, as suggested by [Mayhew \(2012\)](#), [Osman \(2019\)](#) and [Dallacqua, Sheahan & Davis \(2021\)](#).

A posteriori and based on this initiative, it is recommended to evaluate educational strategies and curricular reforms to determine their efficiency and effectiveness, as indicated by [Parra Ortiz \(2003\)](#), these should promote teaching practices and techniques that distance themselves from transmission and bet on the experiential.

The main limitations of the present study were in terms of the emergence of the COVID-19 pandemic, as it was not possible to achieve the initially proposed scope, that is, to design, implement and test an educational strategy in the aforementioned students.

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STATEMENT OF CONFLICTS OF INTEREST

The authors report that there are no competing interests to declare.

AUTHOR'S CONTRIBUTION

Laura Isaza-Valencia: conceptualization, data curation, formal analysis, research, visualization and writing.

Lina-Marcela Estrada-Jaramillo: conceptualization, formal analysis, research, visualization and writing.

César-Augusto Molina-Saldarriaga: project administration conceptualization, formal analysis, fund raising, research, visualization and writing.

Sofia Jaramillo-Acero: conceptualization, formal analysis, research, visualization and writing.

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