Gestión Académica y Administrativa para la Educación Inclusiva considerando Necesidades Educativas Especiales

Academic and Administrative Management for the Inclusive Education considering Special Educational Needs

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RESUMEN

Este trabajo tiene como objetivo analizar la eficiencia de la gestión académica y administrativa de los educadores y la inclusión de los alumnos con deficiencias cognitivas en un ambiente de aula regular. La investigación se desarrolla dentro de un marco metodológico cuantitativo, y un enfoque descriptivo, a través del cual se observan las características y comportamientos de los alumnos con deficiencias de aprendizaje, y las acciones de los docentes que facilitan el proceso de enseñanza. Luego, para la obtención de datos, se utilizó como técnica dos encuestas, la primera dirigida a docentes de diferentes unidades educativas con cargos administrativos y de aula, y la segunda dirigida a padres de familia que tienen alumnos con deficiencias cognitivas. Se utilizó un software estadístico como herramienta para la tabulación de los datos, a través del cual se graficó y porcentualizó la información. El análisis de los resultados mostró la importancia de la acogida de los docentes en la integración de los niños con problemas de aprendizaje; además, destaca la necesidad de formular aportes al sistema educativo de una institución privada e implementar métodos de enseñanza que faciliten el proceso de inclusión educativa.

Palabras clave: Gestión académica; educación inclusiva; educación especial; innovación educativa; gestión administrativa

ABSTRACT

This work aims to analyze the efficiency of educators' academic and administrative management and the inclusion of students with cognitive deficiencies in a regular classroom environment. The research is developed within a quantitative methodological framework and a descriptive approach, through which the characteristics and behaviors of students with learning deficiencies are observed, and teachers' actions facilitate the teaching process. Then, to obtain data, two surveys were used as a technique; the first was directed to teachers of different educational units with administrative and classroom positions, and the second was directed to parents who have students with cognitive deficiencies. Statistical software is used for data tabulations, a tool for tabulating data through which the information is graphed and decentralized. The analysis of the results showed the importance of the teacher's assistance in integrating welcome provided by teachers in the integration of children with learning disabilities; in addition, it highlights the need to formulate contributions to the educational system of private institutions and private institution and to implement teaching methods that facilitate the process of educational inclusion.

Keywords: Academic management; inclusive education; inclusive education; special education; educational innovation; administrative management

INTRODUCTION

From a bibliometric analysis performed with VosViewer and with data from the most relevant databases, such as Web of Science and Scopus; therefore, it is possible to find adequate information on specific topics. In this way, it has been possible to design an academic and administrative management model for inclusive education considering special educational needs. This model seeks to be comprehensive for creating a particular education center and facilitates the organization of the academic and administrative model for an inclusive education that generates sustainability and social responsibility.

The academic and administrative management analysis is related to the discernment of the established curricular processes for the development of educational methods and techniques within the classroom and to determine the direction of the administrative processes carried out by the authorities of the educational institution to achieve the purposes of the educational system. For such reason, educational management is taken in its entirety and from the curricular practice within the academic training; otherwise, it can be directed to disjointed management and separating the different educational components (Garcia et al., 2019).

Management is the determining factor in the quality of the performance of the entities. It affects the administrative organization, leadership techniques, and especially the management (Hamui Sutton et al., 2016) on how to use didactic resources; it is a matter of the academic units, the effectiveness of performance that has drawn the continuous attention of school authorities, whose management is oriented in the improvement of educational processes, (Bolaño García, 2019; Villalobo Ropain et al., 2019).

For (Bourke-Taylor et al., 2018), academic management is the main component for quality in the performance of all entities, which same that is oriented towards the

innovation of education in aspects such as the educational training of people (students and teachers); however, it does not address the didactic and methodical procedure that include the designs of pedagogical models.

Based on the perspective of the observation made by the academic and administrative management, education. It is reflected that the teaching that takes place at the international level has a training perspective parallel to the current environment in which it develops. Decrees and to achieve that objective have been forged, regulations, resolutions, and policies have been generated, which contain the pedagogical designs of the guidelines and standards to be deployed within the educational institutions in the different areas of education to achieve that objective (Freire Quintana et al., 2018).

In the universal environment, publications study theories related to pedagogical designs from different approaches, analyzing conceptualizations and elements among which stand out (Mellado Hernández et al., 2016) those that point, who points out that the lack of conceptual agreements and the classification of existing pedagogical designs hinder the academic management of educators in the educational praxis of in the classroom. Instead, It should be oriented to the selection of the different pedagogical methods applied by the school, appropriate to the needs of each student (Gómez et al., 2019).

For its part, an inclusive education should be the essential fundamental foundation for academic management (Clavijo Castillo & Bautista-Cerro, 2019). It allows welcoming each child and young person while preserving the different qualities whose purpose is to implement and develop pedagogical models aimed at educational inclusion through the timely collaboration of the members of the academic units (Cornejo Valderrama et al., 2017).

A comprehensive education includes special training within each institution,

transforming the school environment into an inclusive space where diversity is encouraged, and respecting the different educational needs that learners may present in each stage of schooling throughout their lives. Internationally, inclusion is a vital and priority element in which academic management should be governed to administer policies that promote educational practices for all (Artiles Rodríguez et al., 2018).

In many Latin American countries and around the world, significant efforts have been made to create more inclusive school systems and institutions more inclusive. However, in the report on inclusive education, it is evident how distant they are from achieving their is to achieve stated objectives, demonstrating substantial discrepancies concerning the access to educational quality for girls and boys with special educational needs (García & Magdalena, 2018; Villalobo et al., 2018).

On the other hand, despite the interest shown internationally for inclusive education, the deployment of it has been demonstrated in the different proposals designed by several states and the vast amount of accessible research about inclusion. However, there is still a colossal contradiction related to the concept's definition, frequently addressing several difficulties and resistances that prevent the establishment of actions based on practices and policies aimed at developing more inclusive schools (Cretu & Morandau, 2020).

The worldwide calls for educational inclusion have guided many countries' efforts to achieve more inclusive policies and practices (Cárdenas & Inga, 2021; Cretu & Morandau, 2020). In this aspect, additional research is analyzed to identify the trend around inclusive education as a system of regular interactive education. Its action enables training at all educational levels (Shafran et al., 2020), demonstrating the interest presented by the most relevant countries of America and Europe in the execution of research related to issues of educational inclusion, whose result is shown below (See Table 1).

Table 1. Impact of research on inclusive education

Country	Papers	Cites
U.S.	1.602	13.231
Spain	280	1.562
Canada	179	2.206
Australia	226	2.347
Germany	238	1.495
U.K.	409	3.505
France	62	563
Sweden	146	1.231
Norway	96	989
Belgium	62	556

Source: Own elaboration

As can be seen, among the studies analyzed, the United States has the highest incidence of research related to inclusive education, with a total of 1,602 articles. In contrast, England has 409 pieces, and Spain has 280 articles. Among the countries with the rest of the research are Belgium, France, and Norway, with 62 articles that ratify the importance of inclusiveness in the educational process.

**Figure 1**. Impact of research on inclusive education
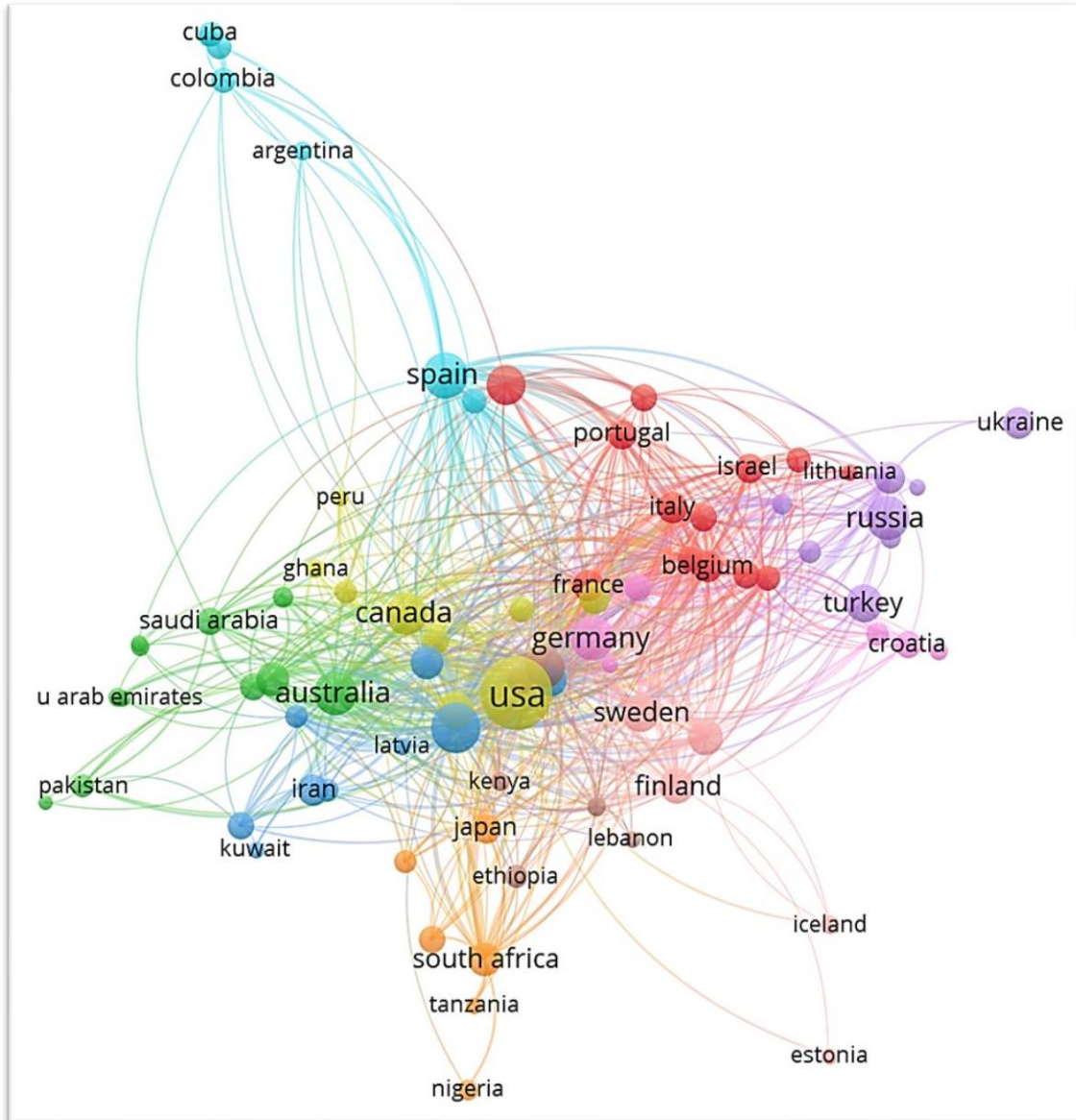
Source: Own elaboration

Through Figure 1, it is possible to visualize the universities or institutions in Spain that present research about special educational needs according to the year of publication; from 2015 to 2019, the number of institutions conducting inquiries on the subject has increased.

Figure 2 Authors with research on special educational needs.
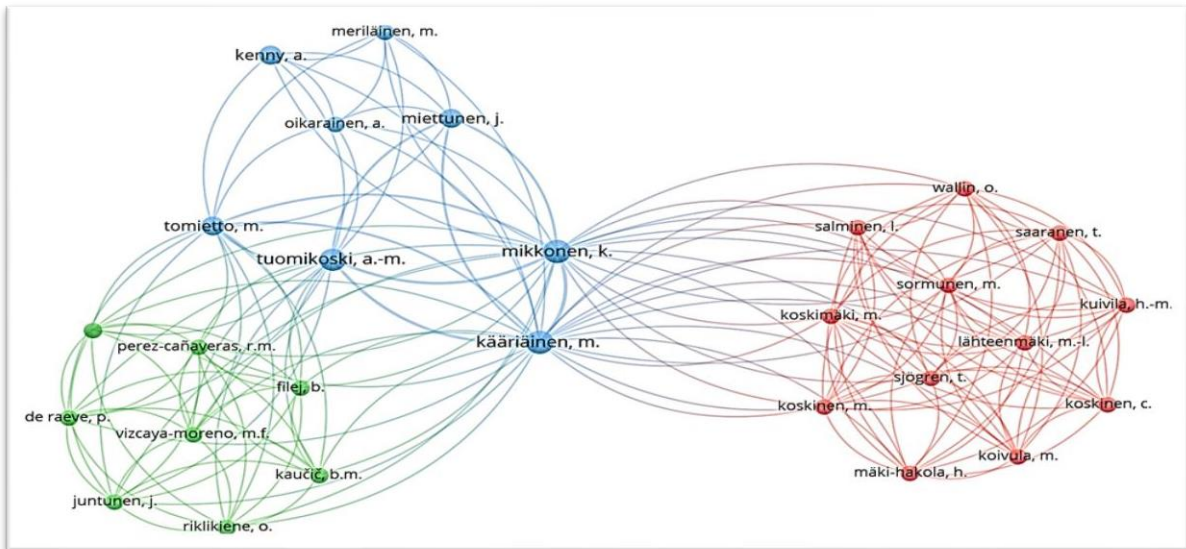
Source: Own elaboration

One of the most relevant difficulties regarding inclusive education is the need to clarify the concept of inclusion. It needs a broader perspective so that its meaning is not minimized only to a school context and attention to students with educational deficiencies in traditional institutions. Instead, it needs to be conceived as a political and social context, positioned in a specific environment related to a current social model or social model, with the global acceptance of educational diversity (Spiller et al., 2019).

In (Krischler et al., 2019) express what inclusion means and cite he cites Nilholm and Gorasson. They concluded that the definitions of inclusion used widely in the literature continue to lack conceptual clarity, which affects inquiries about academic management towards inclusion and the effectiveness of inclusive practices, highlighting that inclusive education will be efficient if it has the support of all parties involved, including the active members of an educational community.

When analyzing the scope and importance of the conceptualization of the inclusive education process, it considers the diversity of students and their right to equality and fostering. It fosters collaborative opportunities for all, integrating students with cognitive impairments or disabilities and students with substantial mental potential, guaranteeing the right to learn to live together.

The eternal dispute to achieve inclusive education entails a progressive program focusing on a profound social and cultural change, becoming a political challenge for those in power.

The political challenge for those in power requires the cooperation of all educational administrators to implement initiatives that help solve the various problems that hinder true inclusion in all areas of education (Carriazo Diaz et al., 2020; de la Oliva et al., 2015).

In this sense, education for all is conceptualized as the mechanism that attempts to respond to most students with different characteristics, thereby increasing integration in teaching and learning, culture, and school communities, minimizing exclusion from the regular education system, which is related to the active participation and outreach of students, specifically those who for various reasons are at risk of discrimination.

The main problem faced by people with disabilities is scarce access to the educational system; despite being a human right protected by several international conventions, this is still considered one of the biggest obstacles. In several countries, there is an alarming difference in educational opportunities for children with disabilities compared to the options provided to children without disabilities, which makes it impossible to achieve the necessary to establish complete changes in

this situation (Cueva & Inga, 2022; Yangari & Inga, 2021).

Since any process involves changes, whose approach is the improvement and innovation of education systems, thus allowing to meet the demands reflected in the integration process of all students in the same educational community. In this sense, inclusive education is focused on an endless search and school reformulation. It depends on the most suitable method to manage the policies deployed for addressing diversity and learning to live with those differences and value them as a positive factor in learning.

In its different regulations, the constitutional framework of the State of rights of Ecuador establishes protections. It guarantees human rights, focusing primarily on those individuals who make up groups historically separated from society, which are the people who present some disability. It is; fundamental to understand the reason for implementing the principles of equity and respect for individual differences in each political and administrative action involving educational agents (Mejía & López, 2016).

Likewise, the Ministry of Education should provide an inclusive environment for all members of the educational community to enjoy the same rights and duties, which facilitates the development of knowledge and participation in traditional schools, and respects their deficiencies or disabilities, ensuring the quality of education received. It implies that educational actors work to meet all students' needs, optimizing directive management (Florian, 2019).

The primary function of the National Directorate of Education focuses on caring for and protecting the integral fulfillment of the rights of students with disabilities, which involves the establishment of strategic programs that potentiate the development of skills; as well as their social integration, ensuring educational quality for people who present disabilities and require specific educational processes. Therefore, through the application of the LOEI regulations in Art. 28, the Ecuadorian State guarantees the learning, permanence, integration, and completion of the formation of students through the implementation of the National Plan of Good Living.

Given this, the Magna Carta of Ecuador considers education as a right of every individual for life, confirmed as the fundamental element of attention in which public policies are oriented. The state budget ensures adequate conditions for people's emotional and cognitive development according to the Constitution of the Republic of Ecuador of 2008.

The guidelines of equality and inclusion establish the demands of an egalitarian education in the country (Bortone et al., 2018), where inclusive learning determines opportunities and rights for all, setting policies that guide institutions' academic and administrative management. On the other hand, the Constitution of Ecuador (2008) determines the prevention of guarantees to ensure social and family development, seeking the establishment of opportunities for the social integration of learners with disabilities (Clavijo Castillo & Bautista-Cerro, 2019).

The policies of inclusion of individuals with different disabilities, including the various social strata and their acceptance considered a potential than a difficulty (Bourke-Taylor et al., 2018). Intense work is required, where political and methodical mechanisms are created for its implementation, considering education as the most demanding and primary environment to achieve the proper integration of individuals with different abilities into a community in which they should develop as active actors, being essential for them to be formed in unity and learn to live together with respect and mutual acceptance.

School integration is focused on welcoming students with disabilities into regular educational institutions, which is why innovative support mechanisms have been developed, integrating highly trained professionals in the field of cognitive disabilities. Referring that inclusion is based on a method where all educational actors are prepared to include the diversity of students according to the socio-community process (Inga et al., 2021; Inga & Inga, 2019).

Considering that individuals with some disabilities face various obstacles in the process of integration

into regular education, it is essential to direct research to the discernment of inclusive education processes to promote equity, ensuring the submission and value of diversity and its social integration (Cornejo Valderrama et al., 2017; Guerra et al., 2016).

On the other hand, it is essential to recognize the true meaning of inclusion since it is related to the capacity of educational institutions to meet each of the individual needs of learners; being important that institutions evaluate the pedagogical and didactic competencies that teachers have in terms of special educational needs, (Mejía & López, 2016).

For those mentioned above, the need arises to focus the study on knowing how the definition of Special Educational Needs and Inclusion acquire space in the constitution of rights for integrating learners and granting them access to an education with high-quality standards which recognizes their individualities and specific learning needs, (Sanchez, 2019).

According to (de la Oliva et al., 2015), it is believed that the educational system must establish inclusive programs which consider the diversity of characteristics and needs that people with disabilities have. It allows access to regular or ordinary education, integrating them into a pedagogy focused on girls and boys that also allows for meeting their needs efficiently, effectively abolishing discrimination and building an inclusive society.

(Cretu & Morandau 2020; Hallinger & Kovačević, 2019), Considers that inclusive integration begins in the classroom, where the student adapts to the characteristics presented by inclusion, preparing to ensure the satisfaction of the specific needs of each person or learner. Therefore, to achieve inclusive educational processes, academic managers and administrators of academic units must orient their academic management to respond to the specific needs of their students in an efficient manner. However, the authorities overseeing an institution can facilitate or hinder the processes.

Likewise, integration means optimally meeting the individual demands that some disabilities entail (Cretu & Morandau, 2020). While educating in a heterogeneous classroom means extending a

more dynamic curricular reform for which the required transformations are carried out. In the curricular proposal of the Ministry of National Education, it is fundamental to consider the composition of educational competencies, whose valuation welcomes a progressive deployment of knowledge and valuation of the different types of performance.

The Organic Law of Intercultural Education, in Article 28 of the Constitution of the Republic of Ecuador, establishes that education will respond to the public interest and will not be at the service of individual and corporate interests; universal access, permanence, mobility, and graduation will be guaranteed without any discrimination, and compulsory at the initial and high school level in an equivalence established by the Ministry of Education in 2017. However, the resources required to implement true educational inclusion are often not considered, and it is noticed that the law only partially achieves its objective.

By this law, the Ministry of Education states that 64,431 school-age children and young people with disabilities are enrolled in the National Education System this year. It represents 78% of the population with special educational needs between 3-17 years of age, so the education system must have the support of trained professionals to support the inclusion of children and young people with disabilities in the standard education process.

For many years in many jurisdictions, education for people with special needs was conceived in special schools separate from regular education schools. This procedure arose in part because of the additional support that was implemented in resources that are generally not available to all students; therefore, the definition of special needs education is tautological: the educational response to students with needs has been to provide special needs education, (Florian, 2019).

Within the framework of regular education systems, or as it is called in some countries, conventional, the Salamanca Statement stands out, which faced a significant challenge because students with disabilities were separated from traditional schools or regular education regimes (Carriazo Diaz et al., 2020). With time, the idea that conventional schools are the most effective instrument to confront discriminatory actions, forge inclusive societies, build an inclusive community and achieve the long-awaited

education for all is based on the idea that traditional schools are the most effective instrument for confronting discriminatory actions. In addition, providing quality education with warmth for most girls and boys improves the efficiency and, ultimately, the cost-effectiveness of the entire educational system (Florian, 2019).

Consequently, the present analysis of the academic and administrative management of the fiscal and educational institutions that have an inclusive perspective is where the current work is focused. Its fundamental objectives are to provide the academic units with tools that allow them to potentiate academic and administrative management while considering special educational needs for building the path towards inclusion and determining an academic and administrative model oriented to creating a specialized center. The reason is to ensure inclusive education, strengthening the teaching methodology introduced to potentiate basic skills in all students, regardless of their specific abilities.

PROBLEM FORMULATION AND METHODOLOGY

Methodological Design

Academic management with an inclusive approach involves a non-experimental methodological design of transversal and field type (Peters, 2003). The application of the selected methods was carried out in two phases; the first phase is related to practical studies linked to the collection of observational information through the execution of research techniques and instruments, in which primary sources of information are considered, where essential data related to the academic and administrative management of the academic units were extracted, in terms of inclusive education. In the second phase, the project's conceptual construction of topics of interest was carried out to know the education systems' characteristics, deficiencies, and benefits for including students with educational shortcomings.

Type of Research

The bibliometric inquiry type alerts to the cause of the problem that generates inadequate academic and administrative management in an inclusive education system. This situation helps to address the causes and effects that create it in various scenarios, providing data on the behavior of the phenomenon of inclusiveness. Similarly, the research is descriptive because it analyzes and explains all the elements that make up an inclusive education program and details the characteristics of students with disabilities (Sanchez, 2019).

Population and Sample

From the perspective of (Gómez et al., 2019), which states that the population is related to a group of individuals who will be the object of the research, which have common characteristics, the universe to be studied is determined. It comprises the fiscal, private, and municipal educational units and the representatives of children who are members of the academic departments from which the study sample extracted a small part of the elements that comprise the population.

For the present study, two populations were selected, the first one was made up of teachers who work in public, municipal, and private educational units located within the Metropolitan District of Quito and hold administrative and classroom positions, and the second one was made up of representatives of the institutions above, who have students with cognitive deficiencies, who were open to the application of the survey.

Sample Selection

The sample classification has an intentional non-probabilistic character; a group of teachers of the academic units with administrative and classroom positions and parents whose children are diagnosed was considered the study sample.

Consequently, the selected sample comprises a total of 118 participants. Of these, 43 teachers hold administrative and classroom positions; the rest are parents with children with disabilities in the same educational units.

The details of the sample selected for the application of the instruments are shown below:

Table 2 Description of the sample

Population and sample	Total
Fiscal educational units	25
Private educational units	11
Other educational centers	6
Mothers and fathers from the different educational units	75
Total, study sample	118

Source: Own elaboration

Data collection techniques and instruments

The data collection technique applied was based on two questionnaires; the first was used for teachers of academic units with administrative and classroom positions, and the second questionnaire was applied to the group of mothers and fathers selected in the sample, whose common characteristic is raising children with special educational needs, (Sanchez, 2019).

The questionnaire applied to teachers was structured with 24 items, oriented to evidence of the actions developed by teachers as promoters and evaluators of academic and administrative management, the application of dynamic interactions in curricular practice, the teaching method in pedagogical training, content administration, support, and socialization in schooling processes, required to facilitate the integration of students with disabilities in a traditional classroom environment.

The questionnaire applied to parents or representatives of the students consisted of a total of 23 items, focused on determining the parents' perception of the programs, methodologies, and materials that educational institutions must strengthen to realize the inclusion of students with disabilities in the regular education center.

Methodological process for the acquisition, analysis, and interception of information.

- Data collection began with selecting the groups of interest, which are segmented according to their characteristics, i.e., parents and teachers of the academic units.
- In the elaboration of the questionnaires, a Microsoft Google Forms system was applied, which facilitated the application of the surveys to the participants virtually or online.
- The tabulation of data was elaborated through the execution of statistical programs in Microsoft Excel and analyzed in Microsoft Power BI, through which the data collected in the application of the surveys is counted.
- For interpreting the data, graphs and tables are elaborated to correlate the data, generating segmented results under the dimensions studied.
- For the analysis and presentation of tabulated data, graphs are illustrated with percentages of information to facilitate understanding of the results.
- To determine the relevance of academic and administrative management in school integration programs for students with disabilities to a traditional classroom environment, a correlation of the most relevant data found in the survey was carried out through the application of Spearman's Rho correlation, using the SPSS statistical program (Pedroza & Dicovskyi, 2007). The methodological process is shown in Figure 3.

Figure 3: Flow chart of the research process.
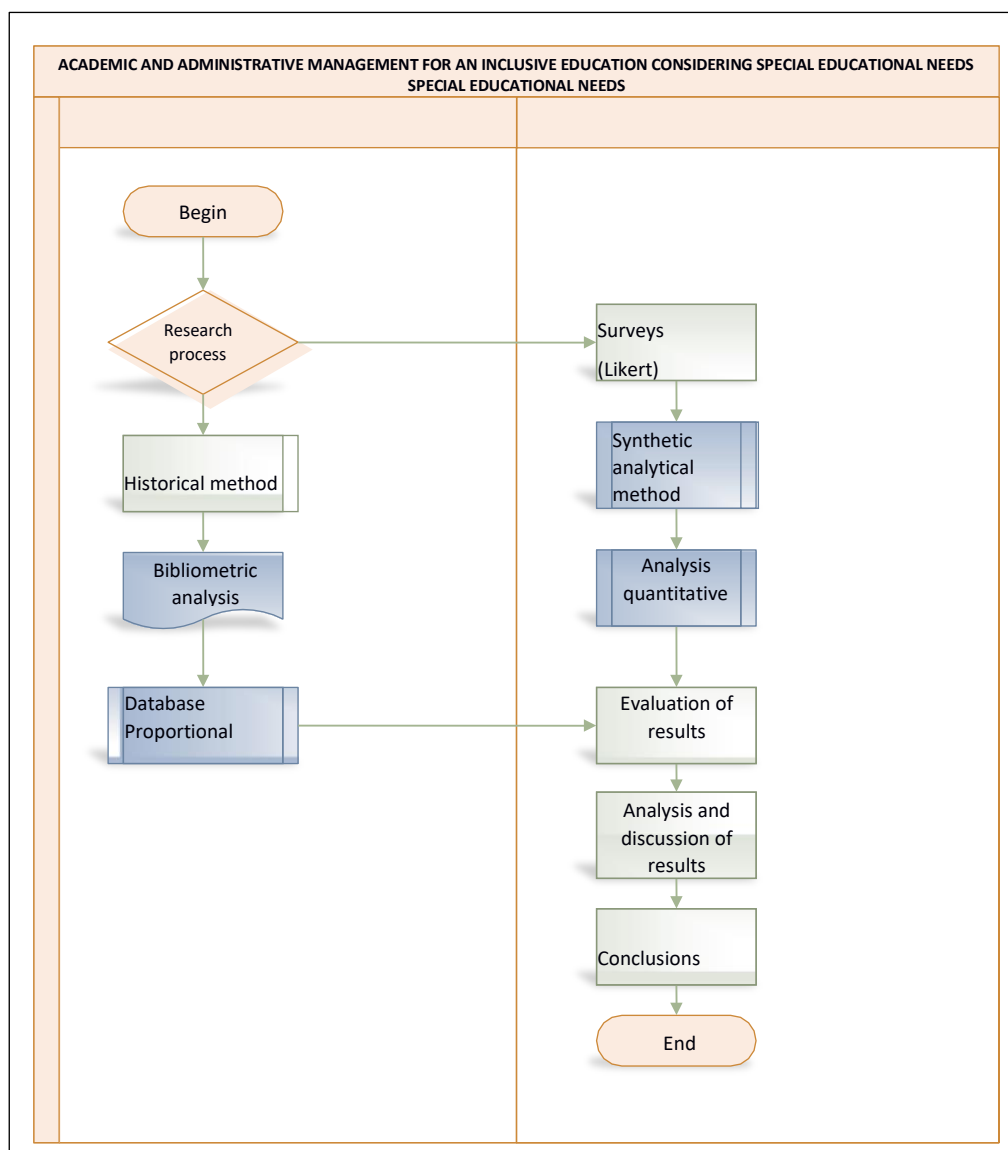
Source: Own elaboration

Interpretation of data

In this component, we have considered various factors that generate failure or success for inclusive education in terms of academic and administrative management, determined by the processes of inclusion of students with disabilities; for this, we analyze the results obtained from the collection and tabulation of the survey applied to teachers and representatives.

Considering that the policies established by the government aimed at increasing access to inclusive education alone do not ensure equality and equal opportunities in terms of the teaching effectiveness and learning outcomes necessary to achieve the success of the inclusion program (Paulson & Vargus-Adams, 2017). Consequently, it requires the willingness, and acceptance of

teachers and administrative staff of academic units, to eliminate educational practices that undermine equality (Paulson & Vargus-Adams, 2017). equity, thus promoting prevention and timely and systematic attention to the learning deficiencies of children with different abilities.

The analysis of the educational management process of the educational institutions investigated refers to the fact that teachers, as mediators of learning for students with different abilities in the classroom. Thus, structure participative didactic situations, creating conditions in which students are integrated into the learning processes (Florian, 2019) to raise awareness of their abilities.

It is found that most teachers agree with welcoming students with special educational

needs in the academic departments (54.8%); however, they are aware of the need to create training programs (87.8%) where educators can be trained and respond to the demands of students with learning difficulties. Therefore, the support received by teachers and administrative staff of the academic units with the educational inclusion program. These results are shown in Figure 4.
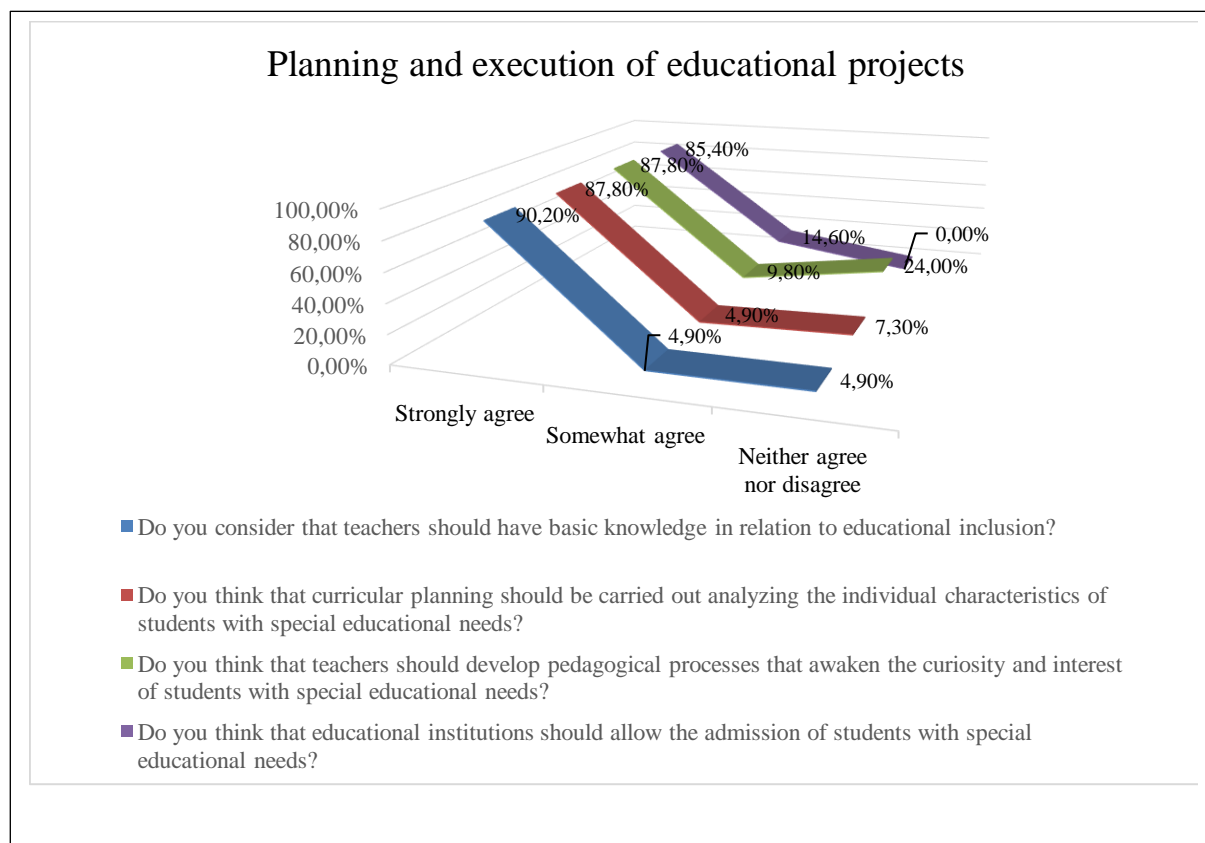
Figure 4. Support for the inclusion program
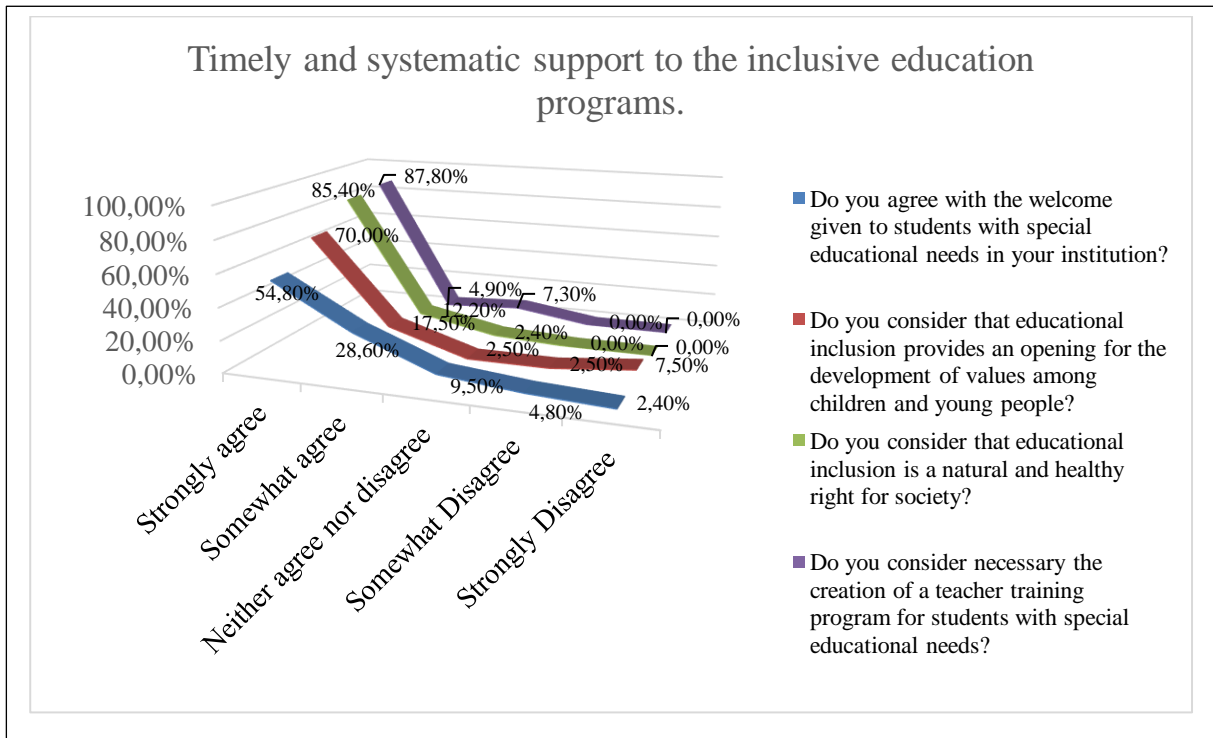
Source: Own elaboration

Considering that educational inclusion is a natural and healthy right for society, the data conforms with the importance of planning and executing pedagogical projects (85.4%). The State is called upon to design policies that benefit the most neglected academic units by strengthening the management of academic centers to develop a school environment suitable for learning, optimize teacher training, and promote parents' collaborative action in the educational community.

Regarding the process of planning and carrying out pedagogical programs, teachers consider that the participatory actions of students (87.8%) support the methods of research and development of activities and content that awaken the interest and curiosity of children with disabilities; therefore, all educators must have access to basic knowledge of inclusive education (90.2%), required for the achievement of new goals. Thus, it is evident that there is a high availability on the part of teachers and administrators to issue developmental actions to support children with disabilities. See Figure 5.

Figure 5. Planning inclusion projects

Planning and execution of educational projects

- Do you consider that teachers should have basic knowledge in relation to educational inclusion?
- Do you think that curricular planning should be carried out analyzing the individual characteristics of students with special educational needs?
- Do you think that teachers should develop pedagogical processes that awaken the curiosity and interest of students with special educational needs?
- Do you think that educational institutions should allow the admission of students with special educational needs?
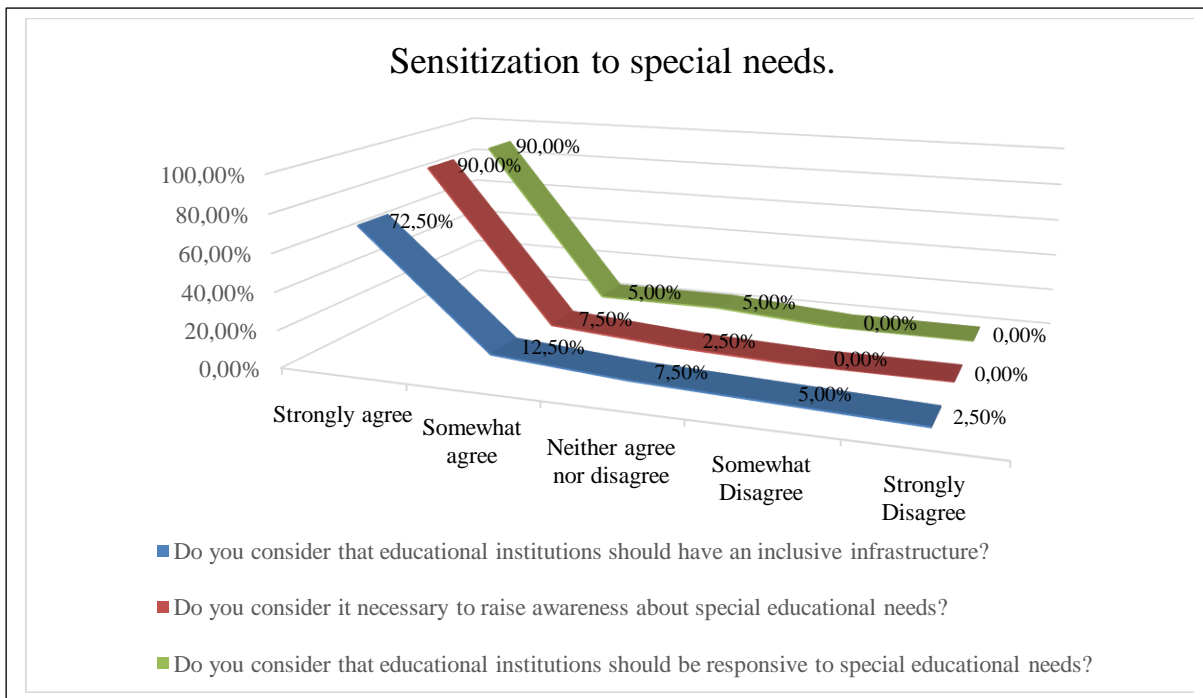
Source: Own elaboration

Concerning the role of community-academic management, it is evident that there are areas for improvement in the interaction of academic units, see Figure 3. A problem that is intensified in public institutions is one of the most striking factors related to the poor infrastructure or physical plant and the quality of education since governors hardly provide the teaching resources required to link inclusion programs.

In this sense, instead of joining efforts and wills to the inclusion and pedagogical development of students with different abilities, they are the limiting factor for true inclusion. 100% of the surveyed population considers it essential to make changes to improve the school environment and facilitate the integration process.

Additionally, teachers in close relationships with the administrative staff of the academic units in question, see Figure 6, ratify that there is a weak relationship with State educational authorities, making it necessary for them to become sensitized toward children with disabilities or learning difficulties (90%). In allowing the changes needed in the institutions, it is essential to assume the purpose of providing openness and integration of children with different abilities (90%), providing them with inclusive material and didactic resources, which benefit the system of integration and teaching students with some cognitive disability.

Figure 6. Inclusive Needs Awareness

Sensitization to special needs.

Legend:
- ■ Do you consider that educational institutions should have an inclusive infrastructure?
- ■ Do you consider it necessary to raise awareness about special educational needs?
- ■ Do you consider that educational institutions should be responsive to special educational needs?
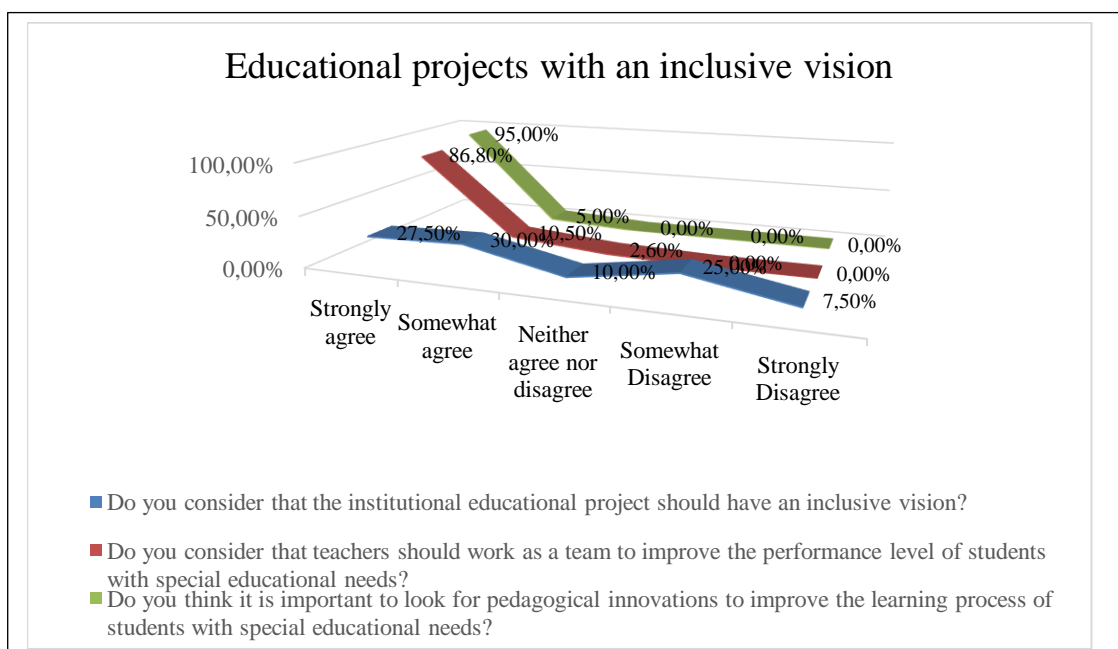
Source: Own elaboration

Likewise, teachers consider that it is fundamental that institutional educational projects should have an inclusive vision (27.5%) based on a systematic concept from the State administration to the school principals. Regarding the investigation of procedures or solutions to the different difficulties of the immediate community context, it is necessary to work together with State authorities to optimize the study methodology for children with cognitive disabilities (86.8%) through the formulation of educational policies aimed at pedagogical innovation, which improves educational practice (See Figure 7).

Figure 7. Inclusive Needs Awareness

Educational projects with an inclusive vision

Legend:
- ■ Do you consider that the institutional educational project should have an inclusive vision?
- ■ Do you consider that teachers should work as a team to improve the performance level of students with special educational needs?
- ■ Do you think it is important to look for pedagogical innovations to improve the learning process of students with special educational needs?

Source: Own elaboratioz

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Strategies to optimize academic and administrative management should consider establishing policies that include providing adequate didactic and technological resources to meet inclusive needs. In particular, the minority of students with learning disabilities. Cognitive disabilities are prioritized (Soto Calderón, 2011). Teachers believe that it is essential to contribute to the inclusive integration process of all existing technological resources; therefore, it is necessary to optimize the work of teachers and ensure that academic units have the appropriate specialized tools (Paz Soto et al., 2018; Pedroza & Dicovskyi, 2007), as well as the knowledge to operate them.

Given that the current situation in which the academic units perform, especially the fiscal institutions, makes it impossible to achieve the goals involved in the management of academic and administrative management; in addition, they are forced to develop socio-educational actions isolated to an efficient environment (Aguinaga et al., 2018; Ortegón Cortázar, 2015; Paulson & Vargus-Adams, 2017).

Academic and administrative management from the parents' perspectives

It has been visualized that one of the fundamental elements of the educational inclusion program is related to the permanent transformation and con-trol of school entities. It will allow eliminating or reducing the barriers that may be causing exclu-sion and putting at risk the entry, inclusion, and fulfillment of the academic training of all children, especially those with learning difficulties (Agu-inaga et al., 2018).

The perspective of children's representatives on the academic and administrative management of educators with school integration programs for students with disabilities in regular classrooms is evaluated.

The information shows a discernment of activities developed by administrators in terms of academic and directive management. These reveal that ed-ucational institutions have management person-nel with the competencies to create inclusive ed-ucation processes efficiently; however, several weaknesses are found in the organization and planning of programs and projects to enhance the inclusion of children with disabilities.

According to 84% of the representatives, school principals need to know the individual characteristics of students with special educational needs to plan projects and programs that meet the objectives for true inclusion. However, when comparing the results obtained from the information provided by the teachers, there is a positive correlation since they agree with the relevance of knowing these characteristics to provide an inclusive environment for all students, especially for the most sensitive ones, such as students with learning disabilities.

In this sense, given the absence of continuous diagnosis of educational institutions' needs by State authorities, both at the school and community level (Inga & Hincapié, 2015), there is a lack of organized projects inside and outside the institutions to favor the inclusion of students with disabilities in a regular education environment. Moreover, they do not have the necessary resources to ensure the accessibility of students with learning disabilities and support the learning of learners (84%).

Regarding academic management, representatives state that, despite principals' leadership, schools still need more technological and human resources to guide the operational instruments of inclusion programs. Some find it essential for schools to have an inclusive pedagogical proposal (79%), schools must have and inclusive pedagogical suggestion (79%), in which transformations are made to support the teaching of students with learning difficulties (77%) and maintain the coherence of the school system, where the academic training of teachers is essential to comply with school administrative requirements (73%).

Among the main contributions of inclusive education is the achievement of a true transformation of educational methods and techniques for meeting the specific demands of each student (Husbands et al., 2020; López & Valenzuela, 2015); this implies the restructuring of institutional policies and practices, where the academic management of managers is oriented to ensure the entry to regular schools in an equal educational environment for all. It is essential to have adequate intellectual control (86%), which focuses on promoting the learning of students with cognitive deficiencies and is oriented to respond to all students. This way, children with

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learning disabilities could participate effectively in society.

For this reason, parents consider it necessary for teachers and administrative staff to know about inclusion issues (81%) so that both authorities and

classroom teachers can intervene when they perceive a problem of exclusion or discrimination among students (81%). Understanding that education is a fundamental right of every person, and the school is the main instrument to cultivate a fair and equal society, see Figure 8.

Figure 8. Inclusive academic management.
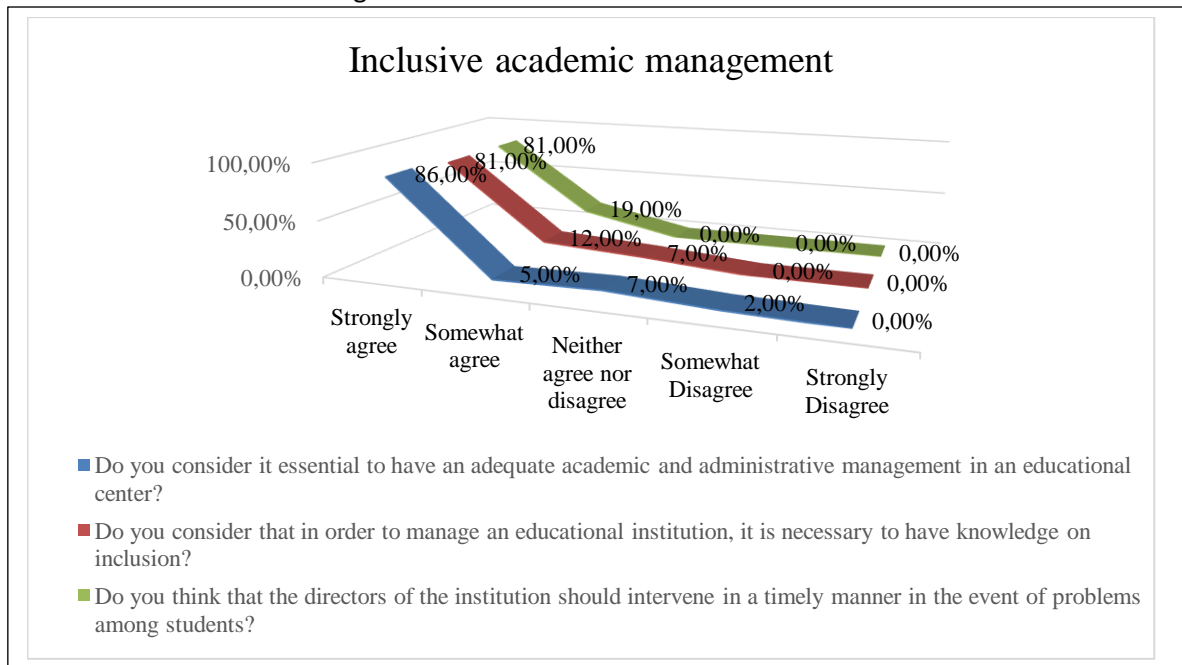
Source: Own elaboration

In an inclusive school, the diversity of girls and boys is considered normal, where differences are seen as positive factors. It is an opportunity to enrich learning (Fernandes et al., 2019; González & Alberto, 2017)

In addition to educating, inclusion enables the development of factors for community coexistence, such as pluralism, mutual understanding, and participatory democracy actions. It entails the social and community responsibility of all members of educational institutions; therefore, it is believed a fundamental duty that mothers and fathers must participate in educational improvements (73%) to promote collaboration and the development of essential academic knowledge for society.

To achieve true educational inclusion, teachers should have the necessary preparation to work with cognitive deficiencies (77%). It will make it possible to reach the students' maximum mental, creative and emotional potential, strengthening their right to learn.

ANALYSIS OF RESULTS

The results presented are related to the execution of correlation and significance tests between academic and administrative management dimensions and the inclusive education of children with learning disabilities in a regular institution. They make it possible to demonstrate the significance of actions developed by teachers and directors of the academic units with the success of the educational inclusion process.

According to Spearman's Rho correlation, it is determined that there is a linear relationship or a significance value between the variables when the critical level is lower than the established significance level, whose value generally lies between 0.05. It implies that if the value of the coefficient exceeds the score of 0.05, a significance or direct correlation is present, meaning; this one variable is directly affected by the other (Aguinaga et al., 2018; Cruz Vadillo, 2018).

Consequently, data on the five most important questions are collected through surveys with students with disabilities and teachers to calculate the correlation between the study variables. The Rho, Spearman correlation presents three critical values. The first value belongs to the correlation coefficient, the second value refers to the level of significance given by a variable, and the third is related to the number of cases (total questions) calculated in the correlation. The results obtained are presented below (See Table 3):

Table 3 Correlation between academic management and inclusive education

Parents → Teachers ↓			Should schools promote respectful relationships, cooperation, support, and tolerance towards students with SEN?	Do schools need to implement personalized assessment techniques and instruments that respond to the individual needs of students with SEN?	Do you believe that educational centers should have an inclusive pedagogical proposal?	Does the computer your child owns meet the minimum requirements for child training?	Is your level of digital skills (ICT use) adequate to support your child?
Rho de Spearman	Do you agree with the reception given to children with learning disabilities in your institution?	Correlation coefficient	,118	-,087	,030	-,129	,022
		Sig. (bilateral)	,457	,584	,848	,416	,889
		N	42	42	42	42	42
	Do you consider it necessary to create teacher training projects for students with learning deficiencies?	Correlation coefficient	,195	,156	,273	-,267	,054
		Significance (B).	,217	,323	,081	,088	,733
		Number of cases	42	42	42	42	42
	Do you think it is important to look for pedagogical innovations that improve the teaching methodology for children with disabilities?	Correlation coefficient	,119	,144	,180	-,007	,029
		Significance (B).	,452	,362	,255	,967	,854
		Number of cases	42	42	42	42	42
	Is the Internet speed in your home adequate for your work as a teacher?	Correlation coefficient	-,260	-,119	-,131	,173	,246
		Significance (B).	,096	,453	,408	,272	,116
		Number of cases	42	42	42	42	42

			-,044	-,097	,028	,138	,128
	Is your level of digital competencies (ICT use) adequate for your teaching work?	Correlation coefficient	-,044	-,097	,028	,138	,128
		Significance (B).	,784	,539	,859	,384	,419
		Number of cases	42	42	42	42	42
		N	42	42	42	42	42

Source: Own elaboration

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The correlation coefficient obtained through the RHO SPEARMAN test indicates a significant correlation between the endorsement offered by teachers in creating respect, tolerance, cooperation, and support expected by parents (r = 0.118; Sg = 0.457). 457), which means that educational inclusion is strongly influenced by the level of endorsement provided by teachers and authorities towards students with disabilities, who are obliged to create mutual respect and cooperation in the classroom to facilitate integration into the learning process.

Similarly, a significant relationship is found between teacher training and the creation of values of mutual respect and cooperation (r=0.195; Sg=0.217), as well as teacher training and the application of methodological techniques and instruments that respond to individual needs (r=0.156; Sg=0.156; Sg=0.323). 156; Sg=0.323). It highlights the relevance of training teachers in inclusive education for creating methodological methods and techniques that help optimize the learning of children with special educational needs.

Likewise, a positive sign is found between pedagogical innovations that improve the learning process and the creation of respect and cooperation (r=0.119; Sg=0.452) and between the dimensions of methodological techniques and instruments (r=0.144; Sg=0.362), as well as between the size of the inclusive pedagogical proposal (r=0.180; Sg=0.255), meaning that the dimension of the inclusive pedagogical proposal (r=0.180; Sg=0. 255). It means that the achievement of the implementation of educational inclusion projects depends directly on the pedagogical proposals that include the design of methodological techniques and instruments that help to improve the learning process of students with different abilities in an environment of respect and cooperation of the entire educational community.

In summary, the correlation between the dimensions of academic and administrative organization and the educational inclusion of children with disabilities is influenced by teacher training and pedagogical proposals that consider the specific requirements of students with cognitive deficiencies by formulating inclusion programs and projects that promote the learning of children. Creating a school environment of mutual respect and cooperation, strengthened by the collaboration of all members of the academic units.

CONCLUSIONS

The findings of this research facilitate the visualization of the level of participatory actions carried out by educational institutions in terms of inclusion processes, highlighting the effect that teachers' academic and administrative management has on the unification of students with cognitive deficiencies. The significance generated by the academic training of teachers and the implementation of technological and human resources in compliance with the goals proposed by inclusive education prevailed in the results.

Consequently, to achieve true inclusion, it is essential to create relationships of mutual respect and cooperation among all active members of an educational institution, being the school the most effective means to base the necessary instruments to improve egalitarian coexistence, which entails the participatory responsibility of the members of the educational institutions, to optimize the quality of education for everyone.

It also highlights the need for the current educational system to design pedagogical proposals that involve all the authorities for carrying out an inclusive, enriching, and more efficient school process, where diverse opportunities are provided to all the members of the academic units to get involved in the adequate planning of the student's requirements, and especially to the most vulnerable group in society.

Likewise, the results denote the need to enable actions in the academic and administrative management of the institution's authorities for improving the curriculum proposed by the State's regulatory body. The inclusive education project will facilitate the adequate progress of school learning methods, the achievement of quality standards, and the academic and social efficiency of the academic units.

On the other hand, the research process identifies deficiencies in the educational institution's academic and administrative

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management, making it impossible to achieve
and improve the performance of the educational
process.

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