Original Article

Holistic Proposal To Improve Teaching Performance In Inclusive Education

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Abstract

Currently, the problem of inclusive education continues to be one of the most common barriers in the educational system, and one of the fundamental causes would be related to teacher preparation for attention to diversity. In this sense, an investigation was carried out with the objective of designing a holistic proposal aimed at improving teaching performance in inclusive education in a Lambayecan institution. The non-experimental design was used, using the survey technique and a questionnaire, which had a very high reliability and validity with values of 0.82 and 0.97, respectively. The sample consisted of 40 teachers, selected by non-probabilistic sampling under the criteria of homogeneity, accessibility and availability. As a result, it was obtained that 67.5% of teachers are located in the insufficient and sufficient levels regarding the dimensions of understanding, planning, conduction and evaluation. This indicates that a large percentage would require some support to accompany students with special educational needs. In short, it is important to develop strategies based on the particular characteristics and strengths of students that allow them to function independently and safely, both in the academic environment and in society.

Keywords: improvement, teacher, teaching, holistic proposal.

INTRODUCTION

Inclusive education from a humanistic interpretation is decisive not only to provide opportunities to students, but also so that they feel that their rights are respected without distinction; however, barriers currently coexist in global education systems that limit the possibilities of equality. In the case of teachers who are dedicated to educating students with special educational needs (SEN), they lack the necessary resources and tools to optimally develop their educational work; this fact precludes the transformation and progress of students with disabilities in particular and of society in general.

In the monitoring report on education in the world, it was stated that countries are enacting inclusive policies and laws for children with disabilities, these refer to 25% of the countries to segregation, in 48% to partial segregation , in 10% to integration and in 17% to inclusion; In turn, it points out that only 16 countries worldwide mention inclusion in their general education laws; Peru is one of these countries. The report also highlights that teachers ignore the advantages of valuing diversity in terms of the use of teaching resources and learning environments. Approximately 25% of teachers from 48 educational systems worldwide, state that there is a great need for professional training to teach students with learning needs (UNESCO, 2020) .

The General Law of Education of Peru No. 28044, was modified by Law No. 30797. From this modification, inclusive education is promoted with the objective of effectively guaranteeing the inclusive approach in the educational field, being a commitment of the educational institutions and the Peruvian State, ensure the creation and implementation of educational support services for attention to diversity, promoting actions that develop awareness, training and school counseling, thus respecting the right to non-discrimination and equal educational opportunities (The Congress of the Republic, 2018). Rawal et. al (2021), Poongodi M et. al(2022), Poongodi M et. al (2021), Dhiman P et.al (2022), Sahoo SK et.al (2022), KA et. al(2022), Dhanraj RK et. al (2020), Yan Zhang et.al (2020), Md Hossain et . al (2021), Md Nazirul Islam Sarker et. al (2021), Y. Shi et. al (2020), Guobin Chen et. al (2020), Poongodi M et. al (2019), Poongodi M et. to (2020)

In the Educational Institution (IE) Juan Manuel Iturregui, located in the Lambayeque region, Peru, it has been diagnosed that teachers show deficiencies in knowledge about attention to diversity and inclusion strategies that allow recognizing the individual and particular characteristics of their students. students; and guide them to continue developing their skills and abilities in the teaching-learning process. In this sense, the directive and pedagogical area provides training to implement new strategies, however, the expected and necessary progress for the achievement of learning is not evident. This problem manifests itself since the inclusive student is about to enroll in the IE since there are few mechanisms for detecting cases and many times the educator is surprised with a large number of students that exceeds what is regulated by the Peruvian State; incurring in an infraction of the "Rule on the enrollment process in Basic Education" with Ministerial Resolution No. 447-2020, which in its section V.6. specifies: that all EBR and EBA (Alternative Basic Education) IE must reserve at least two vacancies for each classroom they have for students with NNE associated with mild or moderate disability.

With respect to coexistence, another complex scenario is presented, students who do not present SEN, commonly present inappropriate anecdotes to the detriment of the emotional stability of their classmates with SEN, contributing to the fact that, despite the efforts of the teacher, the family and community. Regarding the preparation of individual guidance plans, there are gaps due to the itinerant support of organizations such as SAANEE (Support and advisory services for the attention of special educational needs), which is insufficient in the opinion of teachers.

For its part, the deficiencies of the educational system, still focused on measuring the knowledge and performance achievement of students for each learning experience, obscures the differences, rhythms and learning styles of these children with diverse particularities, likewise, not implementing the necessary tools to deal with diversity; teachers' lack of interest in training and updating new educational trends focused on the comprehensive and inclusive education of students; connectivity problems to access virtual classes and the lack of commitment of families to get involved in the activities carried out by the educational institution; are aggravating this problem.

All the aforementioned aspects cause barriers to inclusion in the educational field, which prevent students from fully developing their skills. Faced with this problem, the following research question is presented: How to improve teaching performance in inclusive education at IE Juan Manuel Iturregui, Lambayeque region, Peru? The purpose of this study was to design a holistic proposal to enhance teaching performance in inclusion, IE Juan Manuel Iturregui, Lambayeque region, Peru. As specific objectives, it is proposed to measure the current level of teaching performance in inclusion in regular basic education teachers, IE Juan Manuel Iturregui, Lambayeque region, Peru; as well as to determine the characteristics of the holistic proposal aimed at enhancing teaching performance in inclusion in the aforementioned institution.

This proposal is based on the Transformative Holistic Pedagogical Model of Iafrancesco Villegas (2017) with the integration of the constructivist theory (Vygotsky, 1978) and the theory of multiple intelligences (Gardner, 1995) in correspondence to what is expected in the Good Performance Framework Teacher (MBDD) in basic teachers through competency training. In this way, educational inclusion today is one of the most effective ways to mobilize and achieve the development of skills and abilities of students at all levels. Through this research, it will be possible to know what the current level of teachers is regarding their performance for attention to diversity and implement the proposal with inclusive approach strategies, making reasonable adjustments from the Universal Design of Learning (DUA) to know their guidelines and principles for adaptation to curricular plans, beginning with the identification of SEN. Finally, the program was convenient from the perspective of attending to inclusive education and equal opportunities for all, by preparing teachers with theoretical-methodological tools that facilitate their performance as counselors, tutors, and learning managers.

As for the direct beneficiaries of the study, they are the teachers of the primary and secondary level of the educational institution mentioned above, in addition to the students of the different grades and parents. Likewise, the educational centers of the Lambayeque region of Regular Basic Education, distributed in urban, rural, marginal urban areas, expressed in response to the demands of the educational system of our country.

TEACHING PERFORMANCE

Escribano Hervis (2018) infers that teacher performance is a key factor for quality education regardless of financial solvency and curricular design; Teaching performance, as an eminently human factor, is essential to act professionally at the height of the needs of the time and society in question, and promote lifelong training and learning with the necessary conviction and responsibility.

At the national level, the MBDD established the competencies and performances that characterize good teaching and that are required of all basic education teachers in the country with the purpose of achieving learning of all students. The guidelines specified in it are made up of four domains: Preparation for student learning, Teaching for student learning, Participation in the management of the school articulated with the community, Development of professionalism and teacher identity; the first is related to preparation for teaching; the second describes the development of teaching in the classroom and at school; the third refers to the articulation of school management with families and the community; and

the last one, includes the configuration of the teaching identity and the development of their professionalism (Ministry of education, 2014) .

TEACHING PERFORMANCE IN TIMES OF PANDEMIC

To ensure education in times of pandemic, teachers can play multiple roles, including: creating distance learning environments, being an emotional caregiver and learning partner, planning micro-curricula, planning instructional design, being a tutor; they must facilitate the acquisition of knowledge and the progress of students (UNESCO, 2021) . Given this situation, it is essential that teachers use strategies that allow them to get closer to their students not only to achieve their learning, but also to understand them emotionally and to be more effective during the school year.

On the other hand , Ramos-Huenteo et al. (2020) point out that digital competence as part of teaching performance is a fundamental factor, given that information and communication technologies are already part of everyday life, so the teacher must use them, not only as resources. , but as means to promote significant and autonomous learning. However, this requires permanent education and training for its responsible and adequate use, as well as a process of reflection and evaluation of its relevance and usefulness according to the purpose to be achieved.

INCLUSIVE EDUCATION

Inclusive education refers to an education that provides equal and effective opportunities for students to receive education and provides help and support to all students in nearby schools in order to empower students to become full members of society to face the future life (Andriana & Evans, 2020) **.** Likewise, cited by Andriana & Evans (2020) it is interpreted as "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and within education" (UNESCO, 2020). On the other hand, Ma Victoria (2018) emphasizes that inclusive education is not only including students with disabilities in ordinary classrooms, nor only foreign students or students of ethnic groups different from the majority of a country, no. Absolutely. It means changing the approach to teaching and learning, so that it is the system that makes its approaches more flexible and is capable of offering different options to the different students that it has the obligation to train everyone.

On the other hand, Ávila Navarrete (2019) stated that Inclusive Education policies have currently been misrepresented or confused with Special Education policies, fetishizing the abject subjects of education, where they are mainly applied and are affected by colonial codes. , disability, sexual diversity, among other categorizations typical of social exclusion. However, Clavijo Castillo & Bautista-Cerro (2019) pointed out that inclusion as a fundamental axis of education, especially in the university system, means favoring more equitable and fair societies.

In relation to the above and to improve an inclusive society and education, at the global level in the 2030 Agenda and approach 4 of the Sustainable Development Goals (SDG) it is intended to guarantee an inclusive and quality education, with the purpose of attending to diversity and provide opportunities for everyone. In this way, exclusion and discrimination would be eradicated, increasing the percentage of equality and improving access to education at all levels. Being inclusive education the process whose objective is to meet the needs of students with disabilities, integrate them into the social and cultural events of the educational institution and achieve leveling their learning (United Nations, 2018) .

The National Educational Project to 2036 is aligned with the vision of Peru to 2050 in consideration of the 2030 Agenda for sustainable development, thus reaffirming education as a fundamental right and facilitator of other rights, recognizing the importance of promoting the educational trajectories of people throughout life, and emphasizes the need to close social gaps to achieve inclusion. Among its purposes is to ensure that the right to education is exercised by all people, that is, that we effectively face the challenges linked to inclusion and equity, leaving in the past the reproduction of the current segregation and the incapacity of the educational system. to create equal opportunities (National Council of Education, 2020) .

At the local level, the Regional Educational Project was implemented by 2021, where it mentions policy 13 with the purpose of promoting the inclusion of children with SEN in the educational system and creating conditions that enable and optimize their learning, as well as having as an exclusive measure, the implementation of a stable program for the detection and incorporation of girls and boys with learning needs into the educational field. In this way, the educational problems that affect the Lambayeque community in the assistance to students with differences in their learning would be treated (Government Regional Lambayeque, 2006) .

INCLUSIVE EDUCATION IN TIMES OF PANDEMIC

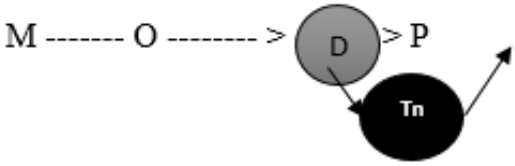
Students with disabilities are especially vulnerable to the disruption caused by the pandemic because they often rely on in-class support, which is difficult to replicate online. Special education teachers and service providers must be included in the school's distance learning plan to determine how individualized services and supports will be provided. They should gather input from families and explain how instruction will be delivered, share expectations with the adult supervising

the student, and conduct a needs assessment to identify resources the family has or may need to facilitate access to instruction (UNESCO, 2021) .

METHOD

The present investigation is framed in a quantitative approach of descriptive design - -propositive Estela Paredes (2020) with a positivist paradigm and non-experimental method. It is descriptive Hernández Sampieri et al. (2014) because it will describe the teaching and propositional performance because it proposes the design of a holistic proposal.

The research design used is descriptive - propositional (Estela, 2020) because it describes the dependent variable, it uses scientific theory to support the proposal that constitutes the solution to the problem.



Where:
M: Regular basic education teachers
O: teaching performance in inclusion
D: Measure the level of teacher performance in inclusion
Tn : Holistic Approach and Theory of Multiple Intelligences
Q: Holistic proposal

The population was made up of 109 EBR teachers, who work at IE 10106 Juan Manuel Iturregui, from the district and province of Lambayeque. The sample is represented by 40 participants and was selected using the intentional non-probabilistic method.

Teachers have been considered under the criteria of homogeneity, because they belong to the same socioeconomic level and cultural context of the district of Lambayeque, province of Lambayeque, they are also professionals of Regular Basic Education, at the primary and secondary levels, taking a representative sample for research. Likewise, they were selected according to the accessibility-availability criterion, since they were the ones who were within the reach of the researcher.

The technique used in the dependent variable is the survey and the questionnaire as an instrument (Barriga, 2016) which aims to measure the level of teaching performance in inclusion, in relation to the dimensions of understanding, planning, conducting and evaluation according to the guidelines of the Good Teaching Performance Framework.

For the purposes of the investigation, we proceeded with the validation of this data collection instrument, considering the participation of 6 experts, with the purpose of determining if it meets the requirements for the measurement of the dependent variable, which was evaluated under the categories of clarity, coherence and relevance. After collecting the results of each expert, the information was analyzed using Aiken's V coefficient, concluding that the instrument called "Questionnaire to measure the level of teaching performance in inclusion" is highly reliable (see Annex 2). , reaching a value of 0.97, which indicates that it is suitable for its application.

The study instrument also went through a rigorous reliability process, for which 20 participants were considered for the application of the pilot test, who were selected based on the main characteristics of the study sample and located through the WhatsApp platform. coming to solve the questionnaire through the Google Forms application ; Likewise, the information collected was analyzed using the Cronbach's Alpha coefficient, and it was determined that the instrument is highly reliable, obtaining a value of 0.82, demonstrating that it produces consistent and coherent results for the investigation, therefore, it presented reliability for your application.

To collect the necessary information for this study, a questionnaire was developed, with a Likert scale, an instrument that was duly validated through expert judgment and measured under Aiken's V coefficient, additionally the level of reliability was quantified through the Alpha coefficient of Cronbach. Subsequently, the permits were negotiated with the educational institution in order to guarantee the application of the instrument with the teachers of the primary and secondary level, forming a sample of 25 and 15 teachers respectively, with the objective of measuring the level of teaching performance in inclusion in Lambayeque. The same ones who were informed of the application of the survey, by means of an informed consent that was specified above the lines of the questionnaire and in full exercise of their will, participated with their contributions to the investigation.

For the statistical analysis of the information collected from the sample, the SPSS v.26 program and the Microsoft Excel program were used, the same ones that allowed the elaboration of absolute and percentage frequency tables, as well as statistical graphs to determine the percentage of each evaluative scale of transparent, truthful and objective way. The data

obtained provided a diagnosis of the current situation in which the raised problem is found, which were analyzed in relation to the objectives set in this investigation for the dependent variable.

RESULTS

In table Nº1 it can be seen that 72.5% of teachers are at the levels not achieved, insufficient and sufficient in the comprehension dimension, related to the knowledge of the main characteristics of their students regarding their special educational needs (SEN). According to the results, a large percentage of teachers did not reach the expected levels, obtaining as a study group an arithmetic mean of 14.4, being a homogeneous group with a CV of 16.35% and with a value of 14 in the mode, a score that is located in the sufficient level of the studied dimension.

Table 1 Perception of the levels of Teaching Performance in inclusive education of teachers regarding the Comprehension dimension.

Category	Punctuation	F	%
Unachieved	< 9	-	-
Insufficient	10 -13	17	42.5
Enough	14 - 15	12	30
Remarkable	16 - 17	6	fifteen
Outstanding	18 - 20	5	12.5
Total		40	100.0

Statisticians: Mean=14.4; Median=14; Mode=14; SD=2.35

Table 2

In table Nº2 it can be seen that more than 60% of teachers failed to reach the expected level in the planning dimension, which indicates that they still have difficulties in adapting, adapting and contextualizing their programs in relation to the rhythms and styles of learning of students. the students. According to the results, 25% and 40% of EBR teachers obtained an insufficient and sufficient level, respectively, with an arithmetic mean of 14.9, being a homogeneous group with a CV of 10.70%, with a value of 14.7 in the mode, score that is located at the sufficient level of the dimension studied.

Perception of the levels of Teaching Performance in inclusive education of teachers regarding the Planning dimension

Category	Punctuation	F	%
Unachieved	< 9	0	0
Insufficient	10 -13	10	25
Enough	14 - 15	16	40
Remarkable	16 - 17	12	30
Outstanding	18 - 20	two	5
Total		40	100.0

Statisticians: Mean=14.9; Median=14.7; Mode=14.7; SD=1.60

In table Nº3 it can be seen that 64.5% of teachers obtained an insufficient and sufficient level in the Driving dimension, which indicates a problem for the achievement of student learning. According to the results, more than 60% of teachers did not reach the expected level, obtaining an arithmetic mean of 14.8, being a homogeneous group with a CV of 10.19%, with a value of 14.8 in the mode, a score that is at the sufficient level. of the studied dimension.

Table 3 Perception of the levels of Teaching Performance in inclusive education of teachers regarding the Driving dimension.

Category	Punctuation	F	%
Unachieved	< 9	0	0
Insufficient	10 -13	8	twenty
Enough	14 - 15	17	42.5
Remarkable	16 - 17	14	35
Outstanding	18 - 20	1	2.5
Total		40	100.0

Statisticians: Mean=14.8; Median=14.9; Mode=14.3; SD=1.51

In table Nº4 it can be seen that more than 60% of teachers show deficiencies in this dimension, which indicates a problem for the formative evaluation of students with SEN.

According to the results, 2.5%, 7.5% and 42.5% of EBR teachers obtained the levels not achieved, insufficient and sufficient respectively, with an arithmetic mean of 14.9, being a homogeneous group with a CV of 12.63%, with a value 15 in the mode, a score that is at a sufficient level for the dimension studied.

Table 4 Perception of the levels of Teaching Performance in inclusive education of teachers regarding the Evaluation dimension.

Category	Punctuation	F	%
Unachieved	< 9	1	2.5
Insufficient	10 -13	3	7.5
Enough	14 - 15	17	42.5
Remarkable	16 - 17	fifteen	37.5
Outstanding	18 - 20	4	10
Total		40	100.0

Statisticians: Mean=14.9; Median=15; Mode=15; SD=1.88

This proposal is based on the Holistic Transformative Pedagogical Model of Iafrancesco (2017) with the integration of the Theory of Multiple Intelligences - TIM of Gardner (1995) and the Constructivist Theory of Vygotsky (1978). This model's mission is to change the school from the integration and participation of all its entities, with the aim of comprehensively training students from their uniqueness and maturity, through leadership and pedagogical innovation and building student knowledge in relation to the context in which it takes place. On the one hand, TIM implies not only considering the individual differences between students, but having a value on them to develop their intellectual capacities from their particularity; On the other hand, the second theory indicates that knowledge is built through interaction with the social world, where the student, from the moment he begins to relate to his environment, appropriates the knowledge from the constructs that he generates. Both theories focus on the student, who, through the various ways of acquiring and developing their learning, will have the support of the teacher through mediation, who from their pedagogical work will assume the inclusive approach in the teaching process.

Regarding the methodology, it will be addressed through the application of accompanying educational strategies such as cooperative teaching, cooperative learning and study circle, promoting the active participation and dynamics of all teachers both in the initial stage, in the execution, and in the results; providing information that allows them to enhance their teaching performance in inclusive education.

The purpose of this proposal is to enhance teaching performance in inclusion in EBR teachers of IE 10106 Juan Manuel Iturregui de Lambayeque, considering the dimensions of understanding, planning, conducting and evaluating learning, as established in the Good Teaching Performance Framework. .

DISCUSSION

According to the findings, it can be determined that the level of teaching performance in inclusion of the IE Nº10106 Juan Manuel Iturregui de Lambayeque, is deficient, because the participants did not reach the expected levels in the dimensions of understanding, planning, conduction and evaluation considered. to determine your current level. In this regard, the teaching performance cited by Escribano (2018), which can be defined as a series of activities developed by teachers in the comprehensive training of students, that is, not only considers their cognitive development, but also considers their particularity; emphasize their needs, experiences, projects, diversity of each person, and use their teaching preparation, motivation and high creativity. In this sense, EBR teachers must update their training to improve their teaching strategies, in this regard Lopez Altamirano et al. (2021) mention that they require differentiated resources, which can be: professionals, materials, architectural adjustments and curricular adaptations (cited by Lopez Altamirano et al., 2021) , (S.V.N Sreenivasu, 2022, Mukesh Soni, 2022, Mehraj 2022, Abhishek Madduri 2021, Sharma D.K, 2023)
On the other hand, among the studies that are related to the results we find Tenorio Trigoso (2019) who in their research determined that 83.3% of the teachers evaluated in a region in the north of our country present deficiencies in the framework of good teaching performance in relation to the four dimensions established by the Ministry of Education. Likewise, Lopez Jimenez & Noguera Coronado (2019) in their research carried out at an educational institution, concluded that education professionals need to strengthen their teacher training in inclusion; because there are deficiencies in knowledge and didactic mediation for the elaboration of a curriculum adapted to the SEN present in the classroom for attention to diversity. Likewise, Ramos-Huenteo et al. (2020) in their study determined that teaching performance in times of covid is manifested at a predominantly medium level, due to poor management of digital tools. For its part, Zaldivar Acosta & Quintal Escobedo, (2022) regarding the institutional factors that negatively influence teaching performance are: adequate infrastructure and the necessary didactic resources to achieve learning. Additionally, Hernández-Quirama & Oviedo-Cáceres (2019) concluded that the teaching staff has deficiencies in the teaching process with students with disabilities because they do not have training or pedagogical tools to work in the classroom.

In relation to inclusive education, Among the studies that are related to the results we find Montoya-González (2021) who concluded that the current structure of inclusive and diverse learning in Colombia is not prepared to meet the needs of training based on the universal design for teaching and education.

In relation to the results of the proposal, among the selected backgrounds that are related to the research we find Anchundia Vera (2019) who carried out a study on a sample of 20 teachers in an educational institution in Guayaquil, and obtained as a result that the Application of an inclusive approach workshop significantly strengthens teaching performance in basic education institutions. On the other hand, Molina Bernal (2017) in his proposal for teacher training to address diversity, concluded that the participating teachers were organized under a cooperative proposal that has allowed them to build inclusive teaching methods that enable curricular adaptation and flexibility.

CONCLUSIONS

In the study, the current level of teaching performance in inclusion was determined, showing worrying levels linked to the limited initial and continuous preparation that teachers receive. Undoubtedly, this problem affects the development and achievement of the skills of all students with particular characteristics at the different levels of regular basic education, specifically there would be limitations in the attention to learning needs and develop satisfactorily from of the individual characteristics and strengths that allow their subsequent performance in the academic field as well as in society.

In the research, the characteristics of the holistic proposal were established to enhance the level of teaching performance in inclusion (EBR). This proposal would not only strengthen the pedagogical work of teachers for the improvement in teaching-learning, but also from their human sense and common good, they would understand people with different abilities in society, contributing from their position to eradicate the exclusion barriers. In short, the study has a high impact from the contribution it offers, responding to educational, social, economic, political, and cultural purposes; in fact, promoting the achievement of the sustainable development goals promoted by the countries of the international coalition.

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