

Competence towards Physical Education inclusion: Self-perception of Galician future teachers of Primary School Education

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ABSTRACT

Quality Physical Education needs to adopt methodologies that allow the equal participation of all students, especially of those who have some type of disability. According to this it is necessary that teachers are trained regarding inclusion. The objective of this research was to study the perceived self-efficacy of the future teachers of Physical Education from three public Universities of Galicia (Spain) at the end of their studies. We have in this sample 112 students: 43 from University of Coruña, 36 from University of Santiago de Compostela and 33 from University of Vigo; 42,9% were women and 57,1% men between 19 to 35 years old (M 21.43 SD=2.75). The Scale of Self-Efficacy in Teachers of Physical Education for Students with Disabilities (EA-PEF-AD) was used to collect data. We observed a significant main effect of gender on the perception of self-efficacy in Intellectual disability (ID) [$F(1,106) = 4.060, p=.048, \eta^2=.033$], in Physical Disability (FD) [$F(1,106) = 6.796, p=.010, \eta^2=.060$] and in Visual Disability (VD) [$F(1,106) = 4.255, p=.042, \eta^2=.039$]. Disability training is an effective mean to improve perception of self-efficacy and disposition towards the inclusion of future Physical Education teachers, although this is lower in the female gender. **Keywords:** Self-efficacy; Inclusion; Teachers; Physical Education; Primary education.

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INTRODUCTION

The scientific evidence regarding perception of self-efficacy (SEP) towards inclusion has indicated a low perception on part of the teaching staff (Block & Obrusnikova, 2007; Rust & Sinelnikov, 2010), being this one of the main reasons for inadequate educational response. It has been shown that teachers who receive training on disability perceive themselves as more capable and have a better predisposition towards inclusion (Hwang & Evans, 2011). The objective of this study was to study the perceived self-efficacy (SEP) of the future teachers of Physical Education (PE) from three Universities of Galicia (Spain).

MATERIAL AND METHODS

Participants

112 students from three public Universities of Galicia (Spain) took part in the study: 43 from University of Coruña, 36 from University of Santiago de Compostela and 33 from University of Vigo. 48 were women (42.9%) and 64 men (57.1%), with 19 to 35 years old ($M=21.43$ $SD=2.75$) of the Degree in Primary School Education (mention in Physical Education).

Measures

It was used the Scale of Self-Efficacy in Teachers of Physical Education for Students with Disabilities (EA-PEF-AD) (Block, Hutzler, Barak, & Klavina, 2013), whose Spanish version has been validated in previous studies (Reina, Hemmelmayr, & Sierra-Marroquín, 2016), and three subscales are mainly collected: Intellectual Disability (ID), Physical Disability (FD) and Visual Disability (VD).

Procedures

In compliance with Declaration of Helsinki provisions and with informed consent of students, they completed the EA-PEF-AD after concluding specific training subject regarding inclusion in the specialty of Physical Education.

Analysis

Descriptive statistical analyses were performed for all dependent variables, proceeding with a multivariate analysis of variance (MANOVA) of two factors: University and gender. The statistical analysis was performed with SPSS v.18.0 for Windows. The level of statistical significance was established at $p=.05$.

RESULTS

Table 1 shows the SEP at the end of the mention of PE studies for each group of disabilities according to University and gender. We observed a significant main effect of gender in the SEP in ID [$F(1,106)=4.060$, $p=.048$, $\eta^2=.033$], in DF [$F(1,106)=6.796$, $p=.010$, $\eta^2=.060$] and in VD [$F(1,106)=4.255$, $p=.042$, $\eta^2=.039$]. No significant main effect was observed in the University factor or in the interaction of both factors in any of the variables studied.

Table 1. Perceptions of global self-efficacy and according to the gender of the students of the three universities

University		Total		Men		Women	
		M	DE	M	DE	M	DE
Coruña (n=43)	ID	3.14	.53	3.23	.11	3.06	.13
	FD	3.11	.59	3.33	.12	3.02	.14
	VD	3.12	.65	3.11	.12	3.04	.14
Santiago (n=36)	ID	3.17	.56	3.20	.11	3.03	.17
	FD	3.13	.52	3.23	.12	3.02	.18
	VD	3.02	.57	3.21	.12	3.09	.18
Vigo (n=33)	ID	3.08	.62	3.27	.14	2.97	.13
	FD	3.17	.76	3.23	.16	2.81	.14
	VD	3.07	.66	3.17	.15	2.97	.14

Note. ID = Intellectual Disability; FD = Physical Disability; VD = Visual Disability. The ID, FD and VD scales have a range of 1-5.

DISCUSSION

The results obtained are in agreement with those observed in previous investigations as in studies of Rust & Sinelnikov (2010) and Taliaferro, Hammond, & Wyant (2015). Paying attention to the differences observed between men and women according to the types of disability, it was appreciated that the inclusion of a student with ID, FD and VD aroused the lowest value of perception of self-efficacy in the female gender, as in the Abellán, Sáez-Gallego, Ferriz, Reina & Navarro-Patón (2019) studies, but which differ from a Meegan & Macphail (2006) studies, in which it is affirmed that women are the most predisposed.

CONCLUSIONS

Training on disability issues received at public universities of Galicia (Spain) are an effective mean to improve self-efficacy perception and therefore the willingness to include future Physical Education teachers, although this is less in the gender female.

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