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THE SELF-EFFICACY OF TEACHERS IN THE PROCESS OF INCLUSION IN PHYSICAL EDUCATION CLASSES

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Abstract

One of the more important preconditions for successful inclusion is the teachers' high level of self-efficacy. Therefore, the aim of this pilot study was to determine the self-efficacy of physical education teachers in the process of inclusion of children with physical disabilities, intellectual disabilities, and visual impairment. The study was carried out on a sample of 38 physical education teachers, aged 50.89 ± 10.56 years, working in elementary schools on the territory of the city of Niš. To evaluate self-efficacy, the Serbian version of the *Situational-specific Self-efficacy and Inclusion Students with Disabilities in Physical Education* questionnaire was used. The results indicated that physical education teachers have moderate levels of self-efficacy (3.70). Based on types of disability, the greatest degree of self-efficacy was noted for intellectual disability (3.77), followed by physical disability (3.71), and visual impairment (3.60). The results of the Friedman test showed that the obtained differences were not statistically significant (p= 0.76). The results of the Mann-Whitney U-test showed that gender (p=0.189) and teaching experience (p=0.970) do not lead to statistically significant differences in the self-efficacy of physical education teachers. This pilot study represents a foundation for future studies, which would include a greater number of respondents. In addition, it is necessary to study other factors which can impact self-efficacy, such as direct teaching experience involving children with disabilities, private acquaintance with children with disabilities, the level of academic education in the field of adaptive physical exercise, and attendance of additional workshops.

Key words: students, disabilities, self-efficacy, adapted physical education.

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САМОЕФИКАСНОСТ НАСТАВНИКА У ПРИМЕНИ ИНКЛУЗИЈЕ НА ЧАСОВИМА ФИЗИЧКОГ ВАСПИТАЊА

Апстракт

Један од битних услова за успешно спровођење инклузије јесте висок ниво самоефикасности наставника. С тим у вези, циљ овог пилот истраживања је да утврди самоефикасност наставника физичког васпитања приликом инклузији деце са физичким, интелектуалним и визуелним инвалидитетима. Истраживање је спроведено на узорку од 38 наставника физичког васпитања оба пола, старости 50.89 ± 10.56 година, који раде у основним школама на територији града Ниша. За процену самоефикасности коришћена је српска верзија упитника Ситуациона самоефикасност и инклузија ученика са инвалидитетом у физичком васпитању. Добијени резултати су показали да наставници физичког васпитања имају умерену самоефикасност (3.70). У односу на врсту инвалидитета, највећу самоефикаснот су показали код интелектуалног инвалидитета (3.77), те код физичког инвалидитета (3.71), док је најмања самоефикасност забележена код визуелног инвалидитета (3.60). Резултати Фридмановог теста су показали да добијене разлике нису биле и статистички значајне (p= 0.76). Резултати Мен-Витнијевог теста су показали да пол (p=0.189) и радни стаж (p=0.970) не доводе до статистички значајних разлика у самоефикасности наставника физичког васпитања. Спроведено пилот истраживање представља основу за нова истраживања, са већим бројем испитаника. Такође, потребно је истражити и друге факторе који могу имати утицај на самоефикасност, као на пример искуство у раду и познаство са децом са инвалидитетима, академско образовање из адаптивног физичког вежбања и додатни семинари.

Кључне речи: ученици, инвалидитет, самоефикасност, адаптирано физичко васпитање.

INTRODUCTION

The aim of inclusive education is to transform education systems to suit the needs of a diverse group of learners. It makes provisions for the equal participation of individuals with disabilities (physical, social, and/or emotional) in various learning environments, but does not exclude personal choice, special assistance, and specialised facilities for such individuals (UNESCO, 2005). Simply placing a child with a disability into a group of other children is not inclusion (Block, 2016; Tindall, Culhane & Foley, 2016). Inclusion requires the psychological and social acceptance of children with disabilities and developmental issues. Successful inclusion must be beneficial for all the factors which are a part of it, and that includes children with disabilities, their typically developed peers, teachers, and the parents of both groups of children (Hutzler, Zach & Gafni, 2005)

Inclusion in physical activity should enable all individuals, irrespective of their ability, to take part in physical activity in the same environment as their peers, with individualised support and attention. There

are five different types of inclusion in physical activity which make up the inclusion spectrum. This includes the following types: Adapted activities, Parallel activities, Open activity, Reverse integration, Separate activities (Rouse, 2009).

Successful inclusion in a learning environment and, thus, in physical education depends on a large number of factors, such as the material-technical conditions in the school needed for proper inclusion, the physical education (PE) teachers' attitudes toward inclusion, and other factors in the educational system. One of the more important conditions for successful inclusion is the creation of positive attitudes towards it, and the increase in the self-efficacy of teachers (Block & Crause, 2010; Yada, Leskinen, Savolainen, & Schwab, 2022).

Self-efficacy (SE) represents one of the basic concepts of the social-cognitive theory of Albert Bandura. He conceptually determined self-efficacy to be the belief of a person regarding their own abilities of organising and realising certain activities needed to fulfil a desired goal. SE reflects how certain an individual is that they possess the personal capacities which allow them to control the outcomes of set aims, despite obstructive events, difficulties, and obstacles (Bandura, 1997). According to Sharma, Loreman, and Forlin (2011), SE in inclusive education represents the belief of teachers that they possess suitable capacities, as well as knowledge, and the possibility of developing their inclusive practice. The SE of teachers and, thus, of PE teachers is defined as the evaluation of one's own abilities to plan, organise, and perform activities which are needed to achieve the set aims of education (Skaalvik & Skaalvik, 2007).

There is a high association between the perceived SE of PE teachers and their attitudes toward inclusion. Therefore, based on the results of several studies (Hutzler, Meier, Reuker, & Zitomer, 2019), teachers who feel they are competent enough to teach in an inclusive environment have more positive attitudes, or favour inclusion. When it comes to inclusion in the learning environment and the attitudes of PE teachers towards including children with disabilities in the regular learning environment, according to an extensive study (Hutzler et al., 2019), which included 75 studies, the SE of PE teachers could be influenced by factors such as experience in teaching children with disabilities, or other forms of contact with them in the family or in the community. Furthermore, both practical and theoretical knowledge obtained from teaching physical education to children with various forms of disabilities could have a significant impact. In addition, individual factors, such as gender and age, could also have an impact. In addition to these factors, the type and level of disability could also have an impact on the SE of PE teachers. What kind of effect the factors have on SE, among other things, also depends on the country in which the testing is being carried out, due to existing cultural, and other differences. As a result, it is necessary to carry out studies in each country

individually. The significant impact of some of the aforementioned factors on the attitudes and SE of PE teachers, as well as on successful inclusion, was determined in numerous studies (Hutzler et al., 2005; Ozer et al., 2013; Taliaferro, Hammond, & Wyant, 2015; Reina, Hemmelmayr, & Marroquin, 2016; Hutzler, & Daniel-Shama, 2017a; Selickaite, Hutzler, Pukenas, Block and Reklaitiene, 2019; Antala, Pružek, & Popluharova, 2022).

The SE of teachers toward inclusion in physical education first started receiving attention some 20 years ago, and has in particular been the focus of study for the past 10 years (Reina et al., 2016; Hutzler & Daniel-Shama, 2017a; Hutzler & Barak, 2017b; Selickaitė, Hutzler, Pukėnas, Block, & Rėklaitienė, 2018; Reina, Ferriz, & Roldan, 2019; Selickaitė et al., 2019; Alhumaid, 2021; Teng, Yeo, Lee, & Chin, 2021; Antala et al., 2022). In addition to the studies of the SE of teachers in the process of inclusion already underway in schools, studies were also carried out for the evaluation of the SE of physical education students (Hutzler, et al., 2005; Block, Hutzler, Barak, & Klavina, 2013; Jovanović, Kudláček, Block, & Djordjević, 2014; Taliaferro et al., 2015; Baloun, Kudlaček, Sklenaríkova, Ješina, & Migdauova, 2016; Tindall et al., 2016; Wang, Liu, Wei, & Block, 2020; Alhumaid, Khoo, & Bastos, 2020;).

In Serbia, a certain number of studies focus on the evaluation of the SE of teachers in the process of inclusion and teaching children with various forms of disabilities (Tubić, & Đorđić, 2012; Fazlagić, & Kolić, 2018; Radić-Šestić, Šešum, & Karić, 2020). However, there are very few studies that focus on SE and the attitudes of PE teachers in inclusive educational settings. Only a few such studies were found in existing databases (Đorđić, & Tubić, 2012; Jovanović et al., 2014; Đorđić, Tubić, & Protić-Gava, 2014). Among them, only Jovanović et al. (2014) focused on SE, but among students of sport and physical education in Serbia, and not among PE teachers who already have teaching experience. The two remaining studies focus on attitudes, and SE was included in only one item in the questionnaire. Considering that SE represents an important predictor for successful inclusion, there is a need to determine the SE of PE teachers working in schools in Serbia, due to the constant increase in the number of children with disabilities and developmental issues who attend regular schools. A study of each individual country is also needed, due to the specific nature of the educational process of PE teachers when it comes to adaptive physical education, as well as the different cultural views of individuals with disabilities. An evaluation of SE is important so that teachers could have the option of developing it through the organisation of various seminars from the field of adapted physical activity and inclusion. Therefore, the aim of this pilot study is to determine the SE of PE teachers in the process of inclusion of children with physical disabilities, intellectual disabilities, and visual impairment in Niš.

METHODS

The Sample of Participants

The study included 38 PE teachers of both genders, working in elementary schools on the territory of the city of Niš. The youngest teacher was 28, and the oldest was sixty-four-years-old. Their average age was 50.89 ± 10.56 years. When it comes to their teaching experience, it ranged between at least 2 and 36 years of experience, at most.

The Sample of Measuring Instruments

To evaluate SE, the *Situational-specific Self-Efficacy and Physical Educators Scale* was used, developed by Block et al. (2013). Exploratory factor analyses' item loadings range between 0.53 and 0.91. Also, the scale has a high Cronbach's alpha reliability, for ID (0.86), for PD (0.90), and for VI (0.92). The quality of this questionnaire is reflected in the option of viewing the SE of PE teachers when working with children with various forms of disabilities, that is, physical disability (PD), intellectual disability (ID), and visual impairment (VI).

The translated Serbian version of this questionnaire was already used in the study of Jovanović et al. (2014). The translation of the questionnaire from English into Serbian was achieved using the back-translation technique (Brislin, 1986).

The questionnaire begins with general instructions, and an explanation of the theory of SE and the way the answers should be given. It consists of four parts. The first part consists of a description of the questions related to the adaptation of schoolchildren with ID who attend physical education classes, and has 11 questions. The second part refers to PD, and consists of 12 items, referrede third part refers to school children with VI, and consists of 10 questions. The questionnaire ends with a fourth part which includes demographic questions, based on which certain comparisons can be made. The scale used for rating each question ranges from 1 to 5: 1 = no confidence; 2 = low confidence; 3 = moderate confidence; 4 = high confidence; and 5 = complete confidence.

Statistical Analysis

For the obtained results of the descriptive statistic parameters, the following was calculated: the mean value (Mean), standard deviation (SD), the minimum result (Min), and the maximum result (Max). To determine the statistically significant difference in the SE of the teachers based on the type of disability, the Friedman test was used. To determine the difference in SE based on gender and teaching experience, the Mann-Whitney U-test was used. The statistical significance was set at $p < 0.05$.

The data was processed in the statistical analysis program of the IBM Corp., released in 2010 (IBM SPSS Statistics for Windows, Version 19.0. Armonk, NY: IBM Corp.).

RESULTS

Descriptive statistics for the evaluation of SE in relation to the type of disability, and the results of the Friedman test are shown in Table 1. The total mean value for the SE of the teachers was 3.70. By analysing the results based on the type of disability, the values of the arithmetic means indicate that PE teachers have the highest perception of their SE in the case of ID (3.77), while they are least sure of their SE when it comes to the inclusion of students with VI in physical education (3.60).

Table 1. The descriptive statistics and the results of the Friedman test for the differences in SE in relation to the type of disability

Subscale	Mean	SD	Min	Max
ID	3.77	0.76	1.82	4.82
PD	3.71	0.81	1.83	4.83
VI	3.60	0.72	2.00	4.70
Overall	3.70	0.70	1.94	4.67
Chi-Square=0.55, df=2, p = 0.76				

Legend: ID - Intellectual disability; PD - Physical disability; VI – visual impairment

The results indicate that the difference obtained in the evaluation of the SE of the PE teachers in relation to the type of disability was not statistically significant (p = 0.76).

The means of the responses relating to the evaluation of SE (Table 2) indicate that teachers have a moderate SE regardless of gender, although the value is slightly higher for men. The SE of the group of male PE teachers has a value of 3.81, while SE's value for the group of female PE teachers is 3.36.

Table 2. The descriptive statistics and results of the Mann-Whitney U test for the differences in SE in relation to the gender of the PE teachers

	Men				Women					
Subscale	Mean	SD	Min	Max	Mean	SD	Min	Max	Z	P
ID	3.86	0.65	1.82	4.82	3.43	1.07	2.18	4.82	-0.764	0.445
PD	3.88	0.68	2.00	4.83	3.15	1.08	1.83	4.67	-1.871	0.061
VI	3.66	0.66	2.00	4.60	3.54	0.82	2.40	4.70	-0.459	0.646
Overall	3.81	0.60	1.94	4.58	3.36	0.94	2.12	4.67	-1.314	0.189

Legend: ID - Intellectual disability; PD - Physical disability; VI – visual impairment

By analysing the results in relation to the type of disability, the male PE teachers also had higher results compared to the female ones. The results of the Mann-Whitney U-test (Table 2) indicate that the noted difference in SE in relation to the gender of the PE teachers is not statistically significant ($p = 0.189$).

Both groups of PE teachers, divided based on their teaching experience (Table 3), have moderate SE. For the group with a teaching experience of less than 20 years, SE is 3.72, while it is 3.68 for the group with a teaching experience greater than 21 years. An analysis based on the subscales for ID, PD, and VI also determined that both groups have moderate SE.

Table 3. The descriptive statistics and the results of the Mann-Whitney U test for the differences in SE in relation to teaching experience

	Teaching experience < 20 years				Teaching experience > 21					
Subscale	Mean	SD	Min	Max	Mean	SD	Min	Max	Z	P
ID	3.78	0.72	2.27	4.82	3.78	0.86	1.82	4.82	-0.133	0.894
PD	3.64	0.82	1.83	4.83	3.77	0.87	1.83	4.83	-0.550	0.582
VI	3.77	0.68	2.40	4.70	3.47	0.72	2.00	4.40	-1.214	0.225
Overall	3.72	0.68	2.15	4.67	3.68	0.77	1.94	4.55	-0.38	0.970

Legend: ID - Intellectual disability; PD - Physical disability; VI – visual impairment

The results of the Mann-Whitney U-test indicate that there is no statistically significant difference in SE in relation to the duration of teaching experience (Table 3), as regards the overall results of the questionnaire ($p = 0.970$), or the subscale for the type of disability.

DISCUSSION

The study aimed to determine the SE of PE teachers toward the inclusion of children with PD, ID, and VI in Niš.

The obtained mean value for the teachers' SE (Table 1) is 3.70, which indicates a moderate level of SE of the tested elementary school PE teachers in Niš. The same level of SE of the PE teachers (3.03 and 3.09) was noted in studies (Reina et al., 2019; Selickaite et al., 2019) carried out in Spain and Lithuania, which also involved elementary school PE teachers. In addition, a moderate SE was noted in the study of Reina et al. (2016). When it comes to studies where SE was evaluated among students of various study programmes at faculties of sport and physical education, the obtained average values for the evaluation of SE were also moderate (Jovanović et al., 2014; Taliaferro et al., 2015; Alhumaid et al., 2020; Wang et al., 2020), and the values were similar to those obtained in our study.

By analysing the values obtained based on the type of disability (Table 1), PE teachers showed a higher level of SE, or certainty in their theoretical and practical knowledge, as well as their ability to successfully incorporate inclusion into their physical education programme for children with ID (3.77), followed by PD (3.71), and finally VI (3.60). The differences obtained are not statistically significant, which is indicated by the results of the Friedman test ($p = 0.76$). These results coincide with the results determined in other studies (Reina et al., 2019; Selickaite et al., 2019). In the aforementioned studies, PE teachers also had the lowest evaluation of their SE when it comes to VI. Contrary to our study, where the mean value for the subscale of VI was 3.60, which indicates a moderate SE; in the previous 2 studies it had a value of 2.84 and 2.86, respectively. In a study conducted by Antala et al. (2022), the lowest SE was also determined for VI (3.15), whereby this difference in SE in relation to the type of disability was also statistically significant. The results of Reina et al. (2016) indicate that, irrespective of whether PE teachers had previous training experiences in physical activities and/or sports for people with disabilities, the lowest SE was noted for VI (3.1 and 28), while the highest scores for SE were determined for ID (3.6 and 3.1). In addition, irrespective of whether PE teachers had previous contact with people with disabilities, the lowest result for SE was noted for VI (3.0 and 2.7).

Even though statistically significant differences were not noted, based on the obtained results, it can clearly be seen that the teachers exhibit the lowest SE when it comes to organising classes of PE for children with VI. One of the possible reasons is that there are few children with VI, especially those who attend regular schools. This has a negative impact on the experience and knowledge of teachers regarding the way in which to demonstrate a movement or exercise to children with VI. This also includes adapting exercises for a child who does not have visual perception. However, this can change by organising seminars or courses during which teachers would learn techniques for teaching children with VI motor tasks, such as tactile modelling and physical guidance (Jorgić, Aleksandrović, Mirić, Čolović & Dimitrijević, 2020).

Differences in SE in Relation to Gender

In this study, based on the results obtained, the male PE teachers indicated a higher level of SE compared to the female PE teachers as regards the total results of the questionnaire (3.81 vs. 3.36, respectively). Furthermore, they also indicated higher results as regards the subscales for all three types of disability: ID (3.86 vs. 3.43), PD (3.88 vs. 3.15), and VI (3.66 vs. 3.54). The results obtained were not statistically significant. In terms of SE, the greatest difference was noted for PD, in favour of the male PE teachers. A possible reason for this is the lower trust that female PE teachers have in their physical strength in case they need to move (lift

or lower) parts of the bodies (arms, legs or the entire body) of children with PD during physical education classes, when performing exercises, or when testing motor skills. The results obtained at the level of Serbia as a country can be compared only to the study of Jovanović et al. (2014). In that study, no differences were noted for SE in relation to gender when it comes to the overall sample of students of the three largest faculties of sports and physical education in Serbia.

By comparing our results with those of other studies which also focused on PE teachers, it could be said that the results differ in relation to gender. Results that coincide with those of our study were obtained by Teng et al. (2021), who also determined that the gender of teachers has no impact on SE. Contrary to the findings of our and the aforementioned study, Alhumaid (2021) determined that male PE teachers do have a statistically higher level of SE by analysing the differences in SE in relation to gender in the case of the inclusion of children with autism spectrum disorders. When explaining these results, he claimed that the reason could be found in the fact that female PE teachers have less experience teaching inclusive PE classes in Saudi Arabia. Contrary to his study, Hutzler et al. (2017a) determined that female PE teachers have a statistically greater SE compared to male PE teachers. The differences were determined for all three disabilities: ID (3.61 vs. 2.95), PD (3.71 vs. 2.92), and VI (3.31 vs. 2.37). The authors explained these results by the fact that male PE teachers are more conservative and more authoritative, which represents a problem when it comes to including a child with a disability into regular physical education classes. Still, the results of a greater number of studies, when it comes to the impact of gender on SE, point to a lack of differences in SE both between male and female PE teachers and male and female PE students (Hutzler, et al., 2005; Jovanović et al., 2014; Wang, & Liu, 2017; Wang et al., 2020; Teng et al., 2021).

Differences in SE in Relation to Teaching Experience

In the current study, it was determined that PE teachers, irrespective of their teaching experience, have a moderate SE, whereby teachers with a teaching experience shorter than 20 years have somewhat higher values (3.72) compared to teachers with a longer teaching experience (3.68). When the results were analysed, based on the type of disability and in the case of ID, both groups of teachers were found to have the same level of SE (3.78). Teachers with lower levels of teaching experience have better results when it comes to VI (3.77 vs. 3.47). In the case of PD, the situation is reversed. In other words, better results were noted for teachers with more teaching experience (3.77 vs. 3.64). As regards both the total result for the entire scale and the subscales, based on type of disability, there are no statistically significant differences in relation to

teaching experience. Similar to the results obtained in our study, Antala et al. (2022) also did not determine statistically significant differences in the evaluation of SE in relation to teaching experience as regards ID, PD, and VI. Furthermore, the impact of teaching experience on SE was not determined even in the case of the inclusion of children with autism (Alhumaid, 2021). Hutzler et al. (2017a) determined that there were differences in the evaluation of SE in relation to teaching experience. In their study, this difference was noted between PE teachers with a teaching experience of less than 5 years and the other teachers, who were divided into groups based on the duration of their teaching experience. If we are to compare this with the results of our study, we can conclude that no difference can be noted between teachers with a teaching experience greater than 21 years, and those with a teaching experience of fewer than 20 years. The development of inclusion in Serbia officially began, or was regulated by the Law on the Fundamentals of Education, in 2009 (Rončević, & Antić, 2018). In that sense, future studies should divide teaching experience into a period which would begin with the very beginning of the introduction of inclusion and end with the moment of the study's realisation, with the aim of obtaining most precise results. However, by analysing the results obtained in the aforementioned studies, it can be assumed that teaching experience does not have a significant impact on the SE of PE teachers. Factors which are more specifically determined when it comes to adaptive physical activity and inclusion in physical education classes may have a more important impact. This certainly refers to factors such as completed courses in adaptive physical exercise, followed by courses related to adaptive physical activity taken during regular study at university, teaching experience involving students with disabilities, and so on. This is congruent with the findings of other studies (Hutzler et al., 2017a; Alhumaid, 2021; Antala et al., 2022) which determined that previous teaching experience involving children with disabilities, and completed academic or additional courses in adaptive physical exercise have a positive effect on increasing the level of SE.

CONCLUSION

Based on the analysis of the existing literature, this study is among the first to analyse the SE of PE teachers in the inclusive education setting for children with ID, PD, and VI from Niš. The results obtained indicate that PE teachers in elementary schools on the territory of the city of Niš have moderate SE in the process of inclusion of children with disabilities in regular physical education classes (3.70). In addition, moderate values of SE were also noted in relation to the type of disability: ID = 3.77, PD = 3.71, and VI = 3.60. Of the factors which can impact SE, gender and teaching experience were also studied. The obtained results showed that

these two factors do not impact the level of SE among PE teachers. Considering the fact that this was a pilot study, there are limiting factors to be considered. They primarily refer to the fact that future studies need to increase the size of the sample so that it also includes PE teachers from other parts of Serbia, not only from Niš. In addition, future studies will also need to study other factors which could impact SE, such as teaching experience involving children with disabilities, private relationships with individuals and children with disabilities, attending courses on the physical exercise of children and individuals with disabilities, such as adaptive physical activity, during their education, along with attending additional seminars, and practice in the field of adaptive physical exercise. Based on the obtained results and their analysis, it can be assumed that it is possible to successfully carry out inclusion in physical education classes, at least when we take into consideration the evaluation of SE of PE teachers.

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САМОЕФИКАСНОСТ НАСТАВНИКА У ПРИМЕНИ ИНКЛУЗИЈЕ НА ЧАСОВИМА ФИЗИЧКОГ ВАСПИТАЊА

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Резиме

Инклузија у физичким активностима треба да омогући свим појединцима, без обзира на њихове способности, да учествују у физичким активностима у истом окружењу као њихови вршњаци, уз индивидуализовану подршку и пажњу.

Самоефикасност представља важан предиктор за успешно спровођење инклузивне наставе. Због тога постоји потреба за њено утврђивање код наставника физичког васпитања у Србији с обзиром на повећање броја деце са инвалидитетом у редовној настави. С тим у вези, циљ овог пилот истраживања је да утврди самоефикасност наставника физичког васпитања у примени инклузије код деце са физичким, интелектуалним и визуелним инвалидитетом у Нишу. Истраживање је спроведено на узорку од 38 наставника физичког васпитања који раде у основним школама у Нишу. Њихова просечна старост је износила 50.89 ± 10.56 година. За процену самоефикасности коришћена је српска верзија упитника Ситуациона самоефикасност и инклузија ученика са инвалидитетом у физичком васпитању. За утврђивање статистички значајне разлике у самоефикасности наставника у односу на врсту инвалидитета коришћен је Фридманов тест. За утврђивање разлике у самоефикасности у односу на пол и радни стаж коришћен је Мен-Витнијев тест. Добијени резултат за самоефикасност наставника за цео упитник је износио 3.70. Посматрајући добијене вредности у односу на врсту инвалидитета, наставници су показали највећи ниво сигурности у своја знања и способност у спровођењу инклузије у настави физичког васпитања код деце са интелектуалним инвалидитетом (3,77), затим код деце са физичким инвалидитетом (3,71), и на крају код деце са визуелним инвалидитетом (3,60). Добијене разлике нису биле и статистички значајне (п = 0.76). Посматрајући резултате у односу на пол, наставници су показали већи ниво самоефикасности у односу на наставнице у укупном резултату упитника (3.81 у насупрот 3.36). Такође, више резултате су имали и када су у питању подскале за сва три облика инвалидитета: интелектуални (3.86 насупрот 3.43), физички (3.88 насупрот 3.15) и визуелни (3.66 насупрот 3.54). Добијене разлике нису биле и статистички значајне. Наставници физичког васпитања, без обзира на радни стаж, имају умерену самоефикасност, при чему наставници са радним стажом краћим од 20 година имају нешто веће вредности (3.72 насупрот 3.68). Посматрајући резултате посебно, по врсти инвалидитета, код интелектуалног инвалидитета и једна и друга група наставника има исти ниво самоефикасноти (3.78). Наставници са мањим радним стажом имају боље резултате када је у питању визуелни инвалидитет (3.77 насупрот 3.47), док код физичког инвалидитета боље резултате имају наставници са више радног искуства (3.77 напротив 3.64). Као и код укупног резултата за целу скалу, тако и код подскала у односу на врсту инвалидитета нема статистички значајних разлика у односу на радни стаж. С обзиром да се ради о пилот истраживању, за наредно истраживање потребно је повећати број испитаника како би се обухватили наставници не само из Ниша већ и из осталих крајева Србије. Поред тога потребно је истражити и друге факторе који могу имати утицај на самоефикасност, као што су познанство и искуство у раду са децом са инвалидитетом, формално образовање из области адаптираног физичког вежбања, и додатни семинари и пракса, такође из ове области. На основу добијених резултата и њихове анализе, може се претпоставити да је могуће успешно спроводити инклузију у настави физичког васпитања, барем када се узме у обзир процена самоефикасности наставника физичког васпитања.