Trabajo colaborativo y expectativa docente en el proceso inclusivo de una región peruana

Collaborative work and teachers' expectations in the inclusive process of a Peruvian region

Trabalho colaborativo e expectativa docente no processo inclusivo de uma região peruana

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Resumen

La inclusión educativa es un proceso complejo que se comprende plenamente cuando se toman en cuenta las actitudes de la comunidad educativa, particularmente del personal docente, ya que son elementos esenciales para abordar la diversidad en las poblaciones estudiantiles. Este estudio tuvo como objetivo principal establecer la relación entre el trabajo colaborativo y las expectativas docentes en el proceso de inclusión de estudiantes con discapacidad en educación básica.

El estudio utilizó un diseño correlacional con una muestra de 78 docentes, seleccionados mediante muestreo por conveniencia (M = 39.56; DS = 7.32). Se emplearon dos instrumentos: una escala de expectativas y un cuestionario sobre trabajo colaborativo, ambos diseñados para evaluar los niveles de estas variables.

Los resultados revelaron que las dimensiones de trabajo en equipo y reconocimiento están vinculadas con las expectativas docentes, aunque no se encontró relación con los objetivos grupales. En cuanto al trabajo colaborativo, la percepción más común fue de nivel regular, reportada por el 48.72% de los participantes, lo que refleja una percepción media. Asimismo, el 35.90% percibió un nivel insatisfactorio, mientras que el 15.38% señaló un nivel satisfactorio. En cuanto a las expectativas docentes, el nivel medio fue el más frecuente, con un 53.85%, seguido por un nivel alto en un 24.36%.

La conclusión de este estudio confirmó la existencia de una relación significativa entre el trabajo colaborativo y las expectativas docentes. Estos hallazgos pueden contribuir de manera importante a una mejor comprensión y manejo de la inclusión educativa de estudiantes con discapacidad en los entornos escolares.

Palabras clave: actitud, conducta, expectativa, trabajo en equipo, satisfacción.

Abstract

Educational inclusion is a complex process that is fully understood when the attitudes of the educational community, particularly teachers, are considered, as they are essential elements in addressing diversity in student populations. The main objective of this study was to establish the relationship between collaborative work and teacher expectations in the process of inclusion of students with disabilities in basic education.

The study used a correlational design with a sample of 78 teachers, selected by convenience sampling (M = 39.56; SD = 7.32). Two instruments were used: an expectations scale and a questionnaire on collaborative work, both designed to assess the levels of these variables.

The results revealed that the dimensions of teamwork and recognition are linked to teacher expectations, although no relationship was found with group objectives. Regarding collaborative work, the most common perception was of a regular level, reported by 48.72% of the participants, which reflects a medium perception. Likewise, 35.90% perceived an unsatisfactory level, while 15.38% indicated a satisfactory level. Regarding teacher expectations, the medium level was the most frequent, with 53.85%, followed by a high level at 24.36%.

The conclusion of this study confirmed the existence of a significant relationship between collaborative work and teacher expectations. These findings can contribute significantly to a better understanding and management of the educational inclusion of students with disabilities in school settings.

Keywords: attitude, behavior, expectation, teamwork, satisfaction.

Resumo

A inclusão educativa é um processo complexo que é plenamente compreendido quando são tidas em conta as atitudes da comunidade educativa, em particular do corpo docente, uma vez que são elementos essenciais para abordar a diversidade nas populações estudantis. O objetivo principal deste estudo foi estabelecer a relação entre o trabalho colaborativo e as expectativas docentes no processo de inclusão de alunos com deficiência na educação básica. O estudo utilizou um desenho correlacional com uma amostra de 78 professores, selecionados por amostragem de conveniência (M = 39,56; DP = 7,32). Foram utilizados dois instrumentos: uma escala de expectativas e um questionário sobre trabalho colaborativo, ambos destinados a avaliar os níveis dessas variáveis.

Os resultados revelaram que as dimensões trabalho em equipe e reconhecimento estão ligadas às expectativas docentes, embora não tenha sido encontrada relação com os objetivos do grupo. Em relação ao trabalho colaborativo, a percepção mais comum foi o nível regular, relatado por 48,72% dos participantes, o que reflete uma percepção média. Da mesma forma, 35,90% perceberam nível insatisfatório, enquanto 15,38% indicaram nível satisfatório. Em relação às expectativas docentes, o nível médio foi o mais frequente, com 53,85%, seguido do nível alto com 24,36%.

A conclusão deste estudo confirmou a existência de uma relação significativa entre o trabalho colaborativo e as expectativas docentes. Essas descobertas podem contribuir significativamente para uma melhor compreensão e gestão da inclusão educacional de alunos com deficiência nos ambientes escolares.

Palavras-chave: atitude, comportamento, expectativa, trabalho em equipe, satisfação.

Introduction

Educational inclusion is a complex procedure that is best understood when considering the teacher's attitudes, which are key to addressing student diversity (García, 2019), considered one of the most relevant aspects aimed at promoting education (United Nations [UN], 2023; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2023); likewise, if we look at the key points highlighted in the transformation of the educational system to make the right to inclusive education effective (Simón and Barrios, 2019). However, it is common to find a minority of Latin schools that continue to provide some support outside the regular classroom and there is no solid institutional culture that allows a change of approach (Orozco and Moriña , 2019). Special educational needs (SEN) refer to certain particularities of students at a given educational level who cannot learn in the same way or are considered not to have an average learning pace: it covers physical, sensory, and cognitive deficiencies (López and Valenzuela, 2015, p. 43).

To achieve educational inclusion of SEN, one of the suggested coping strategies is a collaborative teaching effort (CTE) between general education teachers and special education teachers (Sagredo-Lillo *et al.,* 2020). This requires collaborative exchange between teachers, students and the institution (Cuevas-Solar and Arancibia, 2020). In this sense, the systematic improvement process undertaken by educational institutions to eliminate the barriers that limit student learning and participation requires special attention to the most vulnerable groups (López and Manghi , 2021).

In this context, the present study is based on the Theory of Reasoned Action (Ajzen and Fishbein , 1980), which describes behavior influenced by attitudes, beliefs, and evaluations. According to Lobos *et al.* (2022) there are key factors to evaluate acceptability, such as perceived usefulness, attitudes towards use, and the presence of external variables. These changes include innovations in the educational community, where there is a range of different professionals, organized in interdisciplinary groups that work in unison, in search of one goal, mainly: support in the social and daily context of the student. (Jara and Jara, 2018), It can be inferred that the inclusive school requires significant changes in the expectations of teachers, which are essential to move towards a better and equitable education for all. In this sense, teacher training must include a level of preparation to respond to SEN in public schools: to guarantee the context of systemic change (Duk *et al.,* 2019).

In a theoretical analysis, one of the main organizational strategies used to learn from a holistic approach is collaborative work, developing it means having knowledge of one's

own abilities as a teacher and beyond the students, so learning is a social activity (Aguero Collaborative work is characterized by setting a common goal that is difficult to achieve individually, a strategy of training processes where members learn from each other and reconfigure the object of study through dialogue, participation and the construction of shared knowledge (López and Molina, 2018). In this sense, inclusive education includes the participation and cooperation of the entire school community, including administrators, teachers, students and parents (Bonilla et al., 2019).

It is important to highlight that cooperative work must be developed between teachers of differentiated classrooms and teachers of education. Following this logic, collaborative work between teachers considers new alternatives and ideas to communicate and support what others have to offer (Aguero *et al,* 2019). This is related to the implementation of educational leadership in schools influenced by the actions and practices that arise from the management team, particularly by the way in which they promote staff management in planning, collaborative work, motivation, experience and responsibility (Rivera and Aparicio, 2020). Being the team activity, which allows to develop a sense of community, greater motivation, professional growth and a sense of job satisfaction.

Expectations, on the other hand, are based on past experiences, stereotypes, and prejudices formed in each individual (Ferro, 2005). Maintaining high academic expectations promotes effective teaching, both for teachers and for teaching assistants and non-teaching professionals (Muñoz *et al.,* 2021). In this sense, Vera *et al.* (2021) point out that it is the parents who help define the child's expectations during the first years; after which, the teachers' references will shape the student's educational expectations. However, they do not focus on taking into account the impact of the schools' expectations, perceptions, and beliefs, despite their recognition as main actors. Thus, an investigation of expectations and discourses can serve as a reference for students to explore an aspect of the transition that improves the perspectives previously studied on the subject (Vera *et al.,* 2021).

The educational expectations of the family, especially those of the parents, and the development of the child's self-esteem play an important role in the child's learning process (Ehulech , 2021). In that sense, teachers' expectations are not automatically met. Students can prevent it from happening if they resist in a way that forces the teacher to change it (Lopez, 2017). Therefore, it is important to assess the learning attitudes and expectations of the educational staff as they affect children's school performance, their interest in school, their self-esteem, and their relationships with friends and teachers (Mora- Castelletto Teacher

expectations are inferences about students' current and future academic performance. These include teachers' beliefs about the student's ability to be dynamic versus the ability to be rigid, the student's ability to make use of instruction, and the appropriate difficulty of assigned *material* (López, 2017); furthermore, centers need to reflect on their educational processes and assessment activities, in order to create improvements in their dynamics and learning process for students with intellectual disabilities attending continuing education centers (Bizama and Martínez, 2021).

The theory that underpins expectations is the reasoned action of Ajzen and Fishbein (1980) that focuses on the rationality of behavior, based on a general pattern that people use before acting in a systematic, detailed and rational manner based on the information they have about the potential effects of doing so (Mújica *et al.,* 2011, p.78). It should be noted that in its beginnings it lacked the component of self-perceived behavioral control (Mújica *et al.,* 2011), ignoring the personal and situational obstacles that the individual faced when intending to perform a behavior. By including this new variable, Ajzen and Fishbein (1980) expanded the conceptual baggage of the theory by renaming it as the theory of planned behavior, thus incorporating the study of behaviors that may or may not be under control.

According to this theory, used in this study, human actions are influenced by three main factors: the positive or negative evaluation of the behavior (attitude towards the behavior), the perceived social pressure to perform or not the behavior (subjective norm) and the perceived ability to perform the behavior (self-determination). Validation or cognitive behavioral control is the main determinant of behavioral intentions and the final part of actual behavior. In this theory, the objective is to predict the probabilities and understand the determinants that make that behavior possible (Castillo, 2018).

Knowledge of initial expectations about the learning context and subsequent self-directed assessments allows for more sensitive tools, concepts, and methodology to foster improvements in teaching proposals (Schlegel *et al.,* 2020). Contextual characteristics require specific responses from learning communities to the daily challenges of inclusion. However, few studies have identified teachers' expectations of inclusion, as well as their relationship with collaborative work (Gelber *et al.,* 2019).

The study as such is justified by its relevance to address the educational and social barriers faced by students with special needs. Under this reality, collaboration between teachers allows the exchange of pedagogical strategies, resources and emotional support, which fosters a more inclusive and equitable learning environment. In addition, the

expectations that teachers have regarding inclusion are fundamental, since they influence their educational attitudes and practices. A teacher with high expectations regarding inclusion is more willing to adapt his or her teaching and seek creative solutions to ensure that all students have access to quality education. Within the context, where there are limitations in resources and training, collaboration and positive expectations are essential to advance an effective inclusive process that benefits the entire educational community.

This study describes the analysis of collaborative work and expectations in the teacher integration process in the Peruvian region of San Martin. In this model, all teachers of the school who are currently developing inclusion activities were included; driven by the importance of expectations in collaborative work that creates academic and school practices that positively impact performance in individual and institutional factors (Sevilla-Santo *et al,* 2020). Under this reality, the objective was to establish the relationship between collaborative work and teacher expectations in the inclusive process of students with disabilities in basic education, in order to understand and establish alternative scenarios for its replicability within the various contexts.

Materials and methods

Research design

Due to the nature of the analysis, the type of research is quantitative, since the information collected is verified through a correlational design that allows the relationship between both variables to be seen and then a proposal to be developed in response to the diagnosis. If the results corroborate the premises or are consistent with them, evidence is provided in their favor (Hernández *et al* ., 2014).

Participants

The study involved 78 teachers from inclusive educational institutions, who made up the population investigated, 68% were women and 32% men with a mean M = 39.56 and standard deviation SD = 7.32. The participants were selected through an intentional convenience sampling, where 22 educational institutions that provide inclusive education in the San Martín Region were identified, both in early childhood, primary and secondary education. For the selection of the participants, it was key to consider the inclusion criteria; in this sense, we worked with teachers who had been teaching in inclusive education for more than one year, teachers who had been in charge of students with different abilities in the last semester.

Teachers who were on leave, on vacation or who had been suspended from their duties were excluded.

Data collection instruments

Collaborative work

To measure the variables, the Collaborative Work Questionnaire was used, adapted in 2023 to the Peruvian context. It consists of four items, which respond to the acceptance of performance as a virtue of the effort of all those who make up the team to achieve the common goal. It corresponds to a one-dimensional questionnaire in relation to indicators such as group objectives, group work and recognition. In the present study, it was validated by five expert judges, through Aiken's V, a consensus of 89% was reached regarding the clarity, relevance and pertinence of the items. Likewise, the evaluation of its reliability through Cronbach's alpha showed a coefficient $\alpha = 0.85$, acceptable for its replicability.

Teacher expectations

The expectations inventory was used for its measurement. The test has been used in several current studies evaluating the frequency of actions and attitudes that teachers expect in relation to learning. It consists of 12 items in which participants rate the frequency of their participation. A score of 01 indicates low expectations, 02 average expectations and 03 high expectations. For the study, validation was considered by five expert judges, where a consensus was observed using Aiken's V of 93%, which implies a valid instrument. In addition, the reliability using alpha was $\alpha = 0.87$.

Data analysis

The study was reviewed by the ethics committee of César Vallejo University, through REPORT No. 103-2022-DID UCV. Data collection was carried out during the period 2023. Inclusive teachers from regular schools were selected, then their informed consent was requested before applying the instruments. The data obtained were processed using the SPSS 26 statistical package, as well as using the Excel program, and the results are presented in table form, indicating the results separately. It should be noted that the data to categorize the variables were established using the 33rd and 66th percentiles to group into three levels,

satisfactory, regular and unsatisfactory for the collaborative work variable and high, medium and low for the teaching expectation.

Results

The results are interpreted based on the information collected through the instruments. According to what is shown in Table 1, there is a relationship between collaborative work and expectations in the inclusion process in educational institutions in the San Martín Region, which is significant. This result indicates that both variables have a similar behavior; when collaborative work is present, so are expectations.

Table 1. Collaborative work and teaching expectations

	Worth	df	Asymptotic significance (bilateral)
Pearson Chi-square	17,267 [a]	4	.002
Likelihood ratio	19.253	4	.001
Linear by linear association	6.322	1	.012
N of valid cases	78		

a. 2 boxes (22.2%) have expected a count less than 5. The minimum expected count is 2.62

Source : $\chi 2$ correlation analysis in SPSS ®.

In Table 2 we can identify that the dimensions of teamwork and recognition are related to expectations, this corroborates the presumption that collaborative work is beneficial for expectations in the process and is not related to group objectives, which implies an isolated vision of the holistic.

Table 2. Dimensions of collaborative work and expectations

	Worth	df	Asymptotic significance (bilateral)
Group objectives	9.724 [a]	4	.045
Teamwork	14.104	4	.007
Recognition	11.335	4	.023
N of valid cases	78		

a. 2 boxes (22.2%) have expected a count less than 5. The minimum expected count is 2.62.

Source : $\chi 2$ correlation analysis in SPSS ®.

In Table 3, it was identified that the level of collaborative work perceived as most frequent is the regular one with 48.72%, which indicates an average perception of organized and cooperative work. In turn, 35.90% perceive an unsatisfactory level and only 15.38% interpret a satisfactory level. Likewise, it was identified that in the level of teacher expectations in relation to the inclusive process, the most frequent level is the medium one, with a percentage of 53.85%, which indicates mediocre expectations about specific capacities and behaviors of the students, in turn, it develops objectives taking into account the performance of the students. It was also found that the high level is at 24.36%, which indicates that the teacher teaches according to the learning pace and conducts himself according to the styles of this; giving particular attention to the students with lower performance and implementing teamwork in the students.

Table 3. Level of collaborative work and teaching expectations

Collaborative work	Frequency	Percentage	Teacher expectations	Frequency	Percentage
Satisfying	12	15.38%	High	19	24.36%
Regular	38	48.72%	Half	42	53.85%
unsatisfactory	28	35.90%	Low	17	21.79%
Total	78	100.00%	Total	78	100.00%

Source : Data analysis in SPSS ®.

Discussion

After examining the results, the existence of a significant relationship between collaborative work and teacher expectations in the inclusive process is confirmed, having a correlation coefficient of 17.267 , with a significance of 0.045. This suggests that both variables are associated. In line with what was found, Muñoz *et al.* (2021), who evaluated the attitudes and learning expectations of educational staff towards students with Down syndrome (DS), found that favorable attitudes generate better expectations for teachers and assistants in municipal educational institutions. According to Sevilla-Santo *et al* (2020), learning limitations are the result of not realizing their abilities or underestimating them (negative self-image); In addition to not having goals that guide their actions, which translates into less commitment due to not finding meaning in learning (meaning in life). Therefore, the need to train teachers in formative strategies in life is emphasized. For their part, López and Molina (2018) propose

collaborative teaching as an institutional strategy that can improve teaching and learning throughout the curriculum.

It is noted that Cruz (2019) describes the relationships built from the experience of school integration of students with disabilities from the perspective of the teacher; this allows to emphasize that relationships can be seen from three characteristics: relationships whose interests are based on a technical sense; relationships based on interests with a sense of practicality and relationships nourished with transformative attention. Also Bonilla *et al.* (2019), showed that schools did not have the factors that should be considered an integration center, teachers whose insecurities cause mistrust, anxiety and resentment. Their leadership, far from promoting collaborative work, causes discontent among members of the academic body. The diagnosis carried out helps to identify the factors for the development of the intervention process aimed at psychoeducation with an investigative action plan. For their part, Rivera and Aparicio (2020), point out that the characteristics of educational leadership in the context of comprehensive schools (PIE), allows to improve the development of good educational practices.

According to Mora- Castelletto *et al.* (2021), the intervention through collaborative work causes positive changes in the attitude of school staff towards students. This is confirmed by Krichesky and Murillo (2018), pointing out that teacher cooperation can manifest itself through practices that involve coordination, joint development and problem solving. Coordination appears to be one of the weakest forms of cooperation: it does not require shared values, does not create strong interdependence and does not necessarily foster student learning. On the other hand, developing interdisciplinary projects and solving common problems requires strong interdependence based on shared values and exchanges that have great potential to generate new learning. In turn, Aparicio and Sepúlveda (2019), point out that the experiences of practicing teachers working collaboratively with their peers, examining the factors that facilitate and discourage them, allows participation in all stages of professional development and is associated with different stages of life and career.

Although the study addressed a latent need for understanding within the educational field, during its development it has presented various limitations, mainly focused on the methodological level. Where the sample size or participants was considered as one of the elements that mitigate the generalization of the results; however, to report consistency on the data it is necessary to clarify that given the specialization of the teachers in inclusive education, these were more than 90%, which results in significant implications for various

scenarios. Another limitation corresponds to the length of time for collecting the information, since many of the teachers presented a very limited agenda to respond.

Conclusions

In summary, it is concluded that there is a significant relationship between collaborative work and expectations in the inclusion process in educational institutions in the San Martín Region, as evidenced by the $\chi2$ value obtained of 17.267 with a significance level of 0.002. It was identified that the level of collaborative work perceived as most frequent is regular, representing 48.72% of the responses, suggesting an average perception. In addition, 35.90% of the participants perceived an unsatisfactory level, while 15.38% interpreted a satisfactory level. Regarding teaching expectations, it was observed that the most frequent level is medium, with a percentage of 53.85%, followed by a high level with 24.36%, and a low level with 21.79%. A significant relationship was found between the dimensions of teamwork and recognition with expectations, which supports the idea that collaborative work positively influences expectations in the inclusion process. However, no relationship was found with group objectives, which suggests a non-global perspective of the inclusion process.

Future lines of research

Based on these results, in order to broaden the understanding of the relationship between collaborative work, teachers' expectations and the educational inclusion of students with disabilities, several areas of future research are suggested, such as longitudinal studies to conduct a long-term follow-up of these variables and examine how they evolve over time, as well as their impact on the academic performance and well-being of students with disabilities. Another line of research corresponds to the design and implementation of specific interventions in classrooms to encourage greater collaborative work among teachers and evaluate their effectiveness in relation to expectations and inclusion of students with disabilities. In addition, it would be interesting to conduct comparative studies between different cultural and educational contexts to examine how perceptions of collaborative work and teachers' expectations in educational inclusion vary, and what contextual factors may influence these differences. It would be relevant to explore the involvement of other educational actors, such as parents, school administrators and support professionals, in

collaborative work and how this influences teachers' expectations and the inclusion of students with disabilities.

Gratitude

To César Vallejo University, for the opportunity to develop a study of vital importance for the educational community, which highlights the need to address inclusive education from the perspective of teachers and other members.

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