

Leisure activities in inclusive culture for teachers of public educational institutions at the primary level

Abstract

The research objective of the study was to determine the influence that recreational activities have on the inclusive culture for teachers of public educational institutions at the primary level. Chulucanas, 2023. It was developed in a quantitative approach with a non-experimental design, of a basic type and of correlational-causal significance; the sample was 100 teachers from four public institutions at the primary level of Chulucanas. The inferential results of the model fit report of the general hypothesis, the log likelihood indicated that this model is adequate ($\chi^2=6.452$; while, $p<0.05$), the significant value= 0.011 , establishing that the recreational activity It is a predictor of inclusive education. They conclude that these positively influence the inclusive culture for teachers of public educational institutions at the primary level.

Keywords: leisure activities, inclusive culture, inclusive law, community service

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Introduction

The recreational activities have allowed teachers to have a mechanism that allows them to improve the progress of inclusive culture in school, they focused on a comprehensive vision of the forms of social exclusion and marginalization; relating it to cultural development that focuses on the caring, collaborative and inclusive culture led by school leaders.¹ Therefore, recreational activities take on a fundamental role that allows the teacher to attend to the diversity of the student.

In the international context, international treaties and educational regulations establish that education must be inclusive and sensitive to the needs of students, since education faces many barriers to the participation, commitment and progress of students with different conditions, otherwise, it will lead to a systematic and unfair form of exclusion, which hinders educational development.²

In Peru, with respect to game activities, it mentions that they are fundamental in the student's education that is, they are essential in children, helping the development of critical thinking, creativity and the basic foundations to solve problems.³ Consequently, the use of recreational activities was implemented as procedures in understanding and closing educational gaps regarding the learning of students of any kind; Based on identifying the essential policies and practices whose purpose was to translate this change into practice, consequently, there is still confusion in the story when acting to lay the foundations for inclusive experiences through games.

In the regional context, around 41,518 students have disabilities in 6,605 educational institutions of Regular Basic Education, of which 1,523 have at least one student registered with special educational needs: in Initial: 241, at the primary level: 704 and at the secondary level: 314; where it concludes that only 23.05% of EBR schools are inclusive; Furthermore, 168,563 of the total population have some disability, of which 6.4% (10,814) have difficulty hearing; Furthermore, the majority of this population is unaware of Peruvian Sign Language, a reality that hinders inclusion and the full right to quality education;⁴ So, the problem increases, knowing that at the primary level teachers do not apply recreational activities in the

development of their classes in order to feed the inclusive culture and provide educational quality.

In the local context, according to the latest diagnostic sheet for people with disabilities, applied by the Municipal Care Office for People with Disabilities (OMAPED-2020), there are 323 people with disabilities of school age who have not obtained certificates and 173 people with disabilities who They have certificates, and are studying in general education institutions, these schools present barriers that prevent them from developing a culture of inclusion, which leads to the application of inadequate strategies in pedagogical practice, as well as limited resources, materials and equipment; and so far the application of public inclusion policies has not been managed, which would allow achieving the same quality of education and rights from primary schools to higher education.

The research was carried out in four public schools at the primary level of Chulucanas, as it was observed that the education professionals of the aforementioned institutions leave aside students who show some disability, thus revealing a deficient inclusive culture, because they do not put into practice the recreational activities that allow them to articulate all the students and interact with them in the development of the learning sessions, this due to the lack of knowledge of the use of strategies in the development of their activities, since in their educational centers they do not receive the training corresponding that allows them to provide quality inclusive education.

In relation to what was described, the following research problem was available: How do recreational activities influence the inclusive culture for teachers of public educational institutions at the primary level. Chulucanas, 2023? Regarding the general objective of the research, it was: Determine the influence that recreational activities have on the inclusive culture for teachers of public educational institutions at the primary level. Chulucanas, 2023.

According to what was stated, the research was theoretically justified since a review of epistemological theories about recreational activities and inclusive culture was carried out, also substantiating theoretical aspects. Regarding the methodological justification, it was executed from a quantitative approach, with a non-experimental

design, causal correlational design, the application of two instruments was carried out that allowed determining the effect that emerged in relation to the study variables. With respect to the practical justification, the usefulness and quality of using recreational activities in the advancement of inclusive culture in the teaching process was evident. In relation to the social justification, it is given in the sense that teachers directly benefited from the study, since they know the need for the use of these activities in improving inclusive culture.

In this sense, the first international precedent is from Burbano et al.,⁵ in Colombia carried out a research that aimed to establish the influence of the childish games program on the motor coordination of 96 students. A quasi experimental design was applied, the data were collected with the application of the Capon test to the control group and the experimental group, the results obtained showed a significant difference of 68% after the program was executed. It was established with the KS test (Kolmogorov-Smirnov) with a 5% significance that the values of the accumulated scores referring to both the pre-test (p-value .052) and the post-test (p-value .063), were used a t-student test for the case of paired samples (before-after) with a significance level of 5%; the pvalue was .0001.

At the national level, González⁶ mentioned in his research that, if the games would improve gross psychomotor skills in 4-year-old infants, for this, traditional games were used, the methodology applied was quasi experimental, with a population of 24 children in the EG and 23 in the CG, the checklist was used to evaluate the motor activities being observed. The results showed that in the EG he improved by 96%, thus showing that traditional games are essential to develop capabilities that were expressed bodily and understood his body. It was evident that the program had a positive influence.

Leisure activities

Therefore we present Groos’s theory of play,⁷ where the author maintains that actions based on games are cognitive dynamisms with essential characteristics that infants need in the development of their lives, being essential to achieve their intellectual maturity, their Its relevance lies in the fact that it helps to improve their training regarding skills and competencies in order to develop various activities in the course of their development until they become adults.⁸ Therefore, games play an essential role in raising students’ emotions. As for Vygotsky,⁹ who indicates that recreational activities are actions of corporeal movement that infants execute consecutively, through which they spontaneously release the vital impulse, he also proposes as dimensions: recreational, social and pedagogical.

Inclusive culture

The theory of school coexistence consists of an environment to learn to coexist equitably through a social institution; for which rules of respect and coexistence are needed to be able to develop and exist as people and manage respect control.¹⁰ Meanwhile, theory has shown the importance of emphasizing culture in evaluating the effectiveness of an organization, because the structure and direction of human relations are essential for development.¹¹ Similarly, Mateus et al.,¹² mention the inclusive culture of a school organization is mediated by the beliefs and values defined by its members, which in turn reinforce certain actions; It also refers to subjective aspects such as participation and beliefs of the educational community. A culture of inclusion is reflected in the shared values of members of the school community, which are transmitted to everyone who comes into contact with the context.

Methodology

Study design

The methodology had a positivist paradigm, correlational-causal level, non-experimental design, where the following scheme was used: (Figure 1)

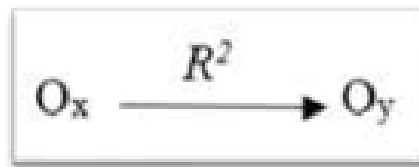


Figure 1 Design outline.

Where:

OX: Value of the independent variable: Leisure activities

Oy: Value of the dependent variable: Inclusive culture

R2: Ordinal logistic regression test

In this scientific investigation, a total of 100 primary level teachers from four educational institutions in the district of Chulucanas were considered, who made up the population. In this regard, Hernández et al.,¹³ mentions that it is a set of people about whom they have common characteristics and information will be obtained, it is called population (Table 1).

Table 1 Population distribution

IE A		IE B		IE C		IE D	
14H	11M	12H	15M	16H	7M	16H	9M

For the study, the sample was equivalent to the population; that is, 100 teachers.

Analysis methods and procedures

In this research, the survey technique was used. In this regard, Baena¹⁴ specifies that this technique is used to collect data in relation to the reality studied, and the instrument that was applied was a questionnaire.

In relation to the validity of the instruments: Hernández and Mendoza¹⁵ point out that validity is essential since it allows the degree of the instrument to be demonstrated and thus be able to accurately evaluate the variable. This validation was thanks to an expert judgment given by a total of five specialists who determined its approval and future application, in the same way they made known the relevance, relevance and clarity.

Cronbach’s Alpha was used to check the reliability of the instruments, measured with the Likert scale, obtaining a value of 0.848 for the instrument on recreational activities and a value of 0.830 for the inclusive culture instrument, which demonstrates that both instruments are reliable. For your application.

To carry out the statistical processing, the Spss 25 program was used, carrying out two types of analysis; Firstly, the descriptive one that allowed results to be established using frequency tables and percentages. On the other hand, the inferential analysis was the same one that served to validate the research hypothesis, for which the normality test was used, giving as a result, the influence between the study variables had a chi square of 6.452; In addition, it has a sig. of 0.011.

Results

In this chapter, the descriptive and inferential results were addressed.

Table 2 shows that 14.3% were found at a medium level with respect to the recreational activities variables and the same in inclusive culture, followed by 85.7% who were found at a medium level high in the recreational activities with the means of inclusive culture, then 8.6% was obtained at the medium level by the recreational activities but high in the inclusive culture, finally we obtained 91.4% in the level high in recreational activities and also at a high level in inclusive culture.

Table 2 Crossroads between leisure activities and inclusive culture

Inclusive Culture		Recreation Activities		
		Medium	High	Total
Medium	Medium Count	1	6	7
	% of Total	14.30%	85.70%	100.00%
High	High Count	8	85	93
	% of Total	8.60%	91.40%	100.00%
Total	Total Count	9	91	100
	% of Total	9.00%	91.00%	100.00%

Table 3 shows that 12.5% were found at a medium level in regard to the recreational activities variables and the same in the inclusive right dimension, then there is 87.5% who stood out at a level high in recreational activities.

Table 3 Crossover between leisure activities and inclusive law

Inclusive right		Recreation activities		
		Medium	High	Total
Medium	Medium Count	2	14	16
	% of Total	12.50%	87.50%	100.00%
High	High Count	7	77	84
	% of Total	8.30%	91.70%	100.00%
Total	Total Count	9	91	100
	% of Total	9.00%	91.00%	100.00%

Table 4 shows that 14.3% were found at a medium level with respect to the recreational activities variables and the same in the community service dimension, then there is 85.7% who are at a level high in recreational activities.

Table 4 Crossover between leisure activities and community service

Expectation and presence		Recreation activities		
		Medium	High	Total
Medium	Medium Count	0	6	6
	% of Total	0.00%	100.00%	100.00%
High	High Count	9	85	94
	% of Total	9.60%	90.40%	100.00%
Total	Total Count	9	91	100
	% of Total	9.00%	91.00%	100.00%

Table 5 shows that 0% are at a medium level with respect to the recreational activities variables and the same in the expectation and presence dimension, then 100% are at a high level in recreational activities with medium in the dimension of expectation and presence.

Table 5 Crossover between leisure activities and expectation and presence

Community service		Leisure activities		
		Medium	High	Total
Medium	Medium Count	1	6	7
	% of Total	14.30%	85.70%	100.00%
High	High Count	8	85	93
	% of Total	8.60%	91.40%	100.00%
Total	Total Count	9	91	100
	% of Total	9.00%	91.00%	100.00%

Inferential results

General hypothesis

Ho: Leisure activities do not positively influence the inclusive culture for teachers of public educational institutions at the primary level. Chulucanas, 2023.

Ha: Leisure activities positively influence the inclusive culture for teachers of public educational institutions at the primary level. Chulucanas, 2023.

Table 6 shows the adjustment report of the model of the general hypothesis, the log likelihood indicated that this model is adequate ($\chi^2=6.452$; while, $p<0.05$), the value of 0.011 demonstrating significant value, establishing that recreational activities are a predictor of inclusive education, that is, recreational activities positively influence the inclusive culture for teachers of public educational institutions at the primary level.

Table 6 General hypothesis model fit report

Model	Logarithm of the likelihood -2	Chi-Square	gl	Sig.
Intersection Only	12.493			
Final	6.041	6.452	1	0.011

Link Function: Logit

Table 7 shows the results concerning the reliability of the Cox and Snell tests, validating at 6.2%, likewise, Nagelkerke 13.8%. What was concluded, according to Nagelkerke, is that number sense is explained in a variability proportion of 10.7%, depending on the predictive factors of recreational activities.

Table 7 General hypothesis model fit report

Measure	Value
Cox and Snell	0.062
Nagelkerke	0.138
McFadden	0.107

In Tables 8 & 9, it was determined that there is an influence on recreational activities in the dimensions of inclusive law; teacher community service, teacher presence; presence and absence of inclusive culture.

Table 8 Summary of hypothesis-specific model fit report

Hypothesis	Model	-2 Log Likelihood	Chi-Square	gl	Sig.
H1	Only Intersection	14.792	8.47	1	0.004
	Final	6.328			
H2	Only Intersection	24.645	19.136	1	0
	Final	5.509			
H3	Only Intersection	13.481	7.563	1	0.006
	Final	5.918			
H4	Only Intersection	21.165	15.171	1	0
	Final	5.994			

Table 9 Pseudo R-squared summary of the specific hypothesis

Hypothesis	Measure	Value
H1	Cox and Snell	0.081
	Nagelkerke	0.179
	McFadden	0.14
H2	Cox and Snell	0.174
	Nagelkerke	0.384
	McFadden	0.316
H3	Cox and Snell	0.073
	Nagelkerke	0.16
	McFadden	0.125
H4	Cox and Snell	0.141
	Nagelkerke	0.31

Discussion

Once the explanatory, causal correlational statistical analysis has been carried out, the discussion of the results of this research is addressed, with respect to the general objective: How do recreational activities influence the inclusive culture for teachers of public educational institutions at the primary level. Chulucanas, 2023, regarding the theoretical contribution of recreational activities, Azúa and Pincay¹⁶ mention that they can be taken into consideration as the actions of body movements that children consciously execute, through which they release their essential (natural) impulses. Spontaneously. While inclusive culture develops the strengthening of the school community so that it is safe, welcoming, collaborative and stimulating, where everyone is valued equally.

It becomes an essential component for students to achieve higher levels of performance; likewise, the development of inclusive values, known, shared and defined by all members of the educational community, contributes to the development of a culture of inclusion.¹⁷ The data shown in table 4, regarding the intersection between recreational activities and inclusive culture, mention that 14.3% were found at a medium level with regard to the recreational activities variables and the same in inclusive culture, followed by There are 85.7% who are at a high level in recreational activities with a medium level of inclusive culture, also obtaining 8.6% at the average level for recreational activities, but at a high in inclusive culture, finally we have 91.4% at a high level in recreational activities and also at a high level in inclusive culture.

The data revealed corresponds to the studies of Rivas,¹⁸ who when analyzing and discussing results mentioned that recreational activities, they are directly and positively related to inclusive education under

the representation of teachers; reaching a correlation coefficient that was $Rho=0.783$ with a $Sig.=0.000$; results that indicate that as recreational activities are applied in teaching activity, the level of inclusive education will improve.

Therefore, the findings presented in Table 3 mention that recreational activities have a high level of relationship with the inclusive right at 91.7%. Ocampo¹⁹ mentions that the inclusive right has its epistemological nature, focused on the development of learning, and partial educational quality, in the results we can see that 12.5% are at a medium level with regard to the variables of recreational activities and the inclusive right dimension, and 87.5% are at a high level. in recreational activities and a medium level in the inclusive right dimension, then there is 8.3% at the average level for recreational activities but at a high level in the inclusive right dimension, results that are related to the research by Caballero³ who mentions that games greatly favor the development of learning in students, being essential for the assimilation of various areas; Therefore, it is important that the teacher is in constant training so that he not only knows teaching resources, but can adapt them to the teaching process, thus generating an evolution in the student's thinking, adapting the teaching-learning processes to environments.

More current than those presented in said games. Regarding the intersection between recreational activities and community service, it is evident that they are closely related since commitments are encouraged that benefit children with particular conditions, and their environment or families, through inclusive processes.

In Table 4, the information shown is very clear, showing that 14.3% are at a medium level with regard to the variables of recreational activities and the dimension of community service, followed by 85.7%. Which is at a high level in recreational activities and a medium level in the community service dimension, subsequently there is 8.6% at the average level for recreational activities, but high in the community service dimension, finally, 91.4% were obtained at the high level in recreational activities and in the community service dimension.

Likewise, the intersection between the variables of recreational activities and expectation and presence is shown, based on what should and has to be done to promote equity and participation in the face of the educational conditions themselves, in this regard Sisto et al.,²⁰ mentions that expectations are based on meeting the needs that students and teachers expect to develop, through commitment and participation, noting that 0% are at a medium level with respect to the variables of recreational activities. and to the expectation and presence dimension, and 100% are at a high level in recreational activities and a medium level in the expectation and presence dimension, likewise, 9.6% are at the medium level regarding to recreational activities and a high level in the expectation and presence dimension, finally 90.4%

show a high level in recreational activities and also a high level in the expectation and presence dimension, a result that is related to Loor & Moscoso²¹ in their research study that presented a nonexperimental, correlational methodology with a quantitative approach. The population was developed by 8 participants. Finally, we have 9% at the medium level for recreational activities, but at a high level in the dimension of presence and absence of culture, then we have 91% at the high level in recreational activities and also at a high level in the dimension presence and absence of culture.

In Table 6, recreational activities positively influence the inclusive culture for teachers of public educational institutions at the primary level. Chulucanas, 2023. The model fit report was obtained, where the log likelihood indicated that this model is adequate ($\chi^2=6.452$; while, $p<0.05$), the sig. value=0.011, showing significant value, establishing that, recreational activities are predictors of inclusive education.

Conclusions

According to the results of the general objective, the significant influence of recreational activities on inclusive culture was concluded in the ordinal logistic regression test, revealing a p-value <0.05 and a chi square (6.452). Likewise, 13.8% (variability) of inclusive culture depends on recreational activities. Yes and concludes that the actions of recreational activities have a significant impact on inclusive culture, in terms of law.

Likewise, it was demonstrated that there is an influence on recreational activities in the dimensions of inclusive law; teacher community service, teacher presence; presence and absence of inclusive culture.

It is recommended that educational authorities place greater emphasis on the topics of recreational activities and inclusive culture during the teaching and learning process for the benefit of the vulnerable student population or those who have some type of disability.

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None.

Conflicts of interest

The authors declare that there is no conflict of interest.

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