Perspectivas docentes ante necesidades de educación especial inclusiva en la UACAM: un estudio de caso

Teaching perspectives in the need of inclusive special education at Uacam. A case study

Perspectivas de ensino frente às necessidades de educação especial inclusiva na UACAM: um estudo de caso

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Resumen

El objetivo de esta investigación fue determinar cuáles son las perspectivas de los docentes de la Universidad Autónoma de Campeche (UACAM) en torno a las necesidades de una educación especial inclusiva en dicha casa de estudios. Para ello, se empleó una metodología cualitativa, la cual permitió un primer acercamiento al problema de estudio. Para ello se diseñó una encuesta bajo el formato de la técnica de Likert que incluyó tres dimensiones (social, institucional y didáctica) que fueron construidas con base en 87 ítems que ofrecían cinco opciones de respuesta. Para este trabajo, sin embargo, solo se ofrecen los resultados de 14 ítems significativos que proporcionan información en torno a la perspectiva de los docentes hacia la compresión de la diversidad, así como las necesidades de cambios en la política educativa y de transformación en la práctica docente. En la investigación participaron 11 profesores (tres hombres y nueve mujeres) de la referida institución. De manera general, se puede concluir que si bien los profesores están a favor de iniciativas y cambios normativos que promueven la inclusión y la mejor atención posible a alumnos con NEE, también son conscientes de que trabajar con ellos puede ser difícil. De hecho,

muchos señalan que hay confusión en el momento de atender a personas con estas características, por lo que se les dificulta la elaboración de un plan de trabajo.

Palabras claves: educación especial, equidad, estudios de género, inclusión educativa, Universidad de Campeche.

Abstract

The research objective was to determine the teacher's perspective of the Autonomous University of Campeche (UACAM) regarding of a special education needs I said this institution. For this study, a qualitative methodology was used, which allowed a first approach to the study problem. For this a survey was designed using the Likert technique format that included three dimensions (social, institutional and didactic) that were constructed based on 87 items that offered five response options.

For this investigation work, however, only the 14 significant items were taken, that offered information about the teacher's perspective towards to the understanding of diversity, as well as the needs for changes in educational policy and transformation in teacher's academic practice.

Eleven professors (three men and nine women) for the aforementioned institution participated in the research. In general, it can be concluded that although teachers are in favor of initiatives and regulatory changes that promote inclusion and the best possible care for students with special education needs (SEN), they are also aware that working with them can be difficult. In fact, many point out that there is confusion when caring for people with these characteristic, making it difficult for them to draw up a work plan.

Keywords: special education, equity, gender studies, inclusive education, University of Campeche.

Resumo

O objetivo desta pesquisa foi verificar quais as perspectivas dos professores da Universidade Autônoma do Campeche (UACAM) quanto às necessidades de uma educação especial inclusiva na referida casa de estudos. Para tanto, utilizou-se uma metodologia qualitativa, que permitiu uma primeira abordagem do problema de estudo. Para isso, foi elaborada uma pesquisa no formato da técnica Likert que contemplou três dimensões (social, institucional e didática) que foram construídas a partir de 87 itens que ofereciam cinco opções de resposta. Para este trabalho, entretanto, são oferecidos apenas os resultados de 14 itens significativos que fornecem informações sobre a perspectiva dos professores em relação à compreensão da diversidade, bem como as

necessidades de mudanças na política educacional e de transformação na prática docente. Participaram da pesquisa onze professores (três homens e nove mulheres) da referida instituição. De forma geral, pode-se concluir que embora os professores sejam a favor de iniciativas e mudanças regulatórias que promovam a inclusão e o melhor atendimento possível aos alunos com NEE, também estão cientes de que trabalhar com eles pode ser difícil. De fato, muitos apontam que há confusão no atendimento a pessoas com essas características, dificultando a elaboração de um plano de trabalho.

Palavras-chave: educação especial, equidade, estudos de gênero, inclusão educacional, Universidade de Campeche.

Introduction

Special education is an academic option that arises with the purpose of replacing traditionally exclusive and discriminating schools with spaces where everyone has the same opportunities, regardless of gender, age, social or ethnic origin, economic condition or needs. learning specials (Romero and García, 2013). In this intention, of course, special education has had to adapt to the political, social, economic and ideological frameworks of each moment (De Landsheere, 1996; Toscano, Ponce, Cruz, Zapién, Contreras and Pérez, 2017; Vergara, 2002 ; García, 2018)) in order not only to "guarantee everyone free and free access to the different educational levels, but also the possibility of successfully passing them" (Miguel and Indart, 2015, p. 458). For this reason, Vergara (2002) affirms that the history of special education is also the history of cultural anthropology, since it must be remembered that people with special needs have always existed.

Now, although this need for an equitable education is a widely publicized and accepted premise (Unesco, 2015, cited by Toscano et al., 2017), reality shows that there is still much to be done to consolidate this ideal.

For example, in the case of the Autonomous University of Campeche (UACAM) (institution where this research is carried out), it can be indicated that within its Institutional Development Plan the intentions to offer a quality, flexible, inclusive education are indicated , with social ties and applied research, and with clear accountability. These were some of the demands to significantly improve the ability to respond to a knowledge society and to link with strategic axes of the Education Sector Program that sought to eradicate poverty and assist vulnerable groups (UACAM, 2015-2019).

However, neither of the strategic axes or slopes of the Institutional Development Plan (UACAM, 2015-2019) nor in the specific action strategies specify the actions that must be developed to serve people with SEN. For this reason, the purpose of this research was to determine what were the perspectives of the UACAM teachers regarding the needs of an inclusive special education in said house of studies.

Education and university educational policies

When making changes or reforms in educational policies, the objectives set must be clear to clearly perceive the achievement of the projected learning, as well as the guarantee in the conditions of access, permanence, inclusion and participation of all students, including those with needs. special educational programs [NEE] (Aguilar, 2019; p. 2). These reforms, of course, must also include radical modifications in terms of the anachronistic conceptions of teachers, educational authorities and other factors related to education in that individual differences (physical, psychological, social, etc.) are an inherent fact. to the human condition (Palomares, 1993). For example, for the condition of mental retardation, it should be known that it is currently defined as a characteristic associated with intellectual performance that is significantly below the average (Ortiz, 1999).

In this sense, and due to the increase in students with SEN in the levels of upper secondary education and higher education, it must be aware that all human beings are different, hence, it is necessary to try to provide the most personalized attention possible (Aranda, 2002, p. 21).

This incidence of students with SEN is reflected within almost all the academic units of the UACAM, according to the information offered by its transparency portal, which was requested to know the number of students with different and special abilities during the annual periods of 2015 to 2019 (phases 1 and 2), as well as the list of courses for institutional teacher training within this area (table 1 and figure 1).

Tabla 1. Alumnos con capacidades diferentes y especiales en los periodos anuales de 2015 a 2019, en las fases 1 y 2

Nivel Educativo	Fase 15-1	Fase 15-2	Fase 16-1	Fase 16-2	Fase 17-1	Fase 17-2	Fase 18-1	Fase 18-2	Fase 19-1	Fase 19-2
Bachilleratos	209	188	330	320	299	296	430	362	458	413
D.E.S. Ciencias Agropecuarias	0	0	0	0	0	0	10	8	18	14
D.E.S. Ingenierías y Ciencias	3	3	4	4	10	9	109	96	215	200
D.E.S. Ciencias Sociales y Humanidades	4	3	0	3	9	3	195	175	381	342
D.E.S. Salud	4	4	8	5	18	12	201	164	346	298

Fuente: Plataforma Nacional de Transparencia. Infomex-Campeche: Folio 0100111920

Figura 1. Incidencia de alumnos con NEE
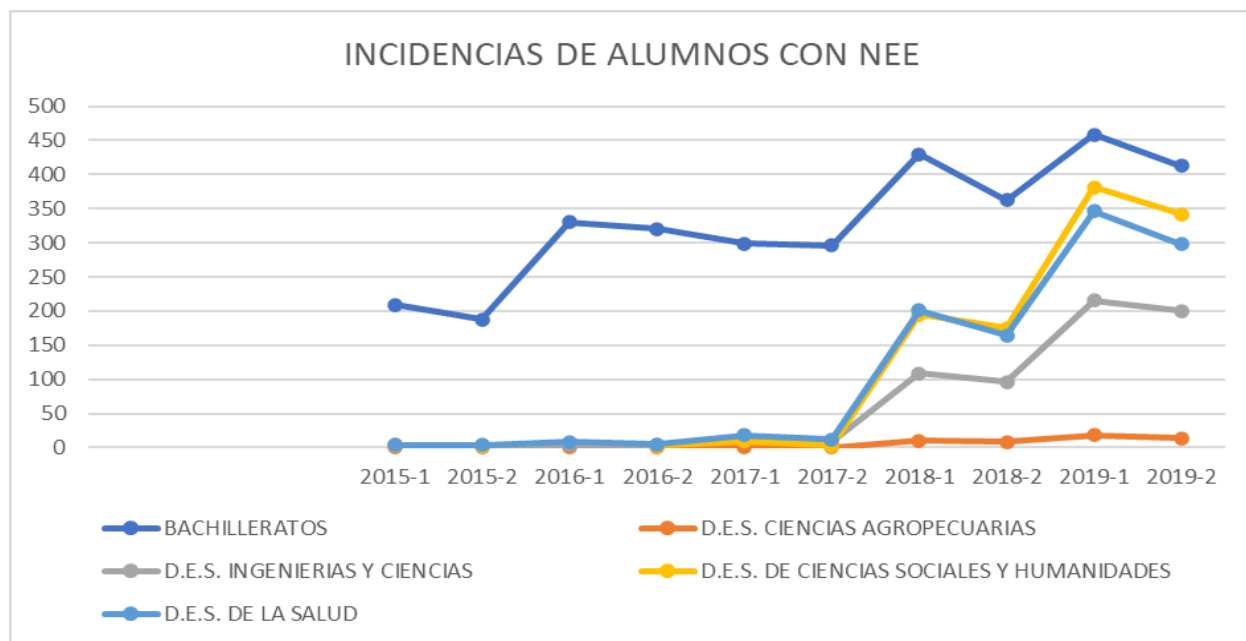
Fuente: Plataforma Nacional de Transparencia. Infomex-Campeche: Folio 0100111920

Regarding the above information, it is necessary to highlight the increase in students with SEN at the university educational level and that criteria are not applied in the specific records before the school control area during their admission, permanence or graduation, so they are only expressed in general terms based on people's disability.

The university educational context and educational policies

The Autonomous University of Campeche (UACAM) is an educational institution committed to a constantly growing society that carries out coordinated work with universities of higher education and with the different orders of government to offer quality training and to expand educational coverage in the upper and upper middle levels.

In this sense, for the 2017-2018 school year, 981 people entered the university's preparatory schools, which translates into 7.1% of the coverage level of high school graduates. Likewise, there were 5.4% (2,758) of the 50,917 young people of age to attend upper secondary education in the state.

In the case of higher-level schools and faculties, the UACAM enrolled 9.0% of the 78,450 students throughout the state of age to attend the higher level (National Institute of Geography and Information Statistics [INEGI], 2010; cited in UACAM, 2018-2019). For the 2018-2019 cycle, the total school-age population for higher education was 32,167 students, of which 7,375 were enrolled, which represented 22.9% of the state total.

In the call corresponding to the 2019-2020 school year, 5,318 applications were received: 1,133 for the upper secondary level and 4185 for higher-level programs (6.4% more than the previous year), of which 987 entered the upper secondary level, 1994 in the superior and 127 in postgraduate. All of this was integrated into the existing enrollment, which translates into a total of 10,136 students: 2,670 at the upper secondary level, 7206 at the undergraduate level and 260 at the postgraduate level.

With positive expectations towards programs that meet quality standards, UACAM is committed to promoting a change in higher education based on the evaluation of quality and performance. For this reason, there are currently 19 programs recognized for their good quality, 15 accredited by bodies of the Council for the Accreditation of Higher Education [Copaes] and 7 at level 1 granted by the Inter-institutional Committees for the Evaluation of Higher Education [Ciees] . In fact, so far 82% of educational programs (19 out of 23) have the corresponding accreditation.

The university's academic staff is made up of 791 teachers: 133 at the upper secondary level and 658 at the higher level, of which 314 are full-time research professors [PTC], 11 part-time research professors, 55 technical teaching technicians. full time, 3 part-time teaching technicians, 7 academic technicians and 401 subject teachers.

Due to the increase in educational quality, the training and education of teachers is a permanent task, which is why - according to their training - 64% of teachers have a bachelor's degree at the upper secondary level, 2 % have a specialty and 34% have a master's degree.

At the higher level, 151 (22.9%) have a bachelor's degree, 3 (0.5%) have a specialty, 55 (8.4%) have a specialty in the health area, 327 (49.7%) have a master's degree, and 21 (18.5%) have a doctorate degree. That is, 77.1% of the teaching staff that teach at the higher level have postgraduate studies. Likewise, of the total PTC, 93% are registered in the Program for Teacher Professional Development [Prodet] of the Ministry of Public Education.

Methodology

This research (derived from a doctoral thesis project) was based on qualitative methodology and was carried out through a case study that allowed a first approach to the chosen study topic. For this, a survey was designed under three dimensions (social, institutional and didactic), which were constructed based on 87 items and which offered five response options; each on a Likert scale ranging from Strongly Agree to Strongly Disagree. For this work, however, only the results of significant items are offered that provide information about the perspective of teachers directed towards understanding diversity, as well as the needs for changes in educational policy and transformation in practice. teacher. Specifically, the items selected were the following: 1, 3 and 12 for the social dimension; 25, 26, 29, 36, 38, 43, 49, 56 and 57 for the institutional dimension; and 60 and 62 for the didactic dimension.

The instrument used yielded a validity index through Cronbach's alpha of 0.807, a value that was achieved through the descriptive statistical analysis of the data processed with the statistical software Statistical Package for the Social Sciences (SPSS).

Eleven professors (three men and nine women) who had the following university studies participated in the research:

- A teacher with a bachelor's degree.
- Two interns or doctoral candidates.
- Three with the level of doctor.
- Six with mastery level.

In terms of workplaces, eight teach at the upper level only; one works at the upper and upper middle levels and two at the upper middle level.

Likewise, it is important to mention that only four teachers of the nine who work at the higher level participate in the Teaching Career, a program that stimulates the teaching work they carry out through financial resources. This consists of tutorial actions, academic management, research and classes in front of the group.

Results

Next, the results obtained in each of the dimensions selected in this work are offered. In the first place, tables 1, 2 and 3 show the findings obtained with items 1, 3 and 12 (social dimension):

Social dimension: Understanding diversity and teaching practice

The data offered in tables 2 and 3 allow us to affirm that teachers are aware of the differences that exist between students, as well as the need to attend to everyone regardless of origin, social conditions, ethnic factors or physical or physical deficiencies. mental.

In Table 4, on the other hand, it is observed that most of the participants agree or strongly agree with helping people with different capacities when they cannot carry out activities.

Tabla 2. Ítem 1. Todos somos diferentes en capacidades, costumbres e historia de vida

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	DE ACUERDO	4	36.4	36.4	36.4
	MUY DE ACUERDO	7	63.6	63.6	100.0
	Total	11	100.0	100.0	

Fuente: Elaboración propia

Tabla 3. Ítem 3. Existen diferentes formas de ser de acuerdo con las familias que los encausa

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	EN DESACUERDO	2	18.2	18.2	18.2
	NI DE ACUERDO NI EN DESACUERDO	3	27.3	27.3	45.5
	DE ACUERDO	5	45.5	45.5	90.9
	MUY DE ACUERDO	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Fuente: Elaboración propia

Tabla 4. Ítem 12. Si las personas con capacidades diferentes no pueden realizar actividades, debo ayudarlas

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	EN DESACUERDO	1	9.1	9.1	9.1
	NI DE ACUERDO NI EN DESACUERDO	3	27.3	27.3	36.4
	DE ACUERDO	5	45.5	45.5	81.8
	MUY DE ACUERDO	2	18.2	18.2	100.0
	Total	11	100.0	100.0	

Fuente: Elaboración propia

Institutional dimension: Changes in educational policy, articulation in educational levels and teaching challenges

This institutional dimension focused on the implications of the educational system in terms of the social transformations that are faced and the needs for professional updating. Specifically, it can be indicated that 45% of those interviewed support the educational changes and reforms that should be carried out to promote the inclusion of people with SEN. Likewise, 27% consider that educational programs are disconnected (table 6) and 18% find special education frustrating (table 7).

Tabla 5. Ítem 25. Por la diversidad que existe en nuestro país, esta reforma educativa se debe dar

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	NI DE ACUERDO NI EN DESACUERDO	6	54.5	54.5	54.5
	DE ACUERDO	4	36.4	36.4	90.9
	MUY DE ACUERDO	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Fuente: Elaboración propia

Tabla 6. Ítem 26. Los niveles educativos están desvinculados

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	MUY EN DESACUERDO	5	45.5	45.5	45.5
	EN DESACUERDO	3	27.3	27.3	72.7
	DE ACUERDO	3	27.3	27.3	100.0
	Total	11	100.0	100.0	

Fuente: Elaboración propia

Tabla 7. Ítem 29. La educación especial es frustrante e incongruente en el seguimiento

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	MUY EN DESACUERDO	1	9.1	9.1	9.1
	EN DESACUERDO	1	9.1	9.1	18.2
	NI DE ACUERDO NI EN DESACUERDO	7	63.6	63.6	81.8
	DE ACUERDO	2	18.2	18.2	100.0
	Total	11	100.0	100.0	

Fuente: Elaboración propia

In this same institutional dimension, but referring to educational policy related to professional experience, the participants were asked if there was resistance to change, before which 81% strongly disagreed and disagreed (table 8), while 18% do believe they have resistance to this change. Furthermore, 90% see it as a personal challenge (table 9) and 45% conclude that they do not know anything about special education (table 10).

Tabla 8. Ítem 33. Existe resistencia al cambio, aunque haya actualización o capacitación docente

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	MUY EN DESACUERDO	2	18.2	18.2	18.2
	EN DESACUERDO	7	63.6	63.6	81.8
	MUY DE ACUERDO	2	18.2	18.2	100.0
	Total	11	100.0	100.0	

Fuente: Elaboración propia

Tabla 9. Ítem 38. Es un reto profesional como docente

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	NI DE ACUERDO NI EN DESACUERDO	1	9.1	9.1	9.1
	DE ACUERDO	6	54.5	54.5	63.6
	MUY DE ACUERDO	4	36.4	36.4	100.0
	Total	11	100.0	100.0	

Fuente: Elaboración propia

Tabla 10. Ítem 43. Se concluye que como docente no sabemos nada de educación especial

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	MUY EN DESACUERDO	2	18.2	18.2	18.2
	EN DESACUERDO	2	18.2	18.2	36.4
	NI DE ACUERDO NI EN DESACUERDO	2	18.2	18.2	54.5
	DE ACUERDO	5	45.5	45.5	100.0
	Total	11	100.0	100.0	

Fuente: Elaboración propia

Now, it is striking in table 11 that almost 36% of the interviewees show their disagreement when they are questioned about whether the UACAM does not have dominion over the SEN approach, since in table 12 it is seen that 72.7% teachers consider themselves traditionalists. In addition, 54% have deep roots in the previous programs (table 13).

Tabla 11. Ítem 49. Es claro que nuestra institución no tiene dominio sobre este enfoque

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	MUY EN DESACUERDO	2	18.2	18.2	18.2
	EN DESACUERDO	2	18.2	18.2	36.4
	NI DE ACUERDO NI EN DESACUERDO	6	54.5	54.5	90.9
	DE ACUERDO	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Fuente: Elaboración propia

Tabla 12. Ítem. 56. Me considero tradicionalista

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	EN DESACUERDO	2	18.2	18.2	18.2
	NI DE ACUERDO NI EN DESACUERDO	1	9.1	9.1	27.3
	DE ACUERDO	7	63.6	63.6	90.9
	MUY DE ACUERDO	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Fuente: Elaboración propia

Tabla 13. Ítem 57. Tengo muy arraigados los programas educativos anteriores

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	MUY EN DESACUERDO	1	9.1	9.1	9.1
	NI DE ACUERDO NI EN DESACUERDO	4	36.4	36.4	45.5
	DE ACUERDO	6	54.5	54.5	100.0
	Total	11	100.0	100.0	

Fuente: Elaboración propia

Didactic dimension: Transformation of teaching practice in the educational context

In this dimension, the approaches to competencies and how they influence teacher perception were considered, as well as the actions they do or stop doing when they meet students with SEN in the classroom. In this regard, it can be said that 45.6% of the teachers disagree and strongly disagree when asked if they found it difficult to understand the concept of competencies for people with SEN (table 14). Likewise, 82% agree and strongly agree towards the change in practice when there are students with SEN in the classroom (table 15).

Tabla 14. Ítem 60. Es difícil entender el concepto de competencias para personas con NEE

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	MUY EN DESACUERDO	2	18.2	18.2	18.2
	EN DESACUERDO	3	27.3	27.3	45.5
	NI DE ACUERDO NI EN DESACUERDO	2	18.2	18.2	63.6
	DE ACUERDO	4	36.4	36.4	100.0
	Total	11	100.0	100.0	

Fuente: Elaboración propia

Tabla 15. Ítem 62. Se debe cambiar mi práctica docente ante estudiantes con NEE

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	NI DE ACUERDO NI EN DESACUERDO	2	18.2	18.2	18.2
	DE ACUERDO	5	45.5	45.5	63.6
	MUY DE ACUERDO	4	36.4	36.4	100.0
	Total	11	100.0	100.0	

Fuente: Elaboración propia

Discussion

Educational institutions are committed to preparing people to face a competitive world of work with the greatest possible success. This responsibility, however, can only be achieved if the link between the various educational levels is promoted, which in many cases requires profound educational reforms in order to guarantee not only a quality education, but also the equal right of all. (women, indigenous populations, people with disabilities, etc.) to benefit from educational opportunities.

In addition to this, teachers must try to stay updated and trained to develop didactic activities in which everyone can participate equally. In other words, to be an integral part and cause of change in people's lives, teachers must master different methods to promote the acquisition of knowledge in all their students. Teaching work, therefore, is an inexhaustible task that must face constant challenges.

Regarding educational institutions, they must also ensure that they guarantee an equitable education, for which the different reasons that usually generate exclusion must be known.

Conclusions and recommendations

In general, it can be concluded that although the teachers who participated in this work are in favor of initiatives and regulatory changes that promote inclusion and the best possible care for students with SEN, they are also aware that working with them can be difficult . In fact, many point out that there is confusion when working with people with these characteristics, making it difficult for them to draw up a work plan.

On the other hand, it is worth noting that teaching work must be very well planned, hence the majority are dissatisfied with uncertain and hasty educational transformations such as those that have occurred in recent times.

In this sense, the UACAM is aware of the lack of adequate training and procedures to train people with SEN. Therefore, it is time to address this issue head-on in order to implement a program that allows the inclusion and adequate care of people with these characteristics.

Future lines of research

To achieve a general inclusion of people with SEN, it is necessary to offer training courses not only for teachers, but also for all school and administrative services personnel. The purpose must be to provide an inclusive and quality service for both students and their families, who indirectly often receive signs of discrimination and rejection. The adaptation and updating of the learning units must be based on any of the students' needs in order to avoid school dropouts and to promote actions of true educational innovation.

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