# Social Inclusion And Democracy In The Emblematic Educational Institutions Of District 09D05-Ecuador: Management Competency Model 2023

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## Abstract

*The objective of the research is to know the relationship between the variable's social inclusion and democracy in educational institutions. The approach is quantitative, the type of research is pure, non-experimental, cross-sectional. The population is made up of 286 teachers from iconic institutions of an educational district and the sample was 165 institutes. The technique that was used is the questionnaire; to measure social inclusion and democracy; A pilot study was carried out, the results of which were acceptable. Additionally, expert validation was applied for the validity of the instrument. It was concluded that educational social inclusion is mostly rated at an "advanced" level; by 85.5%; followed by the "average" rating by 13.3% and "low" by 1.2%. The results of democracy show that 64.2% are qualified in the "advanced" range; 21.8% in the "medium" range and 13.9% in the "low" range. The data obtained have a normal distribution. The linear regression between Social Inclusion and educational Democracy; returns 0.215 points; being a very low value; which implies that there is no possible correlation; thus, it is ratified by the "R squared"; whose value is 4.6%; Spearman's rho reaches a value of 0.286; therefore, there is a very low correlation and it is not significant*

***Keywords:*** *Social inclusion; democracy; managerial competencies.*

## INTRODUCTION

Addressing studies on social inclusion and democracy in educational institutions is an essential issu[1]e within social research, aimed at being able to respond to or promote the development of educational quality; as well as promoting equity for all students (Gaete & Luna, 2019). Access to education systems brings quality and culture to people's development; On the other hand, it is under the observation of institutional democracy that it can be appreciated whether the fundamental axes such as freedom of expression are met; access to information and citizen participation that shapes sustainable development and peace within society. (López et al., 2020)

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At present, the most influential factor in social inclusion is economic status; taking into account that private educational institutions make it difficult for low-income students to access it; since, for the most part, they establish tuition costs and high fees to carry out pre-registrations, at the same time they also demand salary ranges that the representatives must have; Such a condition would limit the participation of students from families with fewer economic resources. (Ramos et al., 2020).

The concern for social inclusion arises from the contrast between the fragments of social groups, which are not only lagging behind in access to optimal jobs and appropriate incomes to qualify for a good quality of life; but also, they are devoid of cultural capital. Faced with the diverse and heterogeneous reality of the social structures of most countries in the Americas, social inclusion policies are directed towards a common goal; which is based on recognizing diversity for learning, under the slogan "Education for All". (UNESCO, 2005)

The abundance of meanings of the term inclusion allows the connection of the educational field with social, cultural and political aspects, which, in link, allow access to stability and favorable effects for young people, with priority being given to those who are at risk or whose rights are violated. In the same vein, we find the problem of educational inequality; This condition implies that some educational institutions do not have the resources to be able to provide a quality education to all the students that make it up; This generates inequalities in access to educational opportunities, thus limiting the possibilities of academic and personal development of some students; who are affected by the condition described. (Calle, 2019).

In another sense, we can observe the promises of education in democracy, which in its premises offers to overcome the social and political barriers of current systems, offering students a conscience that allows them to decipher and understand the political, socioeconomic and ecological scenario of their nation; preparing them to be engaged and competent citizens. (Ayala, 2021). Therefore, educational democracy refers to the active and meaningful participation of all educational actors in decision-making and in the management of processes. Promote dialogue, mutual respect, equal voice, and the exercise of rights and responsibilities within institutions. It involves the construction of horizontal and participatory relationships. (Cannon, 2018).

Gaete and Luna (2019); conducted research in Santiago, Chile, on inclusive education and democracy; The work was methodologically conceived from a quantitative approach; correlational descriptive; In which a sample of 150 active educators from different institutions in the capital was used. The results show that there really are certain qualified behaviors, in which some type of social inequality is observed; It also showed that educational units lack perception about the development of inclusive education; it is not being provided in a homogeneous way; 37% of teachers believe that there are arguments that generate division within the population.

Likewise, Díaz (2023); A study was carried out with the aim of making a comparison between teacher attitudes and educational inclusion in three institutions located in Lima, Peru. This research was developed under a quantitative approach with a non-experimental, cross-sectional design and a comparative descriptive level; A sample of 138 teachers was used, who were given a questionnaire on attitudes towards inclusive education.

The results were 64%, 68% and 60% were favorable for public, parish and private institutions. The statistics were performed using the Kruskal-Wallis test, but the result did not show significant differences in attitudes towards teaching in the three institutions, both in terms of total score (p = 0.674) and three parameters (p = 0.674 and p > 0.05). It was concluded that the level of attitude towards educational inclusion is similar in the educational units.

Nowadays it is important to understand the institutional dynamics in order to detect and solve changes that are being generated in the social sphere. In Huancavelica, Peru; A study was carried out based on the construction of a scale of levels referring to social inclusion in students. The methodology approached was under the positivist paradigm and a quantitative approach. The main objective was to determine the levels of social inclusion

in students. A sample of thirty students was taken; to whom the instruments were applied. The results obtained, access to basic services by 17%; which is rated as "low"; Likewise, 60% are at a "medium" level of access and the remaining 23% at a "high" level. In view of the results obtained, it is determined that social inclusion remains at a medium level; Therefore, it is recommended to implement different strategies that help improve scores. (Javier & Ramos, 2021).

Taking the aforementioned studies as a starting point and observing the reality of educational institutions in Ecuador, the following question is asked: What is the relationship between social inclusion and democracy in the educational institutions of district 09D05-Ecuador and how to develop the proposal for a 2023 Management Competencies Model? The justification for this article lies in the presentation and correlation of the results. And based on the data, make pedagogical proposals that best address the problem.

Therefore, the general objective seeks to determine the relationship between social inclusion and democracy in the emblematic educational institutions of district 09D05-Ecuador. And based on the type of correlation research, the following hypotheses were established:

There is a significant relationship between the dimension of attention to diversity, learning and the variable democracy in the emblematic educational institutions of the district 09D05-Ecuador.la alternative hypothesis 1; considers that: there is no significant relationship between the dimension of attention to diversity in learning and the variable democracy in the emblematic educational institutions of district 09D05-Ecuador.

Specific hypothesis 2 indicates that: there is a significant relationship between the dimension of attention to cultural and linguistic diversity and the variable of democracy in the emblematic educational institutions of district 09D05-Ecuador; In the same way, the alternative hypothesis considers that: There is no significant relationship between the dimension.

Similarly, hypothesis specifies 3; specifies that: there is a significant relationship between the organizational dimension of the Educational Institution and the democracy variable in the emblematic educational institutions of district 09D05-Ecuador; In contrast to the alternate one, which states that: There is no significant relationship between the dimensions.

Finally, specific hypothesis 4 considers: there is a relationship between the dimension Formal and informal scenarios and the variable democracy in the emblematic educational institutions of district 09D05-Ecuador; and the alternative hypothesis indicates that: there is no relationship between the dimension Formal and informal scenarios and the variable democracy in the emblematic educational institutions of district 09D05-Ecuador.

**METHODS**

The paradigm selected was the positivist one with a quantitative approach; according to Hernández et al. (2018); research based on a quantitative approach; it involves gathering information and then analyzing it; allowing us to answer research questions and develop the testing of hypotheses previously formulated; making use of statistics through patterns of behavior within a population. On the other hand, the design is of a non-experimental type of cross-sectional section; correlational scope; This means that there is no manipulation of the variables; since these have been observed in detail in the situational context; that is, in their natural environment. (Hernandez et. al. 2018).

The population selected for the study was comprised of teachers working in the educational institutions of district 09D05; of the Republic of Ecuador; Educators are active and develop their educational practice.

Table 1. Distribution of the teaching population of educational institutions

| Educational Institution | Frequency | Percentage |
| --- | --- | --- |

| | | |
|---|---|---|
| Teachers | 268 | 93.71 % |
| DECE | 3 | 1.05 % |
| Rector | 3 | 1.05 % |
| Administrative | 6 | 2.10 % |
| Labor Code | 6 | 2.10 % |
| TOTAL | 286 | 100% |

Note: Department of Human Talent District 09D05 Tarqui 1, Tenguel-Education.

The sample is a part of the population that has the same characteristics; and is used directly for the conduct of the study. (López, 2004). The sample consisted of a total of 165 teachers; These have been randomly selected, also considering the principle of confidentiality and the application of informed consent.

The technique used was the survey; it was applied to obtain important information about the variables and their dimensions; Its purpose is to provide valuable, objective and concise information; (Arias; 2019).

With regard to the instruments: Canales (2018); He points out that questionnaires are the instruments for data collection. Based on the analysis of the reality of the study, two questionnaires were used; The first is aimed at measuring educational social inclusion and the second measures educational democracy. The Educational Social Inclusion Questionnaire; it is composed of forty items; grouped into four dimensions: attention to the diversity of learning; attention to cultural and linguistic diversity; organization of the educational institution and, finally, formal and informal scenarios; Each of these dimensions contains ten items. The rating is given on the Likert scale.

Similarly, the educational democracy questionnaire; presents thirty items; which are composed of three dimensions: governance; habitation and otherness; Each of these dimensions is composed of ten items; which have been responded to by the teachers; the rating scale is the Likert scale, also considering five answer options as in the previous paragraph.

For the application of the data analysis method, descriptive statistics were used; implying that the data collection instruments are coded in order to be able to apply the SPSS statistical software; as well as the application of statistics to demonstrate the application and verification of the hypotheses proposed; taking as a starting point the normality test; among which Spearman's rho test stands out; because a non-parametric statistic was applied; Linear regression was also used between the variables and their dimensions.

**RESULTS**

The following section presents the results that correspond to the measurement of the variables: social inclusion and school democracy; These results are presented in the corresponding tables.

Table 2 Results of the questionnaire on Educational Social Inclusion.

| Level | F | % |
|---|---|---|
| Advanced | 141.0 | 85.5% |
| Middle | 22.0 | 13.3% |
| Low | 2.0 | 1.2% |
| Total | 165.0 | 100% |

Note: Result of the questionnaire on educational social inclusion in the SPSS.

The first result reveals the values reached by the questionnaire applied to the teachers of the educational institutions that are included in the educational district 09D05 of the city of Guayaquil; 1.2% of the teachers are rated in the so-called "low" range; Likewise, 13.3% are in the "medium" rating and the remaining 85.5% in the "high" rating; as shown in Table 2.

Table 3 Levels of the dimensions of Social Inclusion.

| Dimensions | Levels | | | | | |
| | Advanced | | Middle | | Basic | |
| | f | % | F | % | f | % |
|---|---|---|---|---|---|---|
| Attention to diversity in learning | 139 | 84.2 | 24 | 14.5 | 2 | 1.2 |
| Attention to cultural and linguistic diversity | 103 | 62.4 | 58 | 35.2 | 4 | 2.4 |
| Educational institutional organization. | 127 | 77 | 35 | 21.2 | 3 | 1.8 |
| Formal and informal settings | 111 | 67.3 | 53 | 32.1 | 1 | 0.6 |

Note: Results of the questionnaire on educational social inclusion in the SPSS, applied to teachers.

Table 3 shows the dimensions of the Social Inclusion variable, which shows an advanced level at the level of all its dimensions. 84.2% correspond to the dimension: "Attention to diversity in learning"; as well as 62.4% corresponding to the dimension: "Attention to cultural and linguistic diversity"; 77% report the qualification of the dimension: "Educational Institutional Organization"; and finally, 67.3% are oriented to the qualification of the dimension: "Formal and informal scenarios"; This leads us to deduce that most of the teachers surveyed maintain an advanced level of application of educational Social Inclusion.

Table 4 Level of the democracy variable, applied to teachers.

| Level | F | % |
|---|---|---|
| Advanced | 106 | 64.2% |
| Middle | 36 | 21.8% |
| Low | 23 | 13.9% |
| Total | 165 | 100% |

Note: Democracy questionnaire applied to teachers.

Table 6 reveals the values obtained from the questionnaire applied to teachers of the educational institutions that are included in the educational district 09D05 of the city of Guayaquil, referring to the variable democracy; 64.2% are classified as "advanced"; Then we have 21.8% in the "medium" level and the remaining 13.9% in the "low" range.

Table 5 Levels of the dimensions of Democracy.

| Dimensions | Levels | | | | | |
| | Advanced | | Middle | | Basic | |
| | f | % | F | % | F | % |
|---|---|---|---|---|---|---|
| Governance | 92 | 55.8 | 50 | 30.3 | 23 | 13.9 |
| Habitation. | 93 | 56.4 | 49 | 29.7 | 23 | 13.9 |
| Otherness. | 103 | 62.4 | 37 | 22.4 | 25 | 15.2 |

Note: Democracy questionnaire applied to teachers.

Table 5 describes the results of the dimensions of the Democracy variable, which shows mostly at an advanced level in all its dimensions. The first of these is called "Governance"; in which a value of 55.8% is obtained. Similarly, in the "Habitanza" dimension; 56.4%; and finally, in the "Otherness" dimension, the corresponding value is 62.4%.

The values obtained in the "average" range; they are significant in governance and habitation; because they report 30.3% and 29.7% respectively; which is almost a third of the surveyed teaching population; This described action should be improved based on the strategies and actions that should be oriented towards this end; since what is sought is to be able to transmit and develop in a practical way the democratic values of the current society in our country and with special attention in the educational district of Guayaquil. It is

necessary to specify that the actions that are developed must be transmitted through the execution of workshops that have as their purpose social change; making use of educational democracy.

**Proof of normality.**

Table 6. Kolmogorov-Smirnov test for a sample.

|  |  | Social inclusion. | Educational Democracy |
|---|---|---|---|
| Number |  | 165 | 165 |
| Normal parametersa,b | Stocking | 2,8424 | 2,5030 |
|  | Standard deviation | 0,39742 | 0,72939 |
| Maximum Extreme Differences | Absolute | 0,509 | 0,395 |
|  | Positive | 0,346 | 0,248 |
|  | Negative | -0,509 | -0,395 |
| Test Statistician |  | 0,509 | 0,395 |
| Asymptotic (bilateral) sig. |  | 0.000c | 0.000c |

to. Test distribution is normal.
b. It is calculated from data.
c. Correction of Lilliefors' significance.

Note: Social Inclusion and Democracy Questionnaire applied to teachers.
Hypotheses:
Null hypothesis (Ho): The data obtained after the application of the questionnaires on social inclusion and educational democracy show a normal distribution.
Alternative hypothesis (Ha): The data obtained after the application of the questionnaires on social inclusion and educational democracy do not present a normal distribution.
The level of the applied Kolmogorov-Smirnov test for a sample is given at 95% reliability. The criteria for making the decision are given by:
If $p < 0.05$ points; Ho is rejected and Ha is accepted.
If $p >= 0.05$ points; Ho is accepted and Ha is rejected.
In order to be able to assume the decision and conclusion on the normality test, we have to say that "p" is less than 0.05 points; on significance; this condition implies that the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected; This means that: The data obtained after the application of the questionnaires on social inclusion and educational democracy show a normal distribution. For this reason, non-parametric statistics have been used; selecting Spearman's rho.

**General objective.**
Determine the relationship between Social Inclusion and educational Democracy in the emblematic Educational Institutions of district 09D05-Ecuador, 2023.

Table 7. Analysis of linear regression data for the Social Inclusion variable and the Democracy variable.

| Model | R | R-squared | Non-standardized coefficients | | Standardized coefficients | Sig. Change in p |
|---|---|---|---|---|---|---|
|  |  |  | B | Standardized errors | Beta |  |
| Social Inclusion Variable Democracy Variable | 1 | 0,215 | 0,046 | 0,322 | 0,115 | 0,215 | 0,006 |

a. Predictors: (Constant) Social Inclusion Variable.

b. Dependent variable: Dimensions of the learning quality variable.

Note: Social Inclusion and Democracy Questionnaire, applied to teachers

According to the values obtained in the linear regression test of the variables social inclusion and educational democracy; you have to have the so-called "R"; which is given by 0.215 points is a very low value; This means that there is no significant correlation between the two variables; a condition that is ratified by the "R-squared"; the value of which reaches 4.6%; which would be much closer to the zero limit. This condition does not allow us to affirm that the relationship may or may not be causal.

Table 8 Correlation between the Social Inclusion variables and the democracy variable.

| | | | Inclusion Variable | Democracy Variable |
|---|---|---|---|---|
| Spearman's Rho | Inclusion Variable | Correlation coefficient | 1,000 | 0,286 |
| | | Follow-up (bilateral) | | 0,000 |
| | | Number | 165 | 165 |

Note: Social Inclusion and Democracy Questionnaire, applied to teachers.

Hypothesis statement:

Null hypothesis (Ho): If the value corresponding to "r" = 0 points; There is no correlation between the scores obtained from the Social Inclusion Questionnaire and Educational Democracy.

Alternate hypothesis (Ha): If the value corresponding to $r \neq 0$ points; There is a correlation between the scores obtained from the Social Inclusion Questionnaire and Educational Democracy.

To analyze the results, the level of significance is taken into account; which corresponds to the value of alpha which corresponds to 0.05 reliability. For this reason, Spearman's rho will be applied.

The decision rule is given by the following action:

If the value of the "r" is less than 0.05 points; Then the alternate hypothesis is accepted and the null hypothesis is rejected.

If the value of the "r" is greater than and equal to 0.05 points; Then the alternative hypothesis is rejected and the null hypothesis is accepted.

The result implies that the significance value is given at 0.000 points; which is less than the "r" value; Therefore, the alternate hypothesis is accepted and the null hypothesis is rejected. Likewise, we can affirm that there is a correlation classified as low between both variables; which is not significant; since the value obtained is given at 0.286 points.

**Specific objective 1.**

To establish the relationship between attention to diversity in learning and the dimension: attention to learning diversity in educational institutions.

Table 9. Analysis of linear regression data of the dimension attention to diversity, learning and the democracy variable.

| Model | R | R-squared | Non-standardized coefficients | | Standardized coefficients | |
|---|---|---|---|---|---|---|
| | | | B | Standardized errors | Beta | Sig. Change in p |
| Democracy Variable | 1 | 0,133 | 0,018 | | 0,373 | 0,133 | 0,088 |

| | |
|---|---|
| Attention to learning diversity | 0,63 9 |

a. Predictors: (Constant) Social Inclusion Variable.

b. Dependent variable: Dimensions of the learning quality variable.

Note: Social Inclusion Questionnaire, applied to teachers.

Looking at the values shown in Table 9; in relation to the linear regression between the democracy variable and the dimension attention to learning diversity; you have to have the so-called "R"; which is given by 0.133 points is a very low value; This means that there is no possible significant correlation between the two variables; a condition that is ratified by the "R-squared"; the value of which reaches 1.8%; which would be much closer to the zero limit. However, this condition does not allow us to affirm that the relationship may or may not be causal.

Table 10 Correlation of the dimension attention to diversity, learning and the variable Democracy.

| | | | Democracy variable | Dimension: attention to learning diversity. |
|---|---|---|---|---|
| Spearman's Rho | Democracy variable | Correlation coefficient | 1,000 | 0,240 |
| | | Follow-up (bilateral) | . | 0,002 |
| | | Number | 165 | 165 |

Note: Questionnaire on Attention to the Diversity of Learning.

Hypothesis statement:

Null hypothesis (Ho): If the value corresponding to "r" = 0 points; There is no correlation between the scores obtained from the questionnaire on educational democracy and the dimension of attention to learning diversity in an educational district in Guayas, Ecuador.

Alternate hypothesis (Ha): If the value corresponding to $r \neq 0$ points; There is a correlation between the scores obtained from the questionnaire on educational democracy and the dimension of attention to learning diversity in an educational district in Guayas, Ecuador.

To analyze the results, the level of significance is taken into account; which corresponds to the value of alpha which corresponds to 0.05 reliability. For this reason, Spearman's rho will be applied.

The decision rule is given by the following action:

If the value of the "r" is less than 0.05 points; Then the alternate hypothesis is accepted and the null hypothesis is rejected.

If the value of the "r" is greater than and equal to 0.05 points; Then the alternative hypothesis is rejected and the null hypothesis is accepted.

The result implies that the significance value is given at 0.002 points; which is less than the "r" value; Therefore, the alternative hypothesis is accepted and the null hypothesis is rejected, i.e., there is correlation. We also affirm that there is a very low correlation between both variables; which is not significant; since the value obtained is given at 0.240 points.

**Specific objective 2**

To identify the relationship between the dimension of attention to cultural and linguistic diversity and democracy in the emblematic educational institutions of the 09D05-Ecuador district.

Table 11 Data analysis of the dimension Attention to cultural and linguistic diversity.

| Model | R | R-squared | Non-standardized coefficients | | Standardized coefficients | |
|---|---|---|---|---|---|---|
| | | | B | Standardized errors | Beta | Sig. Change in p |
| Attention Dimension: Cultural and Linguistic Diversity. Democracy variable. 1 | 0.152A | 0,023 | -0,666 | 0,339 | 0,152 | 0.051b |

a. Predictors: (Constant) Emotional Factors Dimension.
b. Dependent variable: Quality of learning variable.

Note: Social inclusion and democracy questionnaire applied to students.

The values shown in Table 11; in relation to the linear regression between the democracy variable and the dimension attention to linguistic cultural diversity; you have to have the so-called "R"; which is given by 0.152 points is a very low value; This means that there is no possible significant correlation between the two variables; a condition that is ratified by the "R-squared"; the value of which reaches 2.3%; which would be much closer to the zero limit. However, this condition does not allow us to affirm that the relationship may or may not be causal. (See Table 10).

Table 12
Correlation of the dimension Attention to cultural and linguistic diversity and the variable democracy.

| | | | Democracy Variable | Attention to cultural and linguistic diversity. |
|---|---|---|---|---|
| Spearman's Rho | Democracy Variable | Correlation coefficient | 1,000 | 0,179 |
| | | Follow-up (bilateral). | | 0,022 |
| | | Number | 165 | 165 |

Note: Social inclusion and democracy questionnaire applied to students.

Hypothesis statement:

Null hypothesis (Ho): If the value corresponding to "r" = 0 points; There is no correlation between the scores obtained from the questionnaire Educational Democracy and the dimension of attention to cultural and linguistic diversity in an educational district in Guayas, Ecuador.

Alternate hypothesis (Ha): If the value corresponding to $r \neq 0$ points; There is a correlation between the scores obtained from the questionnaire on educational democracy and the dimension of attention to cultural and linguistic diversity in an educational district in Guayas, Ecuador.

To analyze the results, the level of significance is taken into account; which corresponds to the value of alpha which corresponds to 0.05 reliability. For this reason, Spearman's rho will be applied.

The decision rule is given by the following action:

If the value of the "r" is less than 0.05 points; Then the alternate hypothesis is accepted and the null hypothesis is rejected.

If the value of the "r" is greater than and equal to 0.05 points; Then the alternative hypothesis is rejected and the null hypothesis is accepted.

The result implies that the significance value is given at 0.022 points; which is less than the "r" value; Therefore, the alternative hypothesis is accepted and the null hypothesis is

rejected, i.e., there is correlation. We also affirm that there is a very low correlation between both variables; which is not significant; since the value obtained is given at 0.179 points.

**Specific objective 3**
To analyze the relationship between the organizational dimension of the Educational Institution and the democracy variable in the emblematic educational institutions of district 09D05-Ecuador.

Table 13 Analysis of linear regression data of the organizational dimension of the Educational Institution and the democracy variable.

| | Model | R | R-squared | Non-standardized coefficients | | Standardized coefficients | |
|---|---|---|---|---|---|---|---|
| | | | | B | Standardized errors | Beta | Sig. Change in p |
| Organizational dimension of the Educational Institution. Democracy variable. | 1 | 0.150 A | 0,022 | 0,679 | 0,351 | 0,150 | 0.055b |

a. Predictors: (Constant) Educational Institutional Organization Dimension.
b. Dependent variable: Democracy variable.

Note: Social inclusion and democracy questionnaire applied to students.
The values shown in Table 13; in relation to the linear regression between the democracy variable and the organizational dimension of the educational institution; you have to have the so-called "R"; which is given by 0.150 points is a very low value; This means that there is no significant correlation between the two variables; a condition that is ratified by the "R-squared"; the value of which reaches 2.2%; which would be much closer to the zero limit. However, this condition does not allow us to affirm that the relationship may or may not be causal. (See Table 12).

Table 14 Correlation of the Institutional, Educational and Linguistic Organization Dimension and the Democracy Variable

| | | | Democracy variable | Educational Institutional Organization Dimension. |
|---|---|---|---|---|
| Spearman's Rho | Democracy variable | Correlation coefficient | 1,000 | 0,236 |
| | | Follow-up (bilateral) | . | 0,002 |
| | | Number | 165 | 165 |

Note: Social inclusion and democracy questionnaire applied to students.

**Interpretation**
Hypothesis statement:
Null hypothesis (Ho): If the value corresponding to "r" = 0 points; There is no correlation between the scores obtained from the questionnaire on educational democracy and the dimension of educational and linguistic institutional organization in an educational district in Guayas, Ecuador.
Alternate hypothesis (Ha): If the value corresponding to r ≠ 0 points; There is a correlation between the scores obtained from the questionnaire on educational democracy and the

dimension of educational institutional organization in an educational district in Guayas, Ecuador.

To analyze the results, the level of significance is taken into account; which corresponds to the value of alpha which corresponds to 0.05 reliability. For this reason, Spearman's rho will be applied.

The decision rule is given by the following action:

If the value of the "r" is less than 0.05 points; Then the alternate hypothesis is accepted and the null hypothesis is rejected.

If the value of the "r" is greater than and equal to 0.05 points; Then the alternative hypothesis is rejected and the null hypothesis is accepted.

The result implies that the significance value is given at 0.002 points; which is less than the "r" value; Therefore, the alternative hypothesis is accepted and the null hypothesis is rejected, i.e., there is correlation. We also affirm that there is a very low correlation between both variables; which is not significant; since the value obtained is given at 0.236 points.

**Specific objective 4**

To know the relationship between the dimension Formal and informal scenarios and the variable democracy in the emblematic educational institutions of district 09D05-Ecuador.

Table 15 Analysis of linear regression data of the dimension Formal and informal scenarios and the variable democracy

| | Model | R | R-squared | Non-standardized coefficients | | Standardized coefficients | Sig. Change in p |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | B | Standardized errors | Beta | |
| Dimension: Formal and informal scenarios. Democracy variable. | 1 | 0.191A | 0,036 | 0,762 | 0,307 | 0,191 | 0,014 |

a. Predictors: (Constant) Dimension Formal and informal scenarios.
b. Dependent variable: Democracy variable.

Note: Social inclusion and democracy questionnaire applied to students.

The values shown in Table 15; in relation to the linear regression between the democracy variable and the organizational dimension of the educational institution; you have to have the so-called "R"; which is given by 0.191 points is a very low value; This means that there is no possible significant correlation between the two variables; a condition that is ratified by the "R-squared"; the value of which reaches 3.6%; which would be much closer to the zero limit. However, this condition does not allow us to affirm that the relationship may or may not be causal.

Table 16 Correlation of the dimension of formal and informal scenarios and the variable democracy

| | | | Democracy variable | Dimension of formal and informal scenarios |
| --- | --- | --- | --- | --- |
| Spearman's Rho | Democracy variable | Correlation coefficient | 1,000 | 0,284 |

| | Follow-up (bilateral) | . | 0,000 |
|---|---|---|---|
| | Number | 165 | 165 |

Note: Procrastination and quality of learning questionnaire applied to students

Hypothesis statement:

Null hypothesis (Ho): If the value corresponding to "r" = 0 points; There is no correlation between the scores obtained from the questionnaire on educational democracy and the dimension of formal and informal and linguistic scenarios in an educational district in Guayas, Ecuador.

Alternate hypothesis (Ha): If the value corresponding to $r \neq 0$ points; There is a correlation between the scores obtained from the questionnaire on educational democracy and the dimension of formal and informal scenarios in an educational district in Guayas, Ecuador.

To analyze the results, the level of significance is taken into account; which corresponds to the value of alpha which corresponds to 0.05 reliability. For this reason, Spearman's rho will be applied.

The decision rule is given by the following action:

If the value of the "r" is less than 0.05 points; Then the alternate hypothesis is accepted and the null hypothesis is rejected.

If the value of the "r" is greater than and equal to 0.05 points; Then the alternative hypothesis is rejected and the null hypothesis is accepted.

The result implies that the significance value is given at 0.000 points; which is less than the "r" value; Therefore, the alternative hypothesis is accepted and the null hypothesis is rejected, i.e., there is correlation. We also affirm that there is a very low correlation between both variables; which is not significant; since the value obtained is given at 0.284 points.

## DISCUSSION

In the field of education, the role of the teacher is crucial in providing the necessary support and guidance to students, since it is based on collaborative work between the various networks that can be formed, and also on the crucial support of other elements such as families and the community in general. All these elements are aimed at ensuring the achievement of student learning, as indicated in UNESCO's education documents and policies (2019).

In this context, the work of the teacher is of utmost importance, since their objective is to guarantee learning, taking into account participation and the development of skills that must respond to the needs that students will have to face.

As observed in the results chapter, most teachers are knowledgeable about the topic of inclusion, but knowing these issues does not necessarily mean that the actions required by this topic are implemented and practiced. Educational inclusion is a direct action that must be highlighted in the real context of the facts, especially if this issue is conditioned by public policies that require immediate attention.

Therefore, it is necessary for the educational community in general to plan the necessary actions to consolidate these facts, which are evidenced in actions to be developed, with special attention in the province of Guayas. To achieve this, the initial starting point for working with teachers should be the planning of immediate actions that will lead to a greater benefit for the students of the various educational institutions in the locality.

For this reason, it is observed that the significant values are in the middle range of all the dimensions described, with a particular emphasis on "Attention to cultural and linguistic diversity", which reaches 35.2% in the "average" value. Therefore, it is essential to design an intervention program based on the established diagnosis to promote change.

In this way, it is essential that people have the appropriate knowledge that facilitates the transmission of these facts, where teachers must be aware of the role they play in society, which requires the organized participation of people, respecting the rights of all and taking into account the development of the responsibilities and duties that correspond to each person. By having clarity on these facts, they will effectively contribute to the development of a just and balanced society.

That is why one of the key functions of teachers is to provide support in the innovation and change that takes place in schools, respecting institutional instances at all levels. This requires systematic assessment that manifests itself in the classroom and that is aimed at reducing the barriers that often arise in learning. For this reason, the participation of all members of the educational community is essential, which will also help address diversity (Giné et al., 2019).

To understand the thematic analysis on social inclusion and educational democracy, we must bear in mind that teachers are the ones who promote and coordinate the support network to develop any topic that is vital for the development of the education system, based on regulations.

Therefore, in order to effectively address social inclusion and educational democracy in the context of the education system, it is necessary to restructure the functions of the teacher. These should focus on collaboration, facilitating and coordinating the use of the necessary educational resources. This must go hand in hand with educational development in the classroom, generating important actions that other teachers will have to develop. The responsibility for generating meaningful learning in students lies with the teacher (UNESCO, 2019).

However, we must bear in mind that, unfortunately, teacher training is not optimal, as there are deficiencies and aspects that show the existence of heterogeneous conditions. Therefore, it is necessary to commit to innovative educational practices aimed at meeting the needs of students (UNESCO, 2019).

For this reason, the need to strengthen the teaching profession is evident, and this implies urgently addressing the elements that are cultivated during initial training. The objective is to improve the teacher's professional skills, integrating aspects related to social inclusion. This should be reflected in a continuous improvement of teachers' working conditions and well-being, as indicated by UNESCO (2019).

For this reason, the analysis of each of the dimensions considered in the factors that examine social inclusion provides us with an interpretation that the teacher has a broad knowledge of the subject. However, the context of the actions involved is not fully addressed. Therefore, the objective of this aspect would be aimed at developing the necessary actions that demonstrate their implementation and compliance effectively in the educational context of the community in which they are located.

From this perspective, teachers know and clearly identify the actions to be taken to achieve social inclusion within the education system. However, in practice, this condition is not observed, as the factor of social diversity in students receiving the educational service has not been fully identified. (Hurtado & Hoyos, 2023)

On the other hand, the qualification obtained from social inclusion has a firm basis in social solidarity and is closely linked to moral individualism, thus considering that the objective is to contribute to the development of the so-called social conscience, whose purpose is also the integration and strengthening of the socialization process. This should lead to greater social cohesion and community integration. (Monereo, 2022)

In relation to educational democracy, the results obtained indicate that there are still many indicators that teachers need to develop. This is done with the aim of improving procedures in the formation of citizens who respect and support democracy through educational actions. (Monereo, 2022)

Changes in democracy take place taking into account the civic education of people, with education being the only means. Therefore, it is essential to develop a quality civic education that allows all members of the community to access the same opportunities without limitations or contradictions, where students consciously and responsibly assume the role that corresponds to them, developing their political skills. (Moschou, 2020)

In this way, the strategies that are effectively developed must contribute to the construction of a better society or community. The fundamental element is based on the development of educational training, as it will lead to better results. Individualized experiences can bring greater reliability to the expected results. For this reason, democracy is not only about

political issues, but also takes into account the configuration of a whole life, based on responsible choices based on equal opportunities. (Fishman, 2018)

It is imperative to mention that the aforementioned characteristics show a correlation in the evaluation of the analysis of the results obtained. Therefore, it is essential to develop strategies for a better systematization of the educational model to be achieved, mainly benefiting the educational community in general, who seek training according to the needs of the context in which they find themselves. (Diaz, 2023)

On the other hand, the issue of fundamental rights based on the development of democracy and governability is clearly emphasized. For this reason, in several South American countries, social programs are being developed with the aim of providing equal opportunities for all, combating extreme poverty, exercising their rights and duties responsibly, seeking equality and true social integration for the benefit of all members of the community. (Mucha, 2023)

The results obtained with respect to the instrument of educational democracy agree that human rights have undergone a historical evolution in search of the constant improvement of the quality of life, which should not be confused with the attention given to a code of ethics, since its execution, protection and development are based on legal normativity. legitimately, and respecting the perspectives in which it is presented, as well as the due attention to identity that is necessary to bet on the integral development of people. (Márquez, 2022)

Therefore, a proposal is presented based on the diagnosis made through the applied research instruments that will help us to develop an improved scenario. In this scenario, the main role falls on the teacher, whose work is essential at all educational levels without distinction. The planning of all these aspects must also be taken into account, which must be implemented in the various educational institutions of the country, with special attention in the emblematic educational institutions of district 09D05 of the city of Guayaquil, in the Republic of Ecuador.

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