Factors of educational inclusion to improve learning: Teachers' perspectives

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Abstract

In elementary school, inclusive education should be adapted to the needs of students with special abilities in areas such as recreational activities, feedback and methodologies and planning. The objective of the research is to analyze and describe the perspectives of educational inclusion factors among elementary school teachers to improve students' learning with special abilities. The methodology of the research is descriptive with a quantitative correlational approach in which 823 elementary school teachers participated through a voluntary and anonymous online survey with a measurement instrument that had two dimensions of eight and ten items which were optimal in the different statistical tests as in the analysis of the reliability factors of Cronbach's alpha (0. 968). The result shows that teachers are willing to improve the curriculum plan, provide specialized attention after training. There is a high perspective to interact with students with special abilities to improve student learning. There are institutional constraints on primary education teachers to improve the learning factors of inclusive education as well as unknown applications or technologies that can help the learning of students with special abilities in primary education. There are non-governmental organizations that seek the welfare of students with special abilities but the results are not very encouraging due to a lack of financial capacity.

Keywords: Educational inclusion, Inclusion, Learning achievement, Learning, Special abilities, Teachers.

Authors' Contributions: All authors contributed equally to the conception and design of the study.
Competing Interests: The authors declare that they have no competing interests.
Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained.
Ethical Statement: This study followed all ethical practices during writing.

1. Introduction

Inclusive education refers to balance educational contexts for all students to achieve the same success as other students but this has not yet been achieved because there is resistance within the school and in society itself. The advancement of theory regarding inclusive education is not yet strong New theories must be developed to improve educational inclusion not only in the classroom but also within society [1]. Educational policies in many countries have been improving with respect to inclusive education only on the emotional side because there are still barriers to support with exclusive educational specifications for inclusive education [2] despite the existence of factual laws and legal representations in favor of or against where teachers know the topic of "inclusion" and mention that "they only have an effect on children with special needs" [3].The practice of inclusive education during COVID- 19 in countries such as Argentina has not been able to guarantee access to students with special abilities due to a lack of technology and connectivity, so teachers put aside their curricular planning and ask for help with individualized attention from family members [4].

Due to the change in legislation and policies in developing countries, there is an increase in students with special abilities in the educational centers which has improved the academic and social levels due to the inclusive approaches applied in each institution [5]. However, due to limitations on the number of students per classroom they must migrate to other institutions and other countries seeking the welfare of the student with special abilities. That's why "new" institutions have the challenge of providing inclusive education to students with special abilities [6]. Students have been migrating as a result of some national governments implementing and developing commitments for the sake of inclusive education and existing multiculturalism in the classrooms especially in universities [7].

It should not only be a duty or a moral right for students with special abilities to be recognized by all governments but also an obligation to enhance the level of inclusive knowledge throughout society. According to the United Nations, there is a gap between society and students with special abilities while teachers demonstrate sufficient knowledge to meet the academic needs in the classroom using information and communication technologies (ICT) and open access applications [8] and even use some social networks to bring social inclusion to the outstanding levels expected to be achieved by 2030. The reflections, challenges, proposals and limitations are the gaps that we want to close in order to have an inclusive and informed society [9]. Educational inclusion has its roots in constructivism where global changes brought with them norms, decrees, laws and provisions on the valuation of educational inclusion [10].

Inclusive education came as a challenge but it must be taken as a necessity to achieve equity in education, improving the quality of teaching in the classroom and researching ways to improve it for the welfare of society [11]. According to the constructivist's viewpoint which comes from the ontogeny of knowledge, it reaches the subject through subjectivity, rejecting the idea that reality is objective. In other words, constructivism is an epistemic approach based on learning with emotions and action spaces whose development is present in teaching-learning that focus on the process of inclusive emotion [10].

The relevance of inclusive education effects educational centers at all levels worldwide with the practices and community management of inclusion where the main support is the teacher with whom they analyze the weaknesses, strengths and face the challenges to improve the inclusive educational quality [12]. These experiences are embodied in many universities where they seek the welfare of the student but there are still physical barriers, exclusive teaching resources for students with special abilities and others that are lacking in each institution depending on the case which have a negative impact on the students' attitude and academic performance [13]. The experience and knowledge of teachers about educational inclusion are strengths for students because they provide support, knowledge, characteristics management, training and the participation of parents where the government bets on supporting policies with new approaches for their applicability in educational institutions [14].

Students belonging to educational social inclusion have to face dilemmas such as whether or not the merit earned within a classroom corresponds to them, whether or not their vocation is what makes them continue studying and finally the adjustments that society makes to see a student with special abilities. These dilemmas provide opportunities to achieve better work from teachers, administrative staff and especially parents [15]. There are always barriers and assistance especially for teachers to improve social relations, the curriculum and other factors that make the student with special abilities feel comfortable in society [16, 17].

Researching the level of educational inclusion and learning factors in students will help to improve the quality of teaching through public policies where the teacher will not only be in charge of solving the problems of social inclusion [18] but he will also be responsible for designing initiatives through cultural movements and to achieve these significant effects in areas such as mathematics, science, engineering, technology and letters will have to achieve union and collaboration of the experience of teachers [19]. Education together with ICT has a significant effect on students with special abilities within all educational levels as ICT is very important for the implementation and improvement of their learning as well as allowing them to have and enjoy benefits within the curriculum to engage in social inclusion activities [20]. Due to its lack of implementation, they have limitations in their daily learning. The teacher created inclusive supportive groups that ensured participation, presence and social engagement with students with special abilities where individualized teaching was achieved but with different teaching contexts, so flexibility was demanded when making the annual curriculum where they train future teaching professionals [21].

1.1. Justification and Objectives of the Research

The presence of online education has caused apprehension among many parents who care for their children with special abilities because in countries such as Cuba the policies are consistent with their actions because the role of the teacher is of utmost importance to improve the quality of education [22, 23] which is lacking in other countries such as

Peru. The factors of influence towards educational inclusion on the part of teachers are their own experience and training [24] . This aspect is highly important for providing a quality education to students with special abilities. This research aims to provide knowledge of scientific value on the perceptions of primary level teachers towards inclusive education in a Peruvian context, so our main objective is to analyze and identify the perspectives of primary level teachers on the factors of educational inclusion to improve the learning achievements of students with special abilities. Similarly, the following specific objectives are established:

- To analyze and describe the perspectives of the actual implementation of curricular adjustments in educational institutions with the presence of students with special abilities.
- To analyze and describe the perspectives of teachers' dispositions to attend students with different needs and special abilities.

2. Methodology

2.1. Sample

The participants in this research are teachers (pre-school, primary and secondary) in Peru from whom data were collected and a sample of primary level teachers was selected from those who have students with special needs in their educational institution. The total sample is 823 teachers at the primary level. Due to fear, a lack of knowledge and a lack of support from primary school teachers, 62.6% of the total numbers of teachers surveyed were female and 37.4% were male. The teachers who participated in the sample work in state educational institutions (67%) and in private schools (33%), which means that there is a greater concentration of students with special abilities in state educational institutions because they have a curriculum in which teachers can apply inclusive education in their classrooms (4% and in the urban area (60.6%) with the sampling concentrated in the urban area because the attention of students with special abilities is of better quality in the urban area and parents make an effort to live in the urban area. Teaching experience is also a very strong point to ensure that students with special abilities have a good academic level and satisfactory learning. In the sample, 36.6% are teachers with <0 to 5> years of experience, 22.5% are teachers with (5 to 10> years of experience), 13.4% are teachers with (10 to 15> years of experience), 8.7% are teachers with (10 to 15> years of experience), 7% are teachers with (15 to 20> years of experience) and 18.8% of the teachers surveyed have more than 20 years of experience which concentrates more than 59.1% of young teachers who have been teaching inclusive education to encourage other teachers who know little or nothing about the topic of educational inclusion.

2.2. Instrument

The measurement instrument used for this research is from Valle-Flórez, et al. [25] which has been validated and has a Cronbach's alpha =0.929. This instrument has two dimensions: the first dimension refers to the actual implementation of curricular adjustments which has 8 items, the second dimension deals with the willingness of teachers to serve students with different needs which has 10 items. This instrument analyzes the perspectives of primary school teachers on the factors of educational inclusion that will serve to improve the learning achievements of students with special abilities. The first dimension analyzes the perspectives of D11: In my classes, I prioritize the competencies of all curricular areas for students with special educational needs, D12: In my classes, I adapt the learning objectives for students with special educational needs, D13: In my classes, I carry out adaptation or suppression activities, D14: In my classes, I modify the didactic resources for students with special educational needs, D15: In my classes, I modify the didactic strategies for students with special educational needs, D15: In my classes, I modify the methodological strategies of the teaching-learning process for students with educational special needs, D16: In my classes, I modify evaluation instruments for students with educational special needs, D17: In my classes, I adapt practical activities for students with educational special needs. D18: For students with educational special needs more time is available for feedback and evaluation deadlines. The second dimension analyzes D20: There is positive coordination with the technical assistance support services for teachers of the Local Education Management Unit (LEMU). D21: Teachers should modify the objectives of the curricular areas. D22: Teachers should modify, adapt or eliminate the learning purposes of the areas. D23: Teachers should adapt the activities of the curricular areas. D24: Teachers should adapt the didactic materials. D25: Teachers should adapt the methodological strategies for the teaching-learning process, D26: Teachers should adapt the feedback and evaluation system. D27: I know about the didactic learning experience. D28: In my planning, I included the learning purposes related to the learning experience and D29: I need information to introduce the learning experience. The scale used to measure the perceptions of primary level teachers on the factors of educational inclusion to improve the learning of students with special abilities is a 5-point Likert scale where the participating teachers could answer each item according to their criteria with the score they believed convenient using 1=strongly disagree, 2=disagree, 3 neither agree nor disagree, 4=agree and 5=totally agree. The sociodemographic dimension was also asked about gender (male and female), type of educational institution in which they worked (state or private), place or area where their work center was located (rural or urban area) and finally, the years of experience that each elementary school teacher had teaching in this profession, divided into 5 years of experience starting from 0 to 5 years up to more than 20 years of experience.

According to the original article, the results of the scales, validity and reliability are optimal for conducting research [25]. This instrument was chosen from 4 articles selected for their high validity and reliability. In addition, it accommodated and contextualized the Peruvian environment so we decided first to translate it from the English language and then contextualize it with the members of this research to the Spanish language and contextualize it with its peculiarities to Peruvian Spanish. A pilot test was conducted with primary school teachers in the province of Sullana where 32 teachers participated on a voluntary basis resulting in an optimal Cronbach's alpha value to continue the research. We

proceeded to obtain the data and conduct statistical tests that confirmed the validity and reliability of the measurement instrument. The reliability statistic Cronbach's alpha is 0.968. Intra-subjects' Analysis of Variance (ANOVA) is 467.94, gl=17, quadratic mean 27.526, F=61.557 and Sig. 0.000. Hoteling's t-squared test 442.308, F=25.512, Sig. 0.000. Kaiser-Meyer-Olkin's test of sampling adequacy is 0.972. Bartlett's test of the sphericity of Bartlett's Chi-square approximation is 15704.607, gl=153, Sig. 0.000. Goodness-of-fit test the chi-square is 707.471, gl. 118 and Sig. 0.000.

2.3. Procedure and data analysis

This research began in mid-January to learn about the perspectives of primary school teachers on educational inclusion, since classes were about to begin in educational institutions throughout Peru and it was necessary to analyze these perspectives to improve the learning achievements of students with special abilities after selecting and translating the original manuscript. A survey was conducted that was validated by four experts and tested with 32 teachers in a first stage to then formalize the survey, First, each teacher was informed that the survey was anonymous and voluntary and that they authorized the use of their answers once the research was completed to be published in the results section. The link to the survey was shared with the teacher so that they could share it throughout Peru with family, friends and others so that they could also have a multiplier effect and share it only with primary school teachers from both state and private educational institutions. During the online survey, the good practices and ethics of all research were considered which were promulgated in the Helsinki Declaration.

This research on the perspective of primary school teachers is "new and novel" in the Peruvian environment because educational inclusion in Peru has been the subject of very few research and has caused much impact on teaching in different educational institutions because some teachers did not know or had no knowledge about their   students' special abilities. This research surprised many teachers and had positive effects on them. There are teachers who are "afraid" to participate because of their lack of knowledge of the subject. There were limitations when the survey link was shared with the school principals since they requested that it be done with a cover letter and that it should be managed with authorization from the research center otherwise they would not share it their teachers, so we were forced to contact with teachers by telephone to explain the research and thus we achieved acceptance of the survey with 823 teachers surveyed out of the 1213 telephone calls that were made.

Once the survey was completed (March-June), we proceeded to download all the data collected in the Google Form and filter all answers to find if there were any incomplete responses or any inconsistencies. After reviewing the data and not finding any inconsistencies, the survey was programmed to be answered only once and with some mail we proceeded to format it to be processed through the SPSS program version 25   where the most relevant and important data for the scientific community were interpreted. Each test such as factor analysis and some statistical tests of great importance gave positive results. Normality, linearity, independence, residual analysis, non-collinearity and finally homoscedasticity were checked.

3. Results

Table 1 shows the means of the dimension on the actual implementation of curricular adjustments, i.e., the teacher agrees (3.72) to give greater priority to competencies for students with special abilities (D11) in adapting the learning objectives to improve the learning achievements of students with special abilities (D12), in making adaptive activities or deletions to improve the learning achievements of students with special abilities (D13), in modifying the didactic resources in the classroom to improve the learning achievements of students with special abilities (D14), in modifying the methodological strategies of the teaching-learning process to improve the learning achievements of students with special abilities (D15), in modifying the assessment instruments to improve the learning achievements of students with special abilities (D16),   in modifying classes by adapting practices and activities to improve the learning achievements of students with special abilities (D17) and finally the teacher does agree (3.84) in having more time for feedback and new evaluations to improve the learning achievements of students with special abilities (D18). In conclusion, teachers agreed with the actual implementation of curricular adjustments with the purpose of improving the learning achievements of students with special abilities.

Table 1.
Distribution of the mean with respect to actual implementation of curricular adjustments.

Statistics	D11	D12	D13	D14	D15	D16	D17	D18
Mean	3.72	3.82	3.81	3.80	3.83	3.80	3.84	3.84
Deviation	1.155	1.111	1.074	1.112	1.072	1.107	1.112	1.143
Variance	1.335	1.234	1.153	1.237	1.149	1.225	1.237	1.308
Skewness	-0.815	-0.881	-0.824	-0.859	-0.866	-0.855	-0.916	-0.860
Kurtosis	-0.103	0.111	0.147	0.053	0.159	0.061	0.169	-0.036

Figure 1 shows the distributions of the mean with respect to the actual implementation of curricular adjustments observing that the highest means are D17 (3.84) and D18 (3.84) where the teacher makes their respective adaptations of their practical activities so that the student can participate as well as all their classmates in the classroom and also where the teacher manages to give more time for feedback and evaluation deadlines with the sole purpose of improving the learning achievements of students with special abilities. The lowest mean is D11 (3.72) which indicates   that if the teacher

prioritizes the competencies of all curricular areas for students with special educational needs, they will improve their learning.
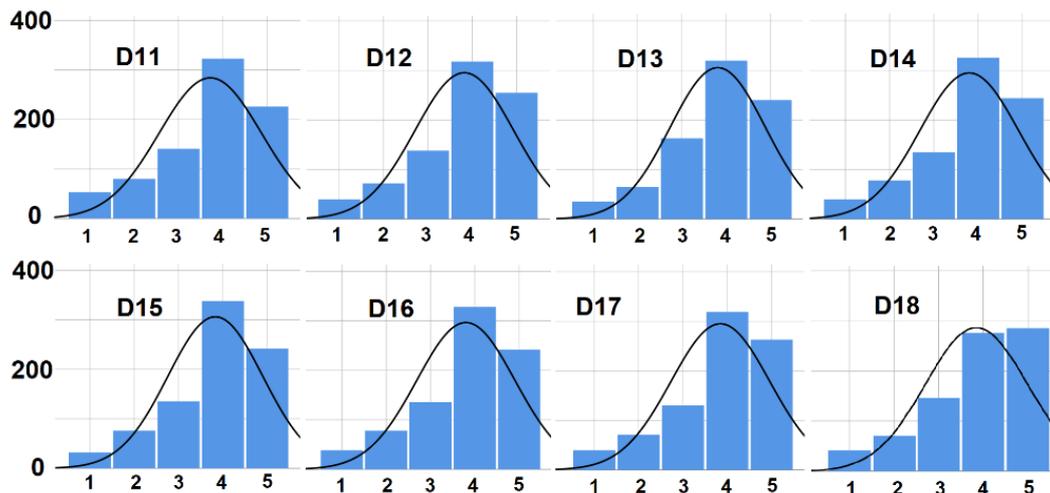

Figure 1.
Distribution of the mean with respect to actual implementation of curricular adjustments and its normal as a point of comparison.

Table 2 shows the means of the dimension on the willingness of teachers to attend students with special abilities whether they are willing or not to attend students, then teachers neither agree nor disagree (3.25) on the good coordination existing between the LEMU technical assistance with teachers which harms the learning of students with special abilities D20, teachers agree (3. 52) that they should modify the objectives of the curricular area to improve the learning of students with special abilities D21, teachers neither agree nor disagree (3.36) to modify, adapt or eliminate the purposes to improve the learning of students with special abilities D22, teachers agree (3.83) to adapt the activities of the curricular areas to improve the learning of students with special abilities D23, teachers agree (3. 86) in adapting didactic materials to improve the learning of students with special abilities D24, teachers agree (3.89) in adapting the methodological strategies to improve the teaching and learning process of students with special abilities D25, teachers agree (3.87) in adapting their feedback and evaluation system to improve the learning of students with special abilities D26, teachers agree (3. 82) in knowing the teaching experience of other teachers to enhance the learning of students with special abilities D27, teachers agree (3.89) in including planning and learning purposes related to the experience to enhance the learning of students with special abilities D28 and teachers agree (3.73) in seeking information to introduce their learning experience to enhance the learning of students with special abilities D29. In conclusion, there is willingness on the part of teachers to attend and improve the learning of students with different special abilities.

Table 2.
Distribution of the mean of teachers' willingness to attend to students with special abilities.

Statistics	D20	D21	D22	D23	D24	D25	D26	D27	D28	D29
Mean	3.25	3.52	3.36	3.83	3.86	3.89	3.87	3.82	3.89	3.73
Deviation	1.129	1.103	1.175	1.028	1.068	1.036	1.060	1.054	1.067	1.070
Variance	1.275	1.216	1.381	1.057	1.141	1.073	1.123	1.110	1.139	1.145
Skewness	-0.338	-0.478	-0.368	-0.817	-0.934	-0.927	-0.905	-0.794	-0.929	-0.686
Kurtosis	-0.623	-0.508	-0.738	0.293	0.410	0.472	0.340	0.100	0.343	-0.140

Figure 2 shows the means of the dimension on the willingness of teachers to serve students with special abilities compared to their respective normal, noting that the highest means are D25 (3.89) and D28 (3.89) where teachers are able to adapt their methodological strategies for the teaching-learning process and if they have the willingness to plan and include the learning purposes related to the learning experience with the sole purpose of improving the learning achievements of students with special abilities. The lowest mean is D20 (3.25) which refers to the existence of good coordination between technical assistance support services from the LEMU and teachers which greatly disadvantages students with special abilities.
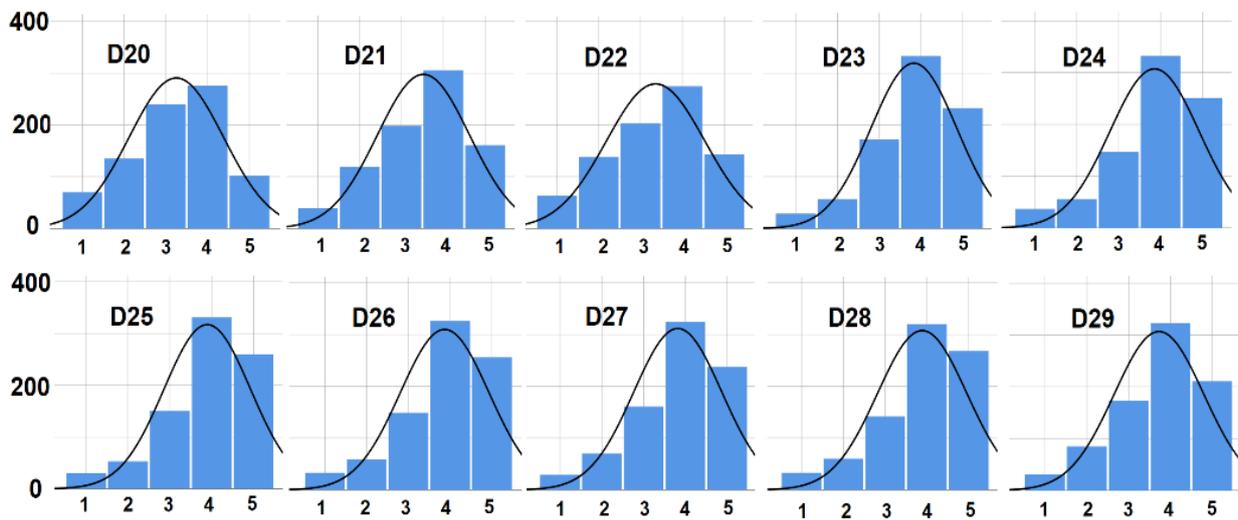
Figure 2.
Distribution of the mean of teachers' willingness to attend to students with special abilities as a point of comparison.

Table 3 shows the existing correlation between the dimensions and their respective elements. It is observed that there is a positive correlation which means that the relationship between elements is significant among them.

Table 3.
Correlation between the dimensions and their respective elements

Dimensions	D11	D12	D13	D14	D15	D16	D17	D18	D20	D21	D22	D23	D24	D25	D26	D27	D28	D29
D11		0.808	0.734	0.723	0.725	0.674	0.707	0.664	0.511	0.517	0.423	0.575	0.596	0.608	0.616	0.587	0.585	0.507
D12			0.779	0.797	0.804	0.741	0.763	0.732	0.505	0.511	0.410	0.612	0.644	0.642	0.658	0.629	0.638	0.520
D13				0.773	0.780	0.733	0.789	0.731	0.476	0.531	0.411	0.640	0.644	0.658	0.674	0.630	0.664	0.566
D14					0.816	0.757	0.793	0.744	0.470	0.535	0.427	0.624	0.654	0.660	0.643	0.615	0.653	0.537
D15						0.758	0.823	0.756	0.469	0.534	0.418	0.602	0.653	0.640	0.660	0.621	0.643	0.538
D16							0.822	0.788	0.446	0.511	0.417	0.582	0.590	0.590	0.602	0.568	0.632	0.536
D17								0.809	0.454	0.522	0.421	0.643	0.658	0.660	0.655	0.623	0.679	0.579
D18									0.456	0.519	0.398	0.593	0.595	0.618	0.641	0.606	0.626	0.560
D20										0.515	0.480	0.528	0.536	0.541	0.545	0.578	0.517	0.520
D21											0.622	0.606	0.589	0.606	0.585	0.565	0.564	0.537
D22												0.551	0.536	0.512	0.509	0.484	0.492	0.487
D23													0.826	0.834	0.816	0.774	0.782	0.677
D24														0.855	0.859	0.788	0.815	0.646
D25															0.863	0.818	0.815	0.684
D26																0.803	0.823	0.666
D27																	0.808	0.647
D28																		0.680
D29																		

4. Discussion

The right to educational inclusion is on a global scale with different directions as barriers to find greater inclusion and cultural diversity in the university which puts in trouble the entire university education system for compliance and adaptation with the provision of teachers, curricular adjustments, interaction between peers and the main resources to meet them [25]. Therefore, strategies of recognition and ethical values should be implemented in educational institutions to sustain a sustainable and inclusive education [2] between society and the educational community.

Children with special needs can achieve more positive effects if they interact with the same society and if their peers interact with them but the lack of institutional support, society and peers limits the work of educational inclusion [3]. We must encourage good practices of inclusive education from a very young age despite not being included in the curricula. The teacher should encourage some activity to raise awareness on the importance of inclusive education in the classroom and create a multiplier effect in society.

Students with special abilities do not achieve the learning objectives because of poor teacher-student communication. The intervention and support of family members are demanded due to the situation experienced by COVID-19 [4] because in the virtual classrooms, the teacher can achieve little or nothing if he or she does not have the means and effective tools for each student with special abilities. If opportunities for access to educational institutions were achieved, institutional challenges would have to be outlined and demonstrated through leadership to promote inclusive education involve the

entire educational community for the welfare of the student with special abilities [6] and ensure that students have a good quality of teaching and learning.

Local, national and international performers are needed to support social needs to improve living conditions for vulnerable groups such as students with special abilities using methodological, conceptual and empirical approaches to improve their students 'quality [9] which will achieve educational inclusion more than anything when the involvement and collaboration of the internal and external academic community provide effectiveness to teaching-learning in educational inclusion [13] at different levels of education and with trained professionals. The teaching practice and socialization of educational inclusion with colleagues and students are important to empower them with special abilities within society either with functional skills or active methodologies that have students as a central point [16] and achieve the involvement of the whole society.

The analysis of the educational system in many countries showed a lack of functioning and strengths for improving educational quality. The commitment to educational inclusion is of the utmost importance to transform education day by day reaffirming the commitment to provide a comprehensive and inclusive education [22] and the effort made by each teacher in each classroom should prevail to improve the learning achievement of students with special abilities. Thus, there are teachers who have a positive perception of the term "educational inclusion" compared to other teachers who are unfamiliar with the subject but are willing to maintain and improve the educational quality of students with special abilities. This assessment is very important to create plans and ensure good educational quality [24] at local, national and international levels.

The importance of this research will lead to better knowledge about educational inclusion. Since inclusive education starts in the classrooms of each educational institution to train good professionals who support education in inclusive special education, this research will also be part of it as well as a reference for other investigations. There are already some references that we are unable to get due to a lack of educational implementation. This research will serve as a model for other theoretical or practical research, since there is very little information in the Peruvian context and we hope that it will be used as a model for many research works such as those at the initial level, secondary level or university level where there is still very little information at those educational levels.

5. Conclusion

Primary school teachers are willing to improve the factors of inclusive education with the purpose of improving the learning achievements of students with special abilities that were analyzed from two dimensions: actual implementation of curricular adjustments in educational institutions with the presence of students with special abilities and the teachers' dispositions to attend to students with different needs and special abilities.

It was possible to analyze and describe the actual implementation of curricular adjustments in educational institutions with the presence of students with special abilities where the teacher is willing to implement the eight points studied in this dimension, mainly in practical activities and with more time for feedback and evaluations for students with special abilities.

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