



Educational Inclusion and its Influence on School Performance



Yandri Alberto Zambrano ^a
Jéssica Lourdes Arteaga Mera ^b
Rosmary Olga García Mejía ^c
María Fernanda Argandoña Mendoza ^d
María Elena Moya Martínez ^e

Article history:

Submitted: 18 November 2019

Revised: 27 December 2019

Accepted: 31 January 2020

Keywords:

*familiar;
family education;
measurement;
performance;
professional development;*

Abstract

Inclusive education is understood as being with each other, how to face adversity, how to face differences. A set of principles that ensure that the student with a disability is seen as a valuable and necessary member in all aspects of the school community. A movement towards expanding the possibilities of “ordinary” schools so that they can include a greater diversity of students. Schools that offer a curriculum to students through organizational planning different from those of schools that exclude some students from their regular classes. Not even briefly, it is convenient to refer to the reasons that support the movement towards an inclusive school. They are certainly several and of a different nature; on the one hand, from a psycho-pedagogical point of view, there is a conception of development of social origin; the decisive importance of interaction for learning is recognized; The responsibility of adults in determining the nature of the experiences offered to students (relationship with materials and classmates) is decisive, which is why a decisive role is attributed to the school as a development context.

International research journal of engineering, IT & scientific research © 2020.

This is an open access article under the CC BY-NC-ND license

(<https://creativecommons.org/licenses/by-nc-nd/4.0/>).

Corresponding author:

Yandri Alberto Zambrano,

Pontificia Universidad Católica del Ecuador, sede Manabí, Portoviejo, Ecuador.

Email address: yzambrano6546@pucem.edu.ec

^a Pontificia Universidad Católica del Ecuador, sede Manabí, Portoviejo, Ecuador

^b Pontificia Universidad Católica del Ecuador, sede Manabí, Portoviejo, Ecuador

^c Pontificia Universidad Católica del Ecuador, sede Manabí, Portoviejo, Ecuador

^d Pontificia Universidad Católica del Ecuador, sede Manabí, Portoviejo, Ecuador

^e Pontificia Universidad Católica del Ecuador, sede Manabí, Portoviejo, Ecuador

1 Introduction

Educational inclusion is the process of identifying and responding to student diversity through greater participation in learning, allowing them to develop their skills and abilities by being participatory in the development of daily activities. This process involves changes, modifications and adaptations in the contents, structure and methodological strategies being very flexible and motivating, making the student get involved in the activities and thus feel that motivation to learn.

Educational inclusion has a vision that includes all children in an appropriate age range and with the conviction that the student receives a quality and comprehensive education and that their rights and principles are respected. As a process, inclusive education is achieved with a strong decision of the top management of an educational institution and a strong conviction of what the work team wants to do that will favor the educational process. Bending over to the implementation of inclusive education is everyone's task, and includes the development of patterns, schemes, methodologies, tools, and techniques that will be used in the educational process until the support given to the teacher by the teacher, their peers or support staff (Delgado-Gaitan, 1994; Weaver, 2003).

It is necessary for students to have access to an inclusive motivational education that is comprehensive and of quality based on the standards of educational quality by activating the routes and protocols to follow, involving both teachers and students that they are participants and main actors of this education Inclusive and responsible. As well; You can train students with great human qualities, full of significant values, good study habits and being very responsible in the tasks entrusted, being a more participatory, creative and innovative example of improvement for other people. On the other hand (Hall, 1997). The concept of inclusion has acquired a special emphasis in recent years in the Latin American educational context and particularly in Chile, becoming visible in areas such as public policies and government actions.

This representation of the concept of inclusion regulates not only educational practices (teaching, methodology, curriculum, among others) but also the ideas about situations of exclusion, diversity and in a significant way, about the construction of identities. This last aspect refers to the construction of pedagogy subjects/students from inclusion discourses that circulate and reproduce in the educational field. In this sense, the meaning of inclusion has implications for students who prepare. For the educational inclusion, it is necessary that the authorities must emphasize, direct and control the activities so that they are carried out, here it must involve the entire educational community to be a participant of the tasks that are in benefit of the educational inclusion.

In his research (Verdugo & Calvo, 2012), he refers to inclusive education that is based on a system of determined values that are accepted to be able to start the teaching and learning process. Educational inclusion is manifested because it is a way to express the ability of teachers to use methods and techniques, without leaving aside that affective part where the teacher demonstrates teaching in a way and that the student feels relaxed in their environment. The author (Corral *et al.*, 2015), states that the student must be aware of the activities carried out in order to better capture the knowledge; but it is necessary to warn that the mere physical presence of the student does not represent that the institution becomes an inclusive space, this is just the beginning of the process of inclusive education”

The student must collaborate with all the activities that are carried out there must be a link between student and teacher, in order for the learning development process to exist, the teacher must be aware of or guided by the activities that the students are doing and thus be able to draw criteria and analyze the results obtained or the significant learning that the learners have achieved so much he Pedagogical as in the personal. Throughout the studies on the academic performance of schoolchildren, progress has been made towards the acceptance of a factor interaction model (Tejedor, 1994-2003) in this model, it is proposed that in school performance they interact, simultaneously, several factors that can describe the nature of the variables associated to school success or failure. Among these variables, there are some whose influence is more than demonstrated and accepted by most authors, such as intelligence (as an individual factor), the personality of the subject, environmental, family, social influence.

Academic performance is manifested in the results during the teaching-learning process by which students demonstrate what progress, what achievements or weaknesses they had to assimilate knowledge. The performance according to Pizarro & Bloom (2003), is understood as: “a measure of the corresponding or indicative capacities that manifest, in an estimated way, what a person has learned as a result of an instruction or training process”, this perspective focuses attention and expectations in the student's performance and places him as solely responsible for school success or failure. The Organic Law of Intercultural Education (LOEI) of Ecuador states that: educational establishments are obliged to receive all persons with disabilities, to create the physical, curricular and promotional

supports and adaptations appropriate to their needs; and, to ensure the training of teaching staff in the areas of methodology and specific evaluation, for teaching with capacities for the process with inter-learning, for quality care and warmth.

2 Materials and Methods

For the investigative performance of the work educational inclusion and its influence on school performance, the inductive-deductive method was used, which allowed to carry out research that had a non-experimental qualitative approach without the use of quantitative variables. A bibliographic review was carried out that included the study of articles, books, manuals, institutional documents, among others, being able to analyze the information related to educational inclusion and its influence on school performance, which served for the development of research.

3 Results and Discussions

Educational inclusion allows all students to have access to a quality and comprehensive education (Ainscow, 2004), assumes that school inclusion is a process that is built from presence, being in school, overcoming the isolation of the private environment and inserting the individual into a public space of socialization and learning; participation, according to the offer of the necessary conditions for the student. Should be to involve students interested in this inclusive education

If a student has difficulty learning it because has a deficit or limitation that interferes with the learning process. In these cases it is an "importation" of the so-called clinical or medical model; any learning difficulty is seen as a symptom of a deficit that must be diagnosed and treated. Educational inclusion is a right that allows the student to develop their abilities, where a system is constructed that is structured to meet the needs of each, regardless of their condition or academic performance, seeking that the school, teachers, and teaching adapt the student with needs, placing the responsibility on the professionals who work in the school and who are they who must prepare to meet the needs of all their students.

This inclusion must prioritize and meet the needs of the student being an interactive and dynamic process. Inclusive education allows students to develop their abilities to the fullest (UNESCO, 2006). Inclusion is related to the access, participation, and achievements of all students, with special emphasis on those who are at risk of being excluded or marginalized for different reasons, conceived in this way; it becomes the responsibility of the State and of the ministry of education or related dependency, and not of any subdivision assigned exclusively to special education.

This should be a challenge for the rulers. Inclusion would help improve the quality of life of students. Inclusion is to intrude the student motivating him to value himself as a human being. Inclusion refers to participation and community values and focuses on all students without distinction of race, disability, socioeconomic status, gender, religion, family, personal circumstances, etc. Ainscow & Booth (2002), referred to different approaches to identify and resolve difficulties that arise in school. Inclusion would be to have all students without any discrimination welcoming them in a pleasant and comforting environment.

Teachers must be trained to responsibly assume the challenge of being inclusive. Inclusion is a process, it is learning to live with differences and learning how to learn from differences. The differences are seen positively to strengthen learning, even between children and adults. Inclusion is related to the identification and elimination of barriers to learning, so it implies collecting, collating and evaluating the information of the great variety of resources to plan improvements in policies and practices (Echeitia & Ainscow, 2011), has stated that barriers that stop being more inclusive must be removed by having a comprehensive education.

3.1 Special educational

Needs Educational needs must be prioritized and addressed urgently (Marín, 2004), states that special training needs It is when a disciple presents greater difficulties than other students to access the learning, which finish the curriculum that It corresponds to their age and needs, to compensate for difficulties, significant curricular adaptations, so students with educational needs must be included in the curriculum to achieve the learning process. In Ecuador, all students are full members that the classes must be appropriate for their age at their local school,

participating in the same lessons as the rest of their classmates; also, share with your friends that they spend time outside of class (Nehru, 2016).

Within the educational needs, a curriculum according to the educational need of the student must be adapted. The author (Aincow & Both, 2015), stated that the construction of a curriculum for all tried to answer the question related to inclusive values and teaching and learning activities, being able to be a flexible curriculum adapting according to the need and capabilities of each student. It must be recognized that each special need requires different learning. Each student learns in a different way, given a stimulus or how the learning takes place or the environment where it is carried out and from there it depends on the creative imagination or methodology that the teacher uses to make that learning be assimilated in the best way by On the part of the students.

According to Lozano & Martínez (2014), they commented that the relationship between educational policy and the school should be strengthened, that is, the legislation for educational inclusion must be adjusted to the needs of educational contexts in order to transcend situations that are presented in the classroom, where each educational need is a different reality that must be addressed in a timely manner. The methodological strategies of Special educational needs must be in constant transformation. Dueñas (2010), states how he can infer then that the concept of inclusive education has gone through a process of change throughout history, due to the different conceptions that have been taken about attention to diversity. This process of change is continuous and not finished. These processes of changes in educational needs must be prioritized and addressed.

Educational needs must be socialized and understood (Ainscow, 1995), they kept in mind that through school integration, the culture of diversity constitutes a magnificent opportunity to improve the educational quality of each and every student, to give rise to a new organizational base "If we reach a good school integration, students will improve their academic performance. School integration should involve the entire educational community. Vera (2017), "to obtain changes in education aimed at students with educational needs, there must be a cognitive transformation in the educational units and teachers, work for the love of children hoping that students do not feel excluded but included". The changes must be effective and relevant, transforming inclusive education for the benefit of students with special educational needs.

3.2 Curricular

Adjustments In an inclusive educational process it is necessary to make curricular adaptations, being this the backbone of the educational activities of an institution, it is the axis of all the activities in the Teaching-Learning Process (PEA), so it is necessary to start the revision of the same so that it can be flexible in order to meet the necessary and sufficient objectives, as well as impart content, with criteria and methods previously established Pedagogical. Improvisation is not the most appropriate in an inclusive process for all, so it is necessary to have prior planning, where all students and especially students with disabilities, should receive guidance on the subjects or itineraries they can opt for, avoiding prejudices and reviewing for each case the competences, abilities or skills, as well as objectives established for each subject and the difficulties that may arise depending on the type of disability. The integration of a student with disabilities will be better the greater their participation in curricular activities. Making curricular adaptations means starting from a flexible, broad and balanced curriculum (Mustika & Harini, 2017). Each adjustment, adaptation or curricular adaptation is based on a thorough evaluation of the needs and abilities of students with disabilities that are incorporated into the regular educational process.

Figure 1. shows the educational inclusion and its influence on school performance.

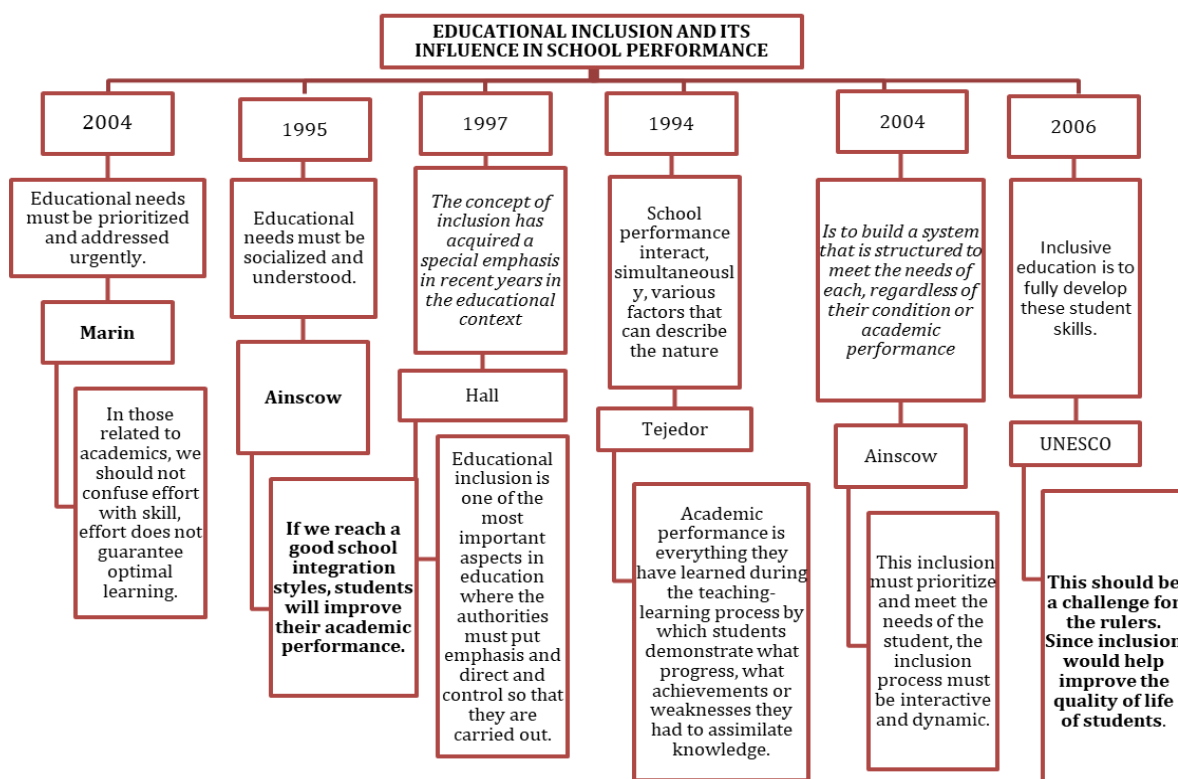


Figure 1. Educational inclusion and its influence on performance

When carrying out this work and being inductive-deductive, non-experimental information was reviewed information from different Times related to the subject. In figure 1, a timeline was used that helped us compare and contrast related information. The family is a determining factor in the training of students, so parents must strengthen their emotional ties by providing security for their children, promoting responsibility, supporting them in their school tasks, motivating them and showing interest in the educational process.

4 Conclusion

The inclusion of educational influences and academic performance The Ministry of Education should empower and provide the necessary resources for teachers to be inclusive. Educational institutions should give full and willing to ease the teaching staff can provide an organized way of inclusive education classes. Academic performance is multifactorial and is the result of the interaction of personal, social and cultural variables, which means that it cannot be assumed from the traditional perspective that puts responsibility solely on the student with their attitudes, interest, responsibility, the fulfillment of their tasks, their good behavior in the classroom.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.






Acknowledgments

We are grateful to two anonymous reviewers for their valuable comments on the earlier version of this paper.

References

- Ainscow, G. (2004). Definition School inclusion. *Education Magazine of Spain*, 2 (2), 4-7.
- Ainscow, L., & Booth, Ty. (2002). The importance of School Inclusion (Master's Thesis). Manabí State University. Portoviejo, Ecuador.
- Ainscow, M. & Booth, T. (2015). Developing inclusive education learning.
- Ainscow, M. (1995). Integration of students with special educational needs (master's thesis) Universidad de Chile, Santiago, Chile.
- Corral, K., Villafuerte, J., & Bravo, S. (2015). Reality and perspective of Inclusive Education in Ecuador. *Qualitative Research in Education*, (2), 582-587.
- Delgado-Gaitan, C. (1994). Empowerment in Carpintería: A Five-Year Study of Family, School, and Community Relationships.
- Dueñas, B. (2010). Inclusive education and towards students with special educational needs. *Journal of the Autonomous University of Yucatán*, 18(78), 115-141.
- Echeitia, K. and Ainscow, J. (2011). The importance of School Inclusion (Master's Thesis). Manabí State University. Portoviejo, Ecuador. Recovered from www.portaleducativo.com
- Hall, S. (1997). The work of representation. *Representation: Cultural representations and signifying practices*, 2, 13-74.
- Lozano, L., & Martínez, M. (2014). Challenges that caters to educational diversity. *Magazine of the University of Antioquia*, 8(1), 101-110.
- Marín, M. (2004). Students with special educational needs. Costa Rica: Euned.
- Mustika, I. W., & Harini, G. A. (2017). Increasing education of family support for decreasing depression level towards elderly. *International Journal of Health Sciences*, 1(3), 10-16. <https://doi.org/10.21744/ijhs.v1i3.46>
- Nehru, R. (2016). Corporate social responsibility & education for sustainable development. *International Research Journal of Engineering, IT & Scientific Research*, 2(3), 72-81. Retrieved from <https://sloap.org/journals/index.php/irjeis/article/view/490>
- Pizarro, D. A., & Bloom, P. (2003). The intelligence of the moral intuitions: A comment on Haidt (2001).
- UNESCO (2006). Definition School inclusion. *Education Magazine of Spain*, 4(2), 4-9.
- Vera, D. (2017). Curricular adaptations for students with special educational needs associated and not associated with a disability (master's thesis). Technical University of Machala, Machala, Ecuador.
- Verdugo, M., & Calvo, M. (2012). Inclusive education, a reality or an ideal? *Edetania*, 41, 17-30, ISSN: 0214-8560
- Weaver, (2003). School performance. The students before their success and school failure. M 195.

Biography of Authors

	<p>Yandri Alberto, Computer Systems Engineer. Teacher of the Fiscal Education Unit "Pedro Zambrano Barcia" of the Manabí Canton <i>Email: yzambrano6546@puce.edu.ec</i></p>
	<p>Jéssica Lourdes, Teacher of the Center for Basic Education Portete de Tarqui. First Mention Technologist Infant Education. Bachelor of Science in Education Mention Nursery Education. <i>Email: jarteaga1903@puce.edu.ec</i></p>
	<p>Rosmary Olga, Computer Systems Engineer. Teacher of the Fiscal Education Unit "Pedro Zambrano Barcia" of the Manabí Canton <i>Email: rgarcia2217@puce.edu.ec</i></p>
	<p>María Fernanda, Computer Systems Engineer. Teacher of the Fiscal Education Unit "Pedro Zambrano Barcia" of the Manabí Canton <i>Email: Margandona8801@puce.edu.ec</i></p>
	<p>Maria Elena Moya Martínez. Master in Pedagogy, Master in Management and Educational Leadership, Specialist in Management and Educational Leadership, Diploma in Innovative Pedagogy, Bachelor in Chemistry and Biology, Director, Rector and Vice Chancellor of Important Educational Units of the city of Quito, teacher at the national level, editorial director and book writer for Senderos Ediciones. University professor, Director of Teaching and currently Coordinator of the Master's Program in Innovation in Education and Postgraduate Director of the Pontifical Catholic University of Ecuador. <i>Email: mmoya@puce.edu.ec Teacher</i></p>