



Analysis Of The Validity And Reliability Of The Peruvian Version Of The Questionnaire "Students' Attitudes Towards Integration In Physical Education (CAIPE-R)"

Camacho Chavez Percy^{1*}, Soria-Perez Yolanda Felicitas², Montalvo Herrera Jessie Angiela³

^{1*}Cesar Vallejo University, Peru, perschavez@hotmail.com, orcid.org/0000-0003-2868-4398

²Cesar Vallejo University, Peru, ysoria@ucv.edu.pe, orcid.org/0000-0002-1171-4768

³Cesar Vallejo University, Peru, jmontalvoh@ucvvirtual.edu.pe, orcid.org/0000-0002-9984-3774

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ARTICLE INFO ABSTRACT

Physical Education is clearly an ideal area of educational intervention to promote the inclusion of students with different motor disabilities as is the case of the study that has been carried out, and the attitudes of their peers without disabilities are a fundamental factor in this integration process.

In this research, an analysis of the validity and reliability of the Peruvian version of the questionnaire "Attitudes of students towards integration in physical education (CAIPE-R)" was carried out. The participants were 400 physical education students from state schools in Lima, Peru. From the secondary level, including 200 females and 200 males aged 12 and 18 years

The results show that the questionnaire has sufficient reliability and structural validity and fits well with the model. The questionnaire of study questions consisted of 10 items. The overall result of 0.812 in Cronbach's alpha of the questionnaire on Attitudes towards integration in physical education of Peruvian students indicates that the items used to assess these attitudes are consistently correlated, which reflects a reliable measurement.

The study concludes that this version is sufficiently well-founded and reliable to determine attitudes towards the inclusion of peers with disabilities in physical education classes in the Peruvian context.

Key words: Physical education, questionnaire, attitude, integration

Introduction

It is known that physical education is a key factor in the development of health and the prevention of many diseases and in the educational field, and specifically in the processes of inclusion of students with disabilities in physical education sessions at all ages, improving the quality of life and as a tool for the motor development of children (1,2,3). The World Health Organization (WHO) has established a series of physical activity recommendations for each group to improve people's quality of life and preserve their health as much as possible (4). According to the study carried out by Guthold et al. (5), 27.5% of the world's population is physically inactive (31.7% women and 23.4% men), positioning Latin America and the Caribbean as the region of the world with the highest prevalence of physical inactivity (39.1%), where 81% of adolescents (84% women and 78% boys) between 11 and 17 years of age in the world do not meet the daily recommendations for moderate-vigorous physical activity. Unhealthy activities or sedentary lifestyles among young people are not only spreading (6), but are also being established at younger and younger ages (7), especially due to the ease of travel and the incorporation of new technologies, mobile phones and video games.

This problem is evidenced by negative attitudes towards physical activity (8), being a problem that has an impact on health, considering that at least 60 minutes of moderate to intense physical activity is necessary (9), despite being well supported by the scientific community (10).

In this sense, increasing the level of physical activity in children and adolescents is a priority. The area of physical education is the most appropriate space for the development and promotion of these healthy habits, where we can increase the time dedicated to the practice of movement, teach students to exercise in their free time and reduce their sedentary time, thus increasing the chances of being active adults (17, 18, 19). To achieve

these objectives, it is of utmost importance that students engage with the subject, showing a high level of interest in the subject and its contents, with a high motivation to achieve healthy lifestyle habits (20). Motivation can be defined as the psychological perception of an activity that influences the subject's cognitive, affective, and behavioral responses, guiding him or her to maintain that behavior (21); Therefore, adequate motivation could facilitate the adoption of healthy habits in physical education classes (22, 23).

A questionnaire is a document made up of a series of questions that must be written, ordered, sequenced and structured in a coherent way according to a certain plan so that their answers provide us with all the information we need. Azofra, M. J. (1999).

An attitude is defined as a set of emotional beliefs that lead people to act in a certain way towards a certain thing and is believed to be the key to changing people's behavior. (Sherrill, 1998)

In the field of education, and specifically in the processes of inclusion of students with disabilities in Physical Education sessions, attitude is shown to be one of the main obstacles that hinder the successful inclusion of these students, considering the positive attitudes key to achieving this success Ocete, C. (2016).

In PE class, inclusion means that these students are placed in classes from the beginning. These students are not considered visitors, but members of the class. In addition, these students are not considered disabled. Instead, he is seen as a simple student in the classroom who must act and learn differently than his peers. An inclusive sport is one that does not hide or laugh at individuals, but is shared with others who respect their unique limitations and abilities. Provide the most appropriate benefits and meaningful programs for all students. (Block, 1994, p.16).

The ultimate goal of inclusion is to enable all students to develop the skills, abilities, and attitudes they need to learn, live, and work together in all aspects of society. (Stainback and Stainback, 1990).

To this end, this study of validity and reliability of the Peruvian version of the questionnaire "Attitudes of students towards integration in physical education (CAIPE-R) based on a preliminary analysis of its internal consistency and subsequent exploratory and confirmatory factor analyses. The use of the Peruvian version of the instrument to assess attitudes towards the inclusion of students with disabilities in physical education classes was determined.

2. Methodology

2.1. Participants

The students invited to participate were students from first to fifth year of secondary school from educational institutions in Lima, Peru who agreed to answer the questionnaire at both times. The questionnaires were administered during the course of the class. The participants in the study were from a total of 400 schoolchildren, it was selected in a stratified probabilistic way, between 200 males and 200 females.

2.2. Instruments

In the research, the participants were students, who were informed of the purpose of the study. The survey form was used, which was administered to the students, according to the established study schedule. All students had a period of time to fill out the respective questionnaire.

2.3. Statistical analysis

Data were collected using the SPSS 20.0 Statistical Package. To verify that the structure of the factors with their items was adequately adjusted to the Peruvian context, exploratory and confirmatory factor analysis was performed. After the initial analysis, the psychometric properties of the CAIPE-R questionnaire were verified. First, internal consistency was analyzed through Cronbach's alpha

3. Results

Reliability by Cronbach's Alpha

Table 1 Reliability Report by Cronbach's Alpha

Cronbach's Alpha	Number of Items
,812	10

The overall result of 0.812 in Cronbach's alpha of the questionnaire on Attitudes towards the integration of Peruvian children in physical education indicates that the items used to assess these attitudes are consistently correlated, which reflects a reliable measurement.

Construct Validity Exploratory Factor Analysis

Table 2 *KMO & Bartlett Test Result*

KMO & Bartlett Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.719
Bartlett's sphericity test	Approx. Chi-square	610.198
Gl		45
Gis.		0.000

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy explains the proportion of variance in variables caused by underlying factors, where values close to 1.0 suggest the relevance of factor analysis, but if it is below 0.50, it is not useful. In this sense, KMO of 0.719 > 0.50 shows that factor analysis is useful. On the other hand, Bartlett's sphericity test with p-value < 0.05 shows high significance. Therefore, the assumptions for factor analysis are met.

Table 3 *Variance Explained*

Component	Initial eigenvalues			Sums of Loads Squared from Extraction			Sums of Rotation Squared Loads		
	Total	% Variance	Cumulative %	Total	% Variance	Cumulative %	Total	% Variance	Cumulative %
1	2.698	26.981	26.981	2.698	26.981	26.981	2.637	26.370	26.370
2	1.544	15.442	42.423	1.544	15.442	42.423	1.605	16.052	42.423
3	1.138	11.378	53.801						
4	0.953	9.526	63.327						
5	0.768	7.681	71.008						
6	0.728	7.282	78.290						
7	0.638	6.377	84.667						
8	0.558	5.575	90.242						
9	0.513	5.126	95.368						
10	0.463	4.632	100.000						

Extraction method: principal component analysis.

The total variance explained in the initial solution shows three factors with eigenvalues greater than 1, which in its entirety represents 53.8%. This suggests that three latent variables are associated with the attitude of integration in physical education.

Table 4 *Rotated Component ArrayTo*

	Component		
	1	2	3
P5	0.693		
P6	0.692		
P3	0.676		
P1	0.617		
P2	0.524	-0.370	
P7			0.781
P4		0.748	
P10			0.783
P8			0.707
P9		0.389	0.567

The principal component extraction method with Varimax applying Kaiser normalization and eigenvalue greater than 1 extracted three factors, where items 1, 2, 3, 4, 5 and 6 are grouped in the first factor, items 2, 4 and 9 in the second factor and items 7, 8, 9 and 10 form a set in the third factor.

Confirmatory factor analysis**Table 5** *Rotated matrix with fixed number of factors*

Items	Component	
	1	2
Q4: Maria/Carlos should have special PE with other students who have similar problems.	0.741	
Q5: If Maria/Carlos were in my PE class, I would talk to him/her and be his/her friend.	0.684	
Q6: If Maria/Carlos were in my PE class, I would like to help her practice and play	0.683	
Q3: PE would be fun if Maria/Carlos were in my PE class.	0.668	
Q7: Maria/Carlos might have someone to help him get around the court.		0.770
P8: The distance from the three-point shot to the basket could be closer for Maria/Carlos.		0.588
Q2: If we were playing a game, say, basketball, it would be nice to have Maria/Carlos on my team.	0.497	-0.374
Q1: It would be nice to have Maria/Carlos in PE class.	0.461	
Q10: Maria/Carlos' baskets could be worth three points.		0.455
Q9: Could someone help Maria/Carlos when she practices on the playing field.	0.436	0.445

Table 5 shows the results of the components adjusted in two factors, considering that the theoretical composition of the variable is known. The attitude towards inclusion factor groups items 1, 2, 3, 4, 5 and 6 with scores higher than .4 and the attitude towards adapting to sports factor includes items 7, 8, 9 and 10 with values above .4. Therefore, the composition of two main factors in the rotation matrix is confirmed, ratified by the assumption of KMO greater than .7 and Bartlett less than 0.05.

4. Discussion

The development of a tool could provide an easy-to-use assessment instrument for school practice and supporting the early identification of insufficient school inclusion is a very important issue. For this to be possible, it is necessary to validate the tool taking into account a country's systemic conditions and cultural and linguistic context (26,27). In response to the above challenge, our research team made the first attempt to validate the Peruvian version of the CAIPE-R questionnaire (Block, 1995). An innovative solution used by our team of researchers was to send the CAIPE-R questionnaire to physical education students, i.e., to introduce an additional fourth perspective of assessment of students' perception of inclusion in school education. The additional evaluation form for physical education teachers aims to collect and verify information on their role in the development of the perception of school inclusion exposed with the opinions of teachers, parents and students (28,29). In our study, item 4 belonged to 'academic self-concept' and item 10 to 'social inclusion'. The results clearly support the observations of the authors of the tool regarding the need for linguistic verification of PIQ statements, which should be culturally consistent (30,31).

In the present study, based on the theory of Fornell and Larcker (1981), the conditions of convergent and discriminant validity for the analyzed construct were confirmed. At the same time, the three factors identified, i.e., "attitudes", "social integration" and "physical education", had satisfactory levels of reliability (Cronbach's $\alpha > 0.81$). It should be noted that in our study, the reliability analysis taking into account the division into groups showed that in the case of PE teachers, Cronbach's alpha had the highest values for both Factor 1 ("Attitudes") and Factor 2 ("social integration"), and very high for Factor 3 ("physical education") compared to the results obtained by students. parents/guardians and teachers. It seems that for the evaluation of inclusion in various Polish education systems (massive, inclusive or segregating system), the use of feedback from four perspectives, i.e. pupils, parents/legal guardians, teachers and physical education teachers, can contribute significantly to science in the field of adapted physical activity theory and thus health sciences, with particular regard to the mental health aspect of students. This thesis corresponds to the results of research on the effectiveness of integrative and inclusive activities of physical education teachers in the teaching process (32). It is important to understand the beliefs and motives that drive teachers to consider the affective or cognitive domains. Our results indicated that teachers' attitudes toward physical fitness tests were slightly positive, according to the existing literature (33, 34). However, when comparing the general attitude between the groups, there were no significant differences, indicating that Portuguese teachers may show consistency in their general attitude towards physical fitness tests.

5. Conclusions

According to the results of the present study, physical education students showed a positive attitude towards physical fitness tests. Students demonstrated a more positive attitude in the affective utility subdomain than teachers. On the other hand, students enjoyed the implementation of fitness tests significantly more than

teachers. Research should prioritize specific intervention content considering the gender and age of students and teachers to reinforce fitness development through aptitude testing in schools.

The final questionnaire (CAIPER-S) consists of 10 items, maintains a high degree of consistency in the tool and allows its application, providing a new tool to the Peruvian context that measures the attitude of students without disabilities towards the inclusion of their peers who do have it in the area of physical education

The study concludes that this version is sufficiently well-founded and reliable to determine attitudes towards the inclusion of peers with disabilities in physical education classes in the Peruvian context.

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Questionnaire on "Attitude towards Integration in Physical Education" (CAIPER-S).

Please read the description below carefully. Then, answer the following prayers, thinking of Mary/Charles. You must score from 1 to 4, being:

4 = Yes,

3 = probably yes,

2 = probably not,

1 = no

"Maria/Carlos is the same age as you. However, he can't walk, so he uses a wheelchair to get around. Maria/Carlos likes to play the same games as you but doesn't do it very well. Even though he can push his wheelchair, he's slower than you and tires easily. He can throw a ball, but not very far. He can receive balls that are thrown directly at him, and he can vote and pass the basketball to another teammate who is far away on the court, but he can't throw a basketball high enough to make a basket. Because his legs don't work, he can't kick a ball."

Questionnaire to be answered by the student:**Date:** **Area:** Physical Education**Names and Surnames:****Age:**..... **Gender:** FEMALE ☐ MALE ☐**General Questions:**

1. How do you consider yourself?: non-competitive something competitive very competitive ☐ Do you
2. know what a disability is? OTHERWISE ☐ ☐ ☐ ☐
3. have a family member or close friend with a disability? OTHERWISE ☐ ☐ Do you
4. a classmate with a disability in your class? OTHERWISE ☐ ☐ Have you had
5. had a partner with a disability in your PE class? OTHERWISE ☐ ☐ Have you
6. home promote empathy towards people with disabilities? OTHERWISE ☐ Does your
7. school have the infrastructure to cater for students with disabilities? For example, a ramp? OTHERWISE ☐
8. teachers encourage students with disabilities to integrate into the classroom? OTHERWISE ☐

4 = Yes, 3 = probably yes, 2 = probably not, 1 = no

num ber	Item	Punctuation			
		1	2	3	4
1	It would be nice to have Maria/Carlos in PE class	1	2	3	4
2	If we were playing a game, for example, of basketball, it would be nice to have Maria/Carlos on my team	1	2	3	4
3	PE would be fun if Maria/Carlos were in my PE class	1	2	3	4
4	Maria/Carlos should have a special Physical Education with other students who have similar problems	1	2	3	4
5	If Maria/Carlos were in my PE class, I would talk to him/her and be his/her friend	1	2	3	4
6	If Maria/Carlos were in my PE class, I would like to help her practice and play	1	2	3	4
7	Maria/Carlos might have someone to help you get around the court	1	2	3	4
8	Three-point shooting distance could be closer for Maria/Carlos	1	2	3	4
9	Someone could help Maria/Carlos when she practices on the playing field	1	2	3	4
10	Maria/Carlos' baskets could be worth three points	1	2	3	4