

Self-efficacy of physical education teachers in Chile regarding the inclusion of children and adolescents with disabilities in school settings.

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Abstract:

In Chile, over the past 8 years, significant strides have been made in public policies regarding the inclusion of children with disabilities (CWD) in the education sector, aligning with the objectives of sustainable development by 2030 and the "Education for All" agreement from Kazan 2015. Particularly in physical education, these policies draw heavily from the principles outlined in the 2023 Baku agreement on "Quality Physical Education," which underscores the multifaceted benefits of physical activity on social, cognitive, and educational levels. Consequently, there is a need to develop training programs for physical education teachers (PET) to facilitate the inclusion process. The objectives of the study were to identify the levels of self-efficacy of Physical Education Teachers in Chile to include children with disabilities in the school and analyze the variables of training in inclusion (PT) and previous contact (PC) in the modification of the perception of self-efficacy. A total of 559 teachers of the Chile participated, and the Self-Efficacy Scale for Physical Education Teachers towards Students with Disabilities was applied. The results for self-efficacy were median and high confidence, indicating differences in favor of PC in Women $p < .001$, $\eta^2 = .06$, Men $p < .001$, $\eta^2 = .02$, and Overall $p < .001$, $\eta^2 = .03$ and PT in Women $p < .001$, $\eta^2 = .05$, Men $p < .001$, $\eta^2 = .05$, and Overall $p < .001$, $\eta^2 = .05$. It is also observed It is also observed that there is better self-efficacy for those who had PC and PT $p < .001$ $\eta^2 = .12$ in Overall. It can be concluded that PT and PC influence the self-efficacy perception of physical education teachers.

Key Words-Disability, Mainstreaming Education, Physical Education and Training, Self-Efficacy

Introduction

Inclusion processes in physical education are fundamental from an international and national perspective, and where community participants, and specifically physical education teachers, are relevant as facilitators of these models, the International Convention on the Rights of Persons with Disabilities (PWD) states in Article 24 that "States Parties recognize their right to education, and with a view to realizing this right without discrimination and on the basis of equal opportunity, whereby an inclusive education system at all levels, as well as lifelong learning, shall be ensured" (United Nations, 2006). Along with the above, the 4th Sustainable Development Goal 2030 refers to "ensuring inclusive, equitable and quality education and promoting lifelong learning opportunities for all" (United Nations, 2015). Consistently, Article 30 of this convention states that "in order to enable persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States parties shall take appropriate measures to encourage and promote the participation, to the maximum extent possible, of persons with disabilities in mainstream sporting activities at all levels" (United Nations, 2006). Despite the above, the data report that there is a large gap for physical activity practice and inclusion with a level of compliance close to 40% relative to the indicator matrix (Kwok et al., 2023).

The national inclusion policy of PWD in various social spaces in Chile, according the Ministry of Sport, states that "The State must guarantee equal, inclusive and non-discriminatory access to all its policies, plans and public programs", and explicitly refers within the beneficiaries to PWD (Ministry of Sports, 2015). In addition, Law 20,978 was enacted in 2016, recognizing and defining adapted sport for PWD as the sport modality suitable for this group of people (either by means of rules or implements) and sports specially designed for them, in order

to allow their practice (Ministry of Sports, 2015). The Ministry of Education in 2016, and due to equity gaps by economic income that restrict access to quality education, changes to be governed at the school level by Law 20.845 of "School Inclusion that regulates the admission of students, eliminates shared financing and prohibits profit in educational establishments that receive state contributions" (Ministry of Education, 2015b) -all this after student social movements- and that to accommodate the space of diversity and disability elaborates Decree 83 of "Diversification of Teaching" (Ministry of Education, 2015a), which approves criteria and guidelines for curricular adaptation for students with special educational needs in preschool and basic school education, to this are added the "Guidelines for the Construction of Inclusive Educational Communities" that go hand in hand with the new international policies related to the change from the integration model to the inclusive education model, embodied in the Sustainable Development Goals and the Incheon Declaration (United Nations, 2018; United Nations, 2015).

For the inclusion of children and adolescents with disabilities (CAWD) in physical activity in the school context, the framework for action is/ given by Inclusive Physical Education, which is considered as a philosophy and practice that ensures that all individuals, regardless of their age and ability, have equal opportunities to practice physical activity/education (Kasser & Lytle, 2013). In this sense, it is essential to rely on a model that allows addressing the various variables that can be a facilitator for inclusion processes. The Systematic Ecological Systematic Model for the practice of Adapted Physical Activity (SEMA) gives us this possibility (Hutzler, 2007), since it considers a continuous development that allows organizing the activities in an adequate way taking as pillars the task to be performed, the characteristics of the participants and how the community actors and their characteristics are transformed into relevant variables. The SEMA model states that: i) To begin with, it is necessary to know the task to be developed and its objective in the educational aspect and level, ii) Elaborate a qualitative and quantitative evaluation process of the structural, functional, environmental and personal factors of the class participants, iii) Generate an adjustment stage that allows aligning the characteristics with the responses to the evaluation processes, iv) Adapt the activities in a reasonable way regarding the materials for the activities, indications and rules of the game, participants and group of actors, and spaces for the development of the actions. This model, in general, involves the importance of physical education teachers (PET) who are responsible for leading physical activity and sport in the school context for the comprehensive education of children and adolescents (Ministry of Education, 2016).

Aibar et al. (2015) propose that teachers are the most responsible when it comes to generating rewarding experiences for students, and that these experiences during classes is one of the determinants of building the habit of practicing physical activity in adolescents. Within this habit construction, motivation is a relevant factor that can strengthen fundamental values for integral development. For the PET to be able to perform adequately in the school context and link it to the inclusion of CAWD, it must develop a series of skills that enhance the capacity for interaction of personal, environmental and behavioral factors (Reina *et al.*, 2019). These factors are tightly related with self-efficacy, defined as the "belief in one's ability to succeed in specific situations or when performing a task" (Bandura, 1997). Self-efficacy has been considered one of the key mechanisms that determines a positive attitude and intention towards an adequate and responsible behavior at school (Reina et al., 2016). In the context of IFS, self-efficacy represents the way in which teachers adapt contextual learning situations, adjust objectives based on the needs of the educational process, apply methodology or resolve conflicts to meet the diversity of their students (Reina *et al.*, 2019). Self-efficacy would be strengthened with formative processes where PET training programs favor this type of interventions both at previous and subsequent levels in university academic development (Freer, 2021). Conversely, inadequate preparation of teachers has a negative effect on the perception of competence, confidence and attitudes towards the inclusive process (Reina *et al.*, 2016). Self-efficacy would also be influenced by the positive attitudes and motivation generated by previous contact with PWD (Jovanović et al., 2014). Therefore, it is relevant aspect to be considered at the time of being able to inquire about this process to know how the PET relates to CAWD (Hutzler et al., 2023).

The contact theory proposes that there is a positive impact in terms of the existence of direct interactions as an effective component and key factor when developing these interventions, favoring equal treatment, cooperation and acceptance through social relations (Allport, 1985; McKay et al., 2019; Rademaker et al., 2020). Another factor, which in this case generates controversy regarding the inclusion process in the educational context, corresponds to the sex of the teaching staff (men or women), where several studies suggest that in some cases it may be a relevant variable where it would be considerable in the face of interactions as a possible facilitator mainly from women, while in other cases it would not be important and there would be no major modification or change in attitudes according to this variable (Agran et al., 2002; Avramidis et al., 2000; Cornoldi et al., 1998; De Boer et al., 2011).

In Chile, research related to PEF self-efficacy and the determinants of these processes is scarce. Thus, the present study seeks I) to identify the levels of self-efficacy of the PEF in Chile at the time of including CAWD in the school context, and II) to analyze whether the variables of training in inclusion, previous contact with PWD, and biological sex are determinants of PEF self-efficacy.

Material & methods

Participants

A non-probabilistic sampling was carried out through the contact of Physical Education Teachers registered in the database provided by the Ministry of Education of Chile through the General Education Division and its School Physical Activity Unit that considers the 16 regions of the country, where a total of 559 physical education teachers participated, with an average age of 35.61 ± 9.65 years, and with a percentage of women of 39.89%, and men of 60.10%. The 76.38% had training prior to their university training in inclusion for physical activity, and 86.94% had previous contact with PWD. Table 1 shows the details of the sample.

Table 1 – Characterization of the sample based on Training in Inclusion and physical activity during university training or later and contact with people with disabilities in their work.

Men		Women		Overall	
60.10% (n=366)		39.89% (n=193)		100%(n=559)	
age=36.0±10.12		age=34.88±8.66		age=35.61±9.65	
Training in Inclusion and physical activity during or after university education					
Yes	No	Yes	No	Yes	No
76.77%	23.22%	75.64%	24.35%	76.38%	23.61%
(n=281)	(n=85)	(n=146)	(n=47)	(n=427)	(n=132)
Contact with people with disabilities at work					
Si	No	Si	No	Si	No
88.25%	11.74%	64.45%	15.54%	86.94%	13.05%
(n=323)	(n=43)	(n=163)	(n=30)	(n=486)	(n=73)

Data expressed as percentage = %, frequency =(n),
age expressed as mean, ±=Standard deviation.

Instruments and Procedure

A specific tool called "Self-efficacy Scale in Physical Education Teachers towards Students with Disabilities SE-PETE-D" (Reina et al., 2019) was applied. This is a scale consisting of 4 parts and 3 subscales validated from English (Block et al., 2013), where the questions asked are grouped in situations where the teacher must attend to the inclusion of CAWD in situation of intellectual disability (ID), physical disability (PD) and visual disability (VD), specifically about the evaluation of physical abilities, teaching of motor skills and organization of collective sports games. Each subscale is preceded by a narrative (i.e., a vignette) describing situations that an ID, PD, and VD student, respectively, would have during physical education classes (e.g., skill level or way of interacting with peers). The first subscale (ID) consists of 11 questions, the second subscale (PD) presents 12 items. The third subscale (VD) has 10 items. All responses are scored on a Likert scale with a range of (1) No confidence, (2) Low confidence, (3) Moderate confidence, (4) High confidence, (5) Complete confidence. Higher scores indicate a higher perception of teacher self-efficacy to include students with ID, PD, or VD in Physical Education classes. Each of the three subscales are organized in blocks, from 3 to 5 items, according to the teaching situations to which the scale is applied: (a) a physical fitness test, (b) teaching specific skills of a group sport, and (c) teaching the game dynamics of the group sport itself. The results of the instrument are interpreted based on the mean or median score of the Likert scale by subscale and/or by the total sum of items.

For the Spanish version of this instrument, we evaluated reliability using Cronbach's Alpha obtaining, ID=0.76, PD=0.78, and VD=0.88, where >0.70 is considered acceptable, and an adequate level of reliability with a reliability >0.80 for Cronbach's Alpha. This scale has been administered in several countries such as the United States, Ireland and Croatia among others (Jovanović et al., 2014; Taliaferro et al., 2015; Tindall et al., 2016). It begins with general instructions, the aim of the study, an explanation of contact theory (Bandura, 1997) and how to record responses. The instrument consists of three subscales associated with ID, PD, and VD.

First, contact was made with the School Physical Activity Unit of the Ministry of Education of Chile, to access the data from the schools and support in accessing the sample. This research was approved by the Ethics Committee of the Universidad Santo Tomás in Santiago de Chile code 49/2021 and under the standards of the Helsinki declaration. Subsequently, an e-mail contact was made with all the educational establishments, where the inclusion criteria were those that had direct contact data and responded within 30 days to the request for participation. Subsequently, each of the establishments (n=323 in total) was asked for the data of the physical education teachers to whom the informed consent form was sent via e-mail. Once this document was signed, the person was included in the study, and for this purpose it was requested to complete the instrument "Scale of Self-Efficacy in Physical Education Teachers towards Students with Disabilities SE-PETE-D".

Data collection and analysis / Statistical analysis

For our first objective, to identify the levels of self-efficacy of the PEF in Chile at the time of including CAWD in the school context, we first performed a descriptive statistical analysis. Results are presented in percentage, frequency, means, and standard deviation.

To respond to our second objective, to analyze whether the variables of training in inclusion, previous contact with PWD and biological sex are determinants of self-efficacy of the PEF. For the approach, we evaluated assumptions using Kolmogorov-Smirnov test and Levene test for equality of variances. We used a analytic strategies, classic approach following previous literature using a ANOVA 2-way test and Tukey post-hoc test was also applied, using "Training in Inclusion and physical activity during university education or later", and "Contact with people with disabilities in their work" as independent variables and the SE-PETE-D as dependent variables.

After the ANOVA analyses, we evaluated how balanced was the cross frequency of the independent variables using a Chi-square test (χ^2) (Previous Training and Previous Contact [PT-PC], No Previous Training and Previous Contact [NPT-PC], Previous Training and No Previous Contact [PT-NPC], No Previous Training and No Previous Contact [NPT-NPC]). The rationale of this analysis was to evaluate up to which point the characteristics of the participants were not evenly distributed through the independent variable groups (e.g., evaluating if precious training in inclusion was also related with previous). The eta squared effect size was calculated considering that $\eta^2 = 0.01$ indicates a small effect, $\eta^2 = 0.06$ indicates a medium effect, $\eta^2 = 0.14$ indicates a large effect.

GraphPad version 5 (San Diego, CA, USA) and Statistical Package for the Social Sciences (SPSS TM Inc, version 25.0 Chicago, IL, USA) were used for statistical analysis. The significance level adopted was $p < 0.05$.

Results

Regarding the first and second objectives, it is observed that the results of self-efficacy were high (median and high confidence), where we can see that when comparing between PC and NPC Overall (ID subscale $p < .001$ $\eta^2 = .05$, PD subscale $p < .001$ $\eta^2 = .03$, VD subscale $p < .001$ $\eta^2 = .01$) and PT and NPT Overall (ID subscale $p < .001$ $\eta^2 = .05$, PD subscale $p < .001$ $\eta^2 = .03$, VD subscale $p < .001$ $\eta^2 = .03$) there are significant differences in favor of those who have previous contact with people with disabilities and training in inclusion (Table 2).

We were able to find as results that when generating interactions by subscale-sex-contact and training, for the Intellectual Disability subscale there are no differences in men ($p = .37$ $\eta^2 = .001$), in the case of the Physical Disability subscale this happens in women ($p = .19$ $\eta^2 = .007$) and men ($p = .20$ $\eta^2 = .004$), as well as for the Visual Disability subscale in women ($p = .11$ $\eta^2 = .01$) and men ($p = .11$ $\eta^2 = .006$) (Table 2).

To continue with the analysis, participants were sub-grouped as follows to look for influences from: Previous Training and Previous Contact [PT-PC], No Previous Training and Previous Contact [NPT-PC], Previous Training and No Previous Contact [PT-NPC], No Previous Training and No Previous Contact [NPT-NPC]. The Chi-square test was performed the homogeneity analysis for the distribution of groups, we can observe that they are heterogeneous (women $\chi^2 = 9.60$ $z = 3.09$, $p = 0.001$ with higher prevalence for [PT-PC]; men $\chi^2 = 5.34$, $z = 2.31$, $p = 0.02$ with higher prevalence for [PT-PC]; overall $\chi^2 = 14.23$, $z = 3.77$, $p = 0.0002$, with higher prevalence for [PT-PC]).

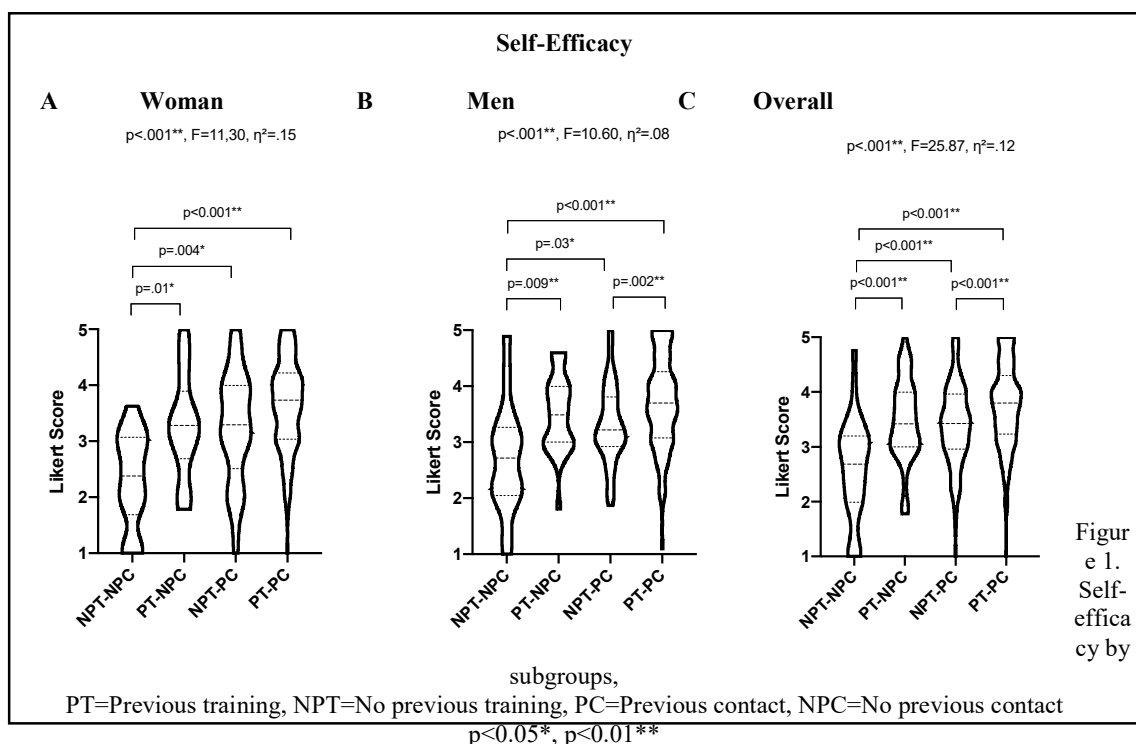
Table 2. Comparison between subscales related to training in inclusion and physical activity, and contact with people with disabilities, in terms of self-efficacy in men and women.

Sub-scale	Sex	Contact		Training		Contact	Training	Interaction
		No	Yes	No	Yes	p value (η^2)		
Intellectual Disability	Women	3.05±1.02	3.85±0.80	3.28±1.03	3.87±0.78	<.001(.07)**	0.001(.04)**	.03(.01)*
	Men	3.91±0.71	3.74±0.71	3.52±0.77	3.95±0.77	<.001(.35)**	<.001(.52)**	.37(.001)
	Overall	3.27±0.90	3.89±.072	3.43±0.87	3.92±0.70	<.001(.05)**	<.001(.05)**	.001(.008)**
Physical Disability	Women	2.83±1.07	3.67±0.88	2.98±1.04	3.72±0.86	<.001(.61)**	<.001(.71)**	.19(.007)
	Men	3.30±0.90	3.72±0.84	3.29±0.82	3.79±0.83	.001(.01)**	<.001(.05)**	.20(.004)
	Overall	3.11±0.99	3.70±0.85	3.18±0.91	3.76±0.84	<.001(.03)**	<.001(.05)**	.04(.006)*
Visual Disability	Women	2.80±1.06	3.41±0.97	2.91±1.11	3.44±0.94	.001(.02)**	.01(.03)*	.11(.01)
	Men	3.09±0.95	3.45±0.90	3.06±0.86	3.52±0.90	.01(.01)*	<.001(.03)**	.11(.006)
	Overall	2.97±1.00	3.43±0.92	3.00±0.95	3.49±0.91	<.001(.01)**	<.001(.03)**	.01(.009)*
Overall	Women	2.90±1.00	3.65±0.80	3.05±1.00	3.68±0.77	<.001(.06)**	<.001(.05)**	.06(.01)*
	Men	2.82±0.93	3.69±0.73	3.30±0.75	3.76±0.73	<.001(.02)**	<.001(.05)**	.16(.004)
	Overall	3.11±0.92	3.68±0.75	3.21±0.85	3.72±0.74	<.001(.03)**	<.001(.05)**	.01(.009)*

Note: Data are expressed in means and standard deviation ($\pm$), $p < 0.05$ *, $p < 0.01$ **, η^2 =effect size eta square

The above result supports that the variables may have interactions, therefore, it justifies the application of the Tukey post-hoc test for ANOVA, which was applied 3 times (for the women's group, for the men's group and for the total). First, we can observe that there are significant differences for women ($p<.001^{**}$, $F=11.30$), for men ($p<.001^{**}$, $F=10.60$), and for the Total ($p<.001^{**}$, $F=25.87$) (Figure 1 A, B and C).

When performing the multicomparison analyses, we can observe that in the case of women there are differences for the interactions [NPT-NPC] vs [PT-NPC] $p=.01$, [NPT-NPC] vs [NPT-PC] $p=.004$, and [NPT-NPC] vs [PT-PC] $p<.0001$ (Figure 1 A), all in favor of those who had Previous Training and Previous Contact. For men, similar interactions are observed in favor of those who had Previous Training and Previous Contact [NPT-NPC] vs [PT-NPC] $p=.009$, [NPT-NPC] vs [NPT-PC] $p=.03$, and [NPT-NPC] vs [PT-PC] $p<.0001$, adding to these [NPT-PC] vs [PT-PC] $p=.002$ (Figure 1 B). The Overall presents a behavior with interactions like those of the group of men, but with a higher significance value ($p<.0001$), which may suggest that there is agreement with the data observed in previous analyses that show that there are no differences by biological sex (Figure 1C).



Discussion

The aim of this study is to determine the levels of PET self-efficacy in Chile at the time of including CAWD in the school context, and to investigate how the variables of training in inclusion and previous contact with PWD interact at the time of assessing PET self-efficacy. Self-efficacy has values from "moderate to high" in all subscales for the entire sample analyzed. It was found that the existence of training in inclusion and previous contact with PWD positively influence self-efficacy values in the total sample, and when men and women are analyzed separately, where it was also found that those who have training in inclusion together with previous contact with PWD have high self-efficacy values. There are differences when comparing men and women, but the interactions have small effect sizes. For Physical Education teachers, we can observe that the training processes prior to professional development are totally relevant, which have a total impact on self-efficacy or perception of feeling capable of developing the proposed area. In both sexes analyzed in this study, it was observed that those who do not have a training process in their formation process, present self-efficacy levels of "moderate confidence", while for those who had previous training present a tendency towards "high confidence". Other research agrees with these results and shows that training processes in inclusion generate an improvement in the perception of competence, this is how Reina R. (2019b) developed a research where a training program called Incluye-T was applied, which aims to improve the self-efficacy of PETs to promote the inclusion of students with disabilities by developing the necessary attitudes, knowledge and skills, the results obtained through the evaluation of self-efficacy show in general, that the group of the island region of Spain has had an improvement in their perceptions of self-efficacy for the inclusion of CAWD, similar results were observed for the PETs), and in the peninsular region of Spain. In addition to what was stated in the previous paragraph, we can observe that those who had Previous Training and Previous Contact together (Figure 1 (A, B,

C)), have significantly higher self-efficacy than those who did not have access to these processes. Block et al. (2021) suggest that the quantity and quality of preparation in inclusion are totally important as they allow adequate work with CAWD, and that this can encourage greater contact with this group, which can promote positive synergy towards the inclusion process in the Physical Education class. In the study developed by Grassi-Roig M. et al (2021), training was applied to the PET in centers of the Community of Madrid during the academic year 2019-2020 whose name is "Inclusive Sport in School" (Ocete calvo et al., 2016) and which consisted of five days, each lasting three hours, carried out in four consecutive weeks between the months of February and March 2020, where a teacher training process was developed in which different contents related to inclusion in Physical Education classes were addressed, following an active and participatory teaching methodology. The results show a significant increase in all subscales of the self-efficacy instrument, which made it possible to conclude the effectiveness of the intervention, when analyzing the data obtained, we can observe that the training processes allow significant increases in self-efficacy ($p < .0001$, $F = 37.12$) and another relevant data that coincides with the contrasted studies corresponds to the size of the effect, which also has a consistent behavior that responds to the importance of this variable and makes its existence relevant (Medium Effect Size $\eta^2 = .09$). From the conceptual perspective, Freer (2021) also proposes in his systematic review in the same way that training programs favor this type of interventions, as well as Van Munster (2019) where he also proposes that in association. The approaches of differentiated instruction and Universal Design for Learning represent significant resources to include students with disabilities in physical education in the school context. It is also proposed that there should be the combination between the theory that provides initial training, with practical experiences in the field of inclusion of CAWD, making both accompany each other with the aim of improving teaching competence and increasing the cultural understanding of disability, as well as increasing knowledge and awareness of inclusion (Rossi - Andrión et al., 2019). Work developed by Block et al. (2021) shows that a critical factor in teachers' perceived competence and confidence the PET in including students with disabilities is having strong academic preparation, and quality professional training, positive clinical experiences, and appropriate support and teaching conditions are critical in facilitating a teacher's sense of competence and teaching effectiveness (Hersman & Hodge, 2010).

The other important factor in optimizing the response of self-efficacy for inclusion in physical education corresponds to previous contact with PWD. The results of our study showed a significant difference in perceived self-efficacy in favor of those who had "Contact with people with disabilities in their work" in both sexes. This analysis is framed in the Prior Contact Theory (Allport, 1985) where it is proposed that by generating processes where the educational community can effectively share with PWD, and in turn be informed of the various situations underlying the conditions that may arise in the educational process, a process of improvement of cognitive, affective and behavioral attitudes would be generated, which would contribute to the process of social inclusion through acceptance, interpersonal relationships, and self-perception in front of the community.

Rademaker et al. (2020) state through a systematic review that in the total of the analyzed research (55 articles included) a favorable relationship was found when generating contact and information about students with disabilities, which favors the social participation of this group in the school context. As proposed by Haeghele et al. (2019) and McKay (2015), educational centers are ideal spaces to favor this interaction, with socialization, information and awareness being key factors in the process. Lieberman (2019) states that the way in which students without disabilities are prepared for the inclusion of their peers with disabilities is a key success factor in the successful practice of physical education, so it is essential to emphasize empathy towards the needs of others, being rejection a limitation that can truncate the teaching and learning processes of children with disabilities in the educational context (Block et al., 2021). In our study we were able to observe that previous contact is an important factor and that it favors self-efficacy ($p < .0001$, $F = 25.84$, (Medium Effect Size $\eta^2 = .07$), so it is recommended to generate strategies in this sense. Limitations and strengths of the study: This is a cross-sectional study; therefore, no causal effects can be evaluated. Therefore, any causal conclusion suggested by this study must be confirmed using a longitudinal or interventional approach. Also, the sample was obtained for convenience, which may imply a self-bias selection, which may be also related with the imbalance observed across groups. Similarly, we used self-report measures which are affected by subjectivities, interpretation, and social desirability. Nonetheless, results are aligned with previous literature, suggesting that the approach was reliable enough. The limitations of this strategy trade off with the sample size obtained, which also improves external validity of the results obtained. The results are also obtained in a world region where this kind of data is scarce. As limitations for this research and new lines of work, it is proposed to evaluate if there are differences between the self-efficacy perceived by teachers vs. their actions and activities in the classroom, to know if there are differences in their self-perception and the actual execution of their classes. For this purpose, it is proposed to use tools that can evaluate the application of the Universal Design for Learning as the strategy proposed by the international recommendations regarding inclusive physical education. The strength of the study is the innovative theme that makes it relevant that the approach with PET is important to generate effects an impact on the processes of inclusion of CAWD. The strength of the study is the innovative topic that makes relevant that the approach with the PET is important to generate effects an impact on the inclusion processes of CAWD.

Conclusions

The results obtained in this research show that the self-efficacy of the PET for the inclusion of children with disabilities in the development of physical education in the school context in Chile, would be positively influenced by the processes of previous training in aspects related to inclusion, and in turn by previous contact with children with disabilities for both men and women. These aspects contribute to understand the importance of generating spaces of development in the PEF training models that go hand in hand with these processes, to guarantee an adequate and quality work when working with CAWD under a framework of education and physical education as a social right.

Conflicts of interest - The authors of the document declare that they have no conflicts of interest.

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