ATTENTION TO DIVERSITY WITH LOVE AND RESPECT. INCLUSIVE, EQUITABLE AND QUALITY EDUCATION

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KEYWORDS	ABSTRACT
Diversity *Love* *Respect* *Inclusion* *Equity and quality* *Education*	*Educational inclusion, equity and quality of education should be considered from the perspective of diversity, love and respect for students. The teacher is the architect of this variable education, which is why this research was conducted. The main objective is to understand the degree of relationship between the dimensions of inclusive, equitable and quality education. A quantitative correlational study was carried out under a non-experimental design, in which the perception of 384 teachers in the province of Guayas, all of them in initial and basic education, was collected through a survey. Cronbach's alpha was 92.5%.*

1. Introduction

T he main objective of this research is to understand the degree of relationship that the dimensions inclusive, equitable and quality education have. Arohuanca and Choque (2019) indicate that on January 24, the world celebrates the International Day of Inclusive Education. Without quality, inclusive, equitable education and opportunities for all throughout life, countries will not achieve gender equality or break the cycle of poverty that is leaving behind millions of children, youth and adults.

The above refers to Sustainable Development Goal number four of the UN. (Gil, 2018, p. 108).: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Achieving inclusive and equitable quality education for all will require greater efforts, especially in developing countries and for vulnerable populations, including persons with disabilities, indigenous peoples, refugee children and poor children in rural areas.

Despite considerable gains in education enrollment over the past 15 years, many children do not acquire basic reading and math skills by the end of their primary education. Equity issues within countries are also a major challenge. This goal ensures that all girls and boys complete free primary and secondary education by 2030. It also aims to provide equitable access to affordable vocational training, eliminate gender and wealth disparities, and achieve universal access to quality higher education (Molina, 2020).

Efforts should be focused on re-enchanting teachers with the work of teaching and fostering an approach centered on the student as a whole person, not only in terms of academic performance, as it relates to the quality of teacher education. It is important to listen to the voices of students, both in the classroom and in their local, national and global community. This would allow for a more concrete and experience-based resolution of education-related problems. There is an urgent need for multidimensional and interconnected measures to link school completion and job entry.

The Universal Declaration of Human Rights makes it clear that every child has the right to a free basic education (BBC, 2020). For many of the poorest families, school is still too expensive and children are forced to stay at home doing household chores or working themselves. To provide quality education to the children of impoverished families, investment is needed in educational scholarships, teacher training workshops, school construction, and improved access to water and electricity in schools.

Education is one of the most effective ways to break the cycle of discrimination and poverty that people with disabilities often face.

A combination of discrimination, lack of training in inclusive teaching methods among teachers and lack of accessible schools leaves this group particularly vulnerable to being denied their right to education. To ensure that all children enjoy their basic human rights without discrimination, disability inclusion must be incorporated into all policies and plans. Education liberates the intellect, frees the imagination and is integral to self-respect. Funding more adult education programs gives those who lack basic reading and numeracy skills an opportunity to find a job, start a career, educate their own children and live a healthier life.

The present research aims to highlight the attention to diversity with love and respect; inclusive, equitable and quality education and for this we must pay attention to the following objectives: (1) identify the factors of inclusive and equitable quality education, described in the current publication; (2) determine the levels of inclusive and equitable education developed among rural school teachers in the province of Guayas; (3) discuss the relationship between the dimensions of inclusive, equitable and quality education; (4) identify the factors of inclusive and equitable quality education, described in the current publication; (5) determine the levels of inclusive and equitable education developed among rural school teachers in the province of Guayas; and (6) discuss the relationship between the dimensions of inclusive, equitable and quality education.

2. Development

The right to education for all has been enshrined in international law since the adoption of the Universal Declaration of Human Rights in 1948, and the total number of out-of-school children has gradually declined (Donoso, 2013). However, children and youth with disabilities continue to be

disproportionately excluded from any form of education and those who do attend school generally receive a poorer quality education and fewer years.

Accurate data on the number of children with disabilities who are out of school and the quality of their education are not available, but United Nations agencies agree that at least one-third of out-of-school children have a disability. Organizations of persons with disabilities came together to bring their concerns to the attention of the world's governments in the 1990s (Castro, 2017).

The outcome sought by governments is a commitment to an inclusive education system at all levels, which means transforming education systems to be inclusive while providing the individual support services necessary for students to succeed. Social agencies hope to eventually achieve true inclusive education for all students; most of the member organizations were formed by parents whose children and youth were denied admission to regular schools, and many started the first special schools for children and youth with intellectual disabilities (Echeverría et al., 2017).

The experience with special schools confirmed the learning potential of students with intellectual disabilities, but also led them to live apart from their communities. The inclusion of students with intellectual disabilities in regular classes, with support, led to better academic outcomes for students with and without disabilities and prepared them all to be members of inclusive communities. In addition, members recognized that there would never be enough resources to operate two separate systems at the same time, a special education system and a regular education system (Gonzalez, 2018).

The study by Klimentyeva et al., (2021) indicates that despite an overall increase in preschool enrollment, large equity gaps persist. Casanova and Rodriguez (2009) had already highlighted in their study that the Latin American community suffers from a legacy of discrimination that has contributed to widespread poverty, unemployment, homelessness and lack of access to education. School attendance among Latino children is sporadic at best. 10 years later, Cuevas et al., (2019) report that only 15 percent of children and 10 percent of the poorest children are enrolled in preschool. In primary and secondary education, while overall attendance is high at 98 percent in primary and 92 percent in secondary, for Roma children these figures drop to 69 percent and 23 percent, respectively. The rate is 27% for Latino boys and 18% for Roma girls for secondary education. No attempt has been made to enable the teaching of the Roma language or to ensure that the content of the curricula addresses the needs of children belonging to national minorities.

The literature review of Castro (2017) indicates that access to education also remains limited for children with disabilities. Although students in some parts benefit from expert mobile teams, there are no programs designed to assist parents and other learners, as well as professional development programs for teachers. Rather, the education of children with special needs still takes place primarily in specialized institutions. This haphazard approach means that programs vary widely in the learning outcomes they allow children with special needs to achieve. In addition, many children with physical disabilities are unable to attend school or are restricted due to physical barriers that impede their access to school buildings.

Castro (2017) adds that to ensure the progressive realization of the right of all children to inclusive learning, UNICEF will focus on advocacy, capacity building and technical assistance in the following areas:

- Promote inclusive early learning through the continued expansion of preschool education programs.
- Improving inclusive education both at the policy level and further institutionalizing good practices through support for model schools that include children with disabilities in regular schools and in the mainstream curriculum. In addition, UNICEF has supported the development of training modules for primary school teachers to support the inclusion of children with disabilities in the mainstream education process.
- Promote peace building and social cohesion, and the strengthening of reconciliation at different levels, with a focus on adolescents and young people.

The study entitled building management of inclusive education in primary education by Sulasmi Akrim (2020) had as the main objective of this research is to contribute to the implementation of the objectives of the fourth phase of the Inclusion and Social Protection Initiative and to support the implementation of the United Nations Convention on the Rights of Persons with Developmental Disabilities by raising awareness and developing a positive attitude. towards the inclusion of children

with developmental disabilities. The research findings may be useful to various governmental and public institutions, as well as to different civic and private organizations whose mission includes improving the situation of children and adults with developmental disabilities. The findings of this research lead to the conclusion that citizens are generally aware of the neglect, marginalization and lack of respect for the fundamental rights of children with developmental disabilities and the lack of help and social support for this group. However, many citizens have demonstrated certain stereotypical preconceptions and prejudices towards children with developmental disabilities, highlighting the need for activities to increase public awareness of the issue. Traditionally, the institutionalization of an ailing or sick person for others to care for is generally considered unacceptable and shameful. This attitude is rooted in the dominant concept of family, where parents are obliged to care for their children, who will then care for their parents in the future. Therefore, suggesting institutionalization of children with special needs would be considered a socially unacceptable response. Consequently, answers to questions on this topic may not accurately reflect the actual situation in society (Nilsen, 2020).

The research findings of Molina (2020) indicates the need for additional efforts to inform citizens about children with developmental disabilities: who they are, their characteristics and abilities, emphasizing their similarities with other children. The social distance of these children should be reduced, increasing their inclusion both in education and in society in general. Latino society should do more to provide equal opportunities and rights to these children, no different from others, including the right to a dignified life and the right to an adequate education that allows them to develop to the maximum of their abilities.

The hypotheses that were posed were: (H1) The teacher attends to children with situations of diversity; (H2) The teacher considers that his/her teaching is currently done with love; (H3) The teacher's behavior is respectful to the children; (H4) The teacher believes that he/she practices inclusive activities with his/her children; (5) The teacher is equitable with his students; (H6) The quality he offers in his classes is the most optimal; therefore, a correlational study was carried out, through the postulates of the publications that have already been done in other realities in the world. This indicates that the results are reasoned in theory and justified by their methodological application.

Children with disabilities are at much greater risk of being abused, bullied, coerced and patronized and it may be difficult for them to report this to anyone. There may be collusion by families and teachers in this mistreatment. It is important to be vigilant in research practice to keep children safe and, at the same time, provide opportunities for them to participate. Since protection should always be prioritized, it is the responsibility of adults to adapt research methods and processes to ensure safe and creative ways to support their participation. The tendency to overprotect children with disabilities results in exclusion from activities in which other children are invited to participate and contribute.

Barriers to inclusion exist in society, not in the child. We need to be very careful not to impose roles and identities on children with disabilities based on assumptions we (consciously or unconsciously) hold. Teachers researching children with disabilities should be encouraged to express their views freely and, as researchers, this means asking them what support they need, rather than assuming that it is already known.

This helps to verify the participants' preferred level of understanding/communication format and adapt research approaches accordingly. Based on the evidence review in this paper, more research involving children with disabilities is urgently needed. Including them ensures that policy and practice are informed by the perspectives and concerns of children with disabilities themselves. When we have this, we can support a broader agenda for greater inclusion in society of children with disabilities. However, it is important to think more critically about the ethical dimensions of research, including methodological implications, to promote such inclusion.

3. Methodology

The research was developed under a non-experimental design, since the current positions of the studied dimensions were taken, within the correlational level, to know how they impact inclusive, equitable and quality education among themselves. The correlational design, of the quantitative approach, had to resort to the survey, which was made with nine questions, to professors who are currently studying education in a university in the city of Guayaquil. The sample that was developed was 384, thanks to the

fact that the population that is working on inclusion is effectively unknown, and the sample calculation formula gave that number. The initial education teachers were randomly selected and contributed with their answers to a questionnaire with closed-ended questions on a Likert scale. For the reliability of the results, Cronbach's alpha was calculated and the result was 0.925, which is considered very high. In order to recognize the correct correlation method, a Kolmogorov-Smirnov Test (Table 1) was performed for one sample, in which it was found that the asymptotic significance (bilateral) was less than alpha in all cases ($\alpha \leq 0.05$). Therefore, it is logical to consider that the null hypotheses be rejected, but it is also understood that the correlation, should be done by the Rho Spearman test.

4. Results

After tabulating the results, the information was exported to the SPSS statistic, and after performing the reliability analysis, the cross table was used. For the quantitative phase, in this table the values strongly disagree and disagree were added to recognize the disapproval of the respondents; also the values Agree and Strongly agree were added to recognize the approval of the teachers investigated, in the descriptive analysis (Table 2).

Table 1. Kolmogorov-Smirnov test for one sample.

		Attention diversity	Love	Respect	Education Inclusive	Equity	Quality
N		384	384	384	384	384	384
Normal parametersa,b	**Media**	3,39	3,60	3,26	3,45	3,60	3,36
	Deviation	1,609	1,435	1,534	1,561	1,427	1,297
Maximum extreme differences	**Absolute**	0,250	0,297	0,278	0,252	0,243	0,333
	Positive	0,160	0,250	0,278	0,216	0,197	0,169
	Negative	-0,250	-0,297	-0,247	-0,252	-0,243	-0,333
Test statistic		0,250	0,297	0,278	0,252	0,243	0,333
Asymptotic sign(bilateral)		,000c	,000c	,000c	,000c	,000c	,000c

Source: Author and author, Ecuador, 2023

Note:
a. The test distribution is normal.
b. Calculated from data.
c. Lilliefors significance correction.

Table 2. Descriptive data of the study

Variable	Research questions	Disapproves	Accepts it
Attention_diversity	Do you serve children with diverse situations (disability, race, ADHD, etc.)?	34,9%	60,2%
Love	Do you consider that your teachings are currently made with love?	38,3%	54,9%
Respect	Is your approach respectful of children (as opposed to authoritarian)?	48,4%	47,7%
Inclusive_education	Do you think you practice inclusion activities with your children?	39,3%	57,0%
Equity	Are you equitable with your students (do you adjust the class according to the case or condition)?	32,8%	60,4%
Quality	Is the quality you offer in your classes optimal?	27,1%	64,3%

Source: Author and author, Ecuador, 2023

The questions that were asked were validated with experts and are part of a broader investigation in the same sense of inclusion. What was found was that attention to diversity is very important for teachers, in 60.2%, but 34.9% disapprove of it, which although it is less than the previous one, it is considered that it should be reviewed because that percentage is the one that has been found among the theoretical reviews and is the one that is affecting the children, it is something similar to what happens with the teacher's love for the children, since their favorable response was 54.9%. On the other hand, the acceptance (47.7%) and denial (48.4%) of respect is almost similar, another variable that should be attended to by society, because children should have more respect. Fifty-seven percent of the teachers accept to practice inclusion with their students, 60.4% consider being equitable, which although they are high values, they are not consistent with a fully inclusive or equitable culture, and from the other data found it can be argued that this is happening similarly in all variables. The complete version of the descriptive study is in Annex 1.

Table 3. Correlated data from the study

Correlations		Attention diversity	Love	Respect	Education inclusive	Equity	Quality
Spearman's Rho	Attention to diversity	1,000					
	Love	,628**	1,000				
	Respect	,657**	,795**	1,000			
	Inclusive education	,654**	,790**	,910**	1,000		
	Equity	,604**	,729**	,816**	,810**	1,000	
	Quality	,387**	,547**	,618**	,581**	,666**	1,000

Source: Author and author, Ecuador, 2023

The correlations found in the study are generally very high, the analysis begins with the least intense and that exceed the value of 0.70, considered as highly correlated. Equity has an impact of 72.9% with the love that teachers give to their students, which is entirely understandable because an inclusive teacher is one who gives love in education. Inclusive education, has a 79% impact on teaching love, which is commented in the same way as the previous correlation and finally in this range is respect at 79.5% with love. Educational equity has a correlation of 81.6% with teacher respect, which is what every teacher must strive for, and sacrifice, to improve the quality of education for children. Inclusive education has a 91% impact on teachers' respect, which is also observed as a great social usefulness of teachers, and finally in the category of more than 0.80 is equity with an impact of 81% with inclusive education.

Figure 1. Summary of the hypotheses

Resumen de prueba de hipótesis

	Hipótesis nula	Prueba	Sig.	Decisión
1	Las categorías de Atiende a los niños con situaciones de diversidad (discapacidad, raza, TDAH, etc.) se producen con probabilidades iguales.	Prueba de chi-cuadrado para una muestra	,000	Rechazar la hipótesis nula.
2	Las categorías de Considera que sus enseñanzas actualmente son hechas con amor se producen con probabilidades iguales.	Prueba de chi-cuadrado para una muestra	,000	Rechazar la hipótesis nula.
3	Las categorías de Su proceder es con respeto a los niños(contrario a la expresión autoritaria) se producen con probabilidades iguales.	Prueba de chi-cuadrado para una muestra	,000	Rechazar la hipótesis nula.
4	Las categorías de Usted cree que práctica actividades de inclusión con sus niños se producen con probabilidades iguales.	Prueba de chi-cuadrado para una muestra	,000	Rechazar la hipótesis nula.
5	Las categorías de Usted es equitativo con sus estudiantes (que se ajuste la clase según el caso o condición) se producen con probabilidades iguales.	Prueba de chi-cuadrado para una muestra	,000	Rechazar la hipótesis nula.
6	Las categorías de La calidad que ofrece en sus clases, es la mpas óptima se producen con probabilidades iguales.	Prueba de chi-cuadrado para una muestra	,000	Rechazar la hipótesis nula.

Se muestran significaciones asintóticas. El nivel de significación es de ,05.

Source: Lalama Franco Amor, Ecuador, 2023

Figure 1, completely rules out all the null hypotheses of the study, therefore, the minimum conditions in all variables are verified, but as observed in the descriptive study, the percentages that fail to fit this profile are the ones that call the attention of society, so that they can be adjusted, clarified and improved, in terms of inclusion and educational quality.

5. Conclusions

We can begin by concluding that, in accordance with the first objective of identifying the factors of inclusive and equitable quality education described in the current publication, it was found that the problems faced by families of vulnerable children should be clearly identified and families should receive adequate support. Citizens should be encouraged to get involved in defending the rights of these children. Plan an awareness campaign, local television stations should be considered the best channel of communication. The second conclusion, linked to the second objective of determining the levels of inclusive education and equity developed among rural school teachers in the province of Guayas, it was concluded that 62% of the teachers feel that they attend to children with situations of diversity, 60.4% are equitable with the students and 64.3% consider that their classes are of very high quality.

The last conclusion was based on discussing the relationship between the dimensions of inclusive, equitable and quality education and it was found in the conclusion that educational equity has a correlation of 81.6% with teacher respect, this is what every teacher should strive for, and sacrifice, to improve the educational quality of children. Inclusive education has a 91% impact on teachers' respect, which is also observed as a great social usefulness of teachers and finally in the category of more than 0.80 is equity with an impact of 81% with inclusive education.

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