



“ADAPTED PHYSICAL EDUCATION TEACHERS’ SELF-EFFICACY”

Doctorado en Transferecias Interculturales e Historicas en la Europa Medieval



Aimilia Vakoufari
PhD candidate

INTRODUCTION

Adapted physical education is diverse program of developmental activities, exercises, games, rhythms, and sports designed to meet the unique physical education needs of individuals (Winnick & Porretta, 2017)

AIM OF THE RESEARCH

One of the aims of this study is to examine the self-efficacy of adapted physical education teachers towards students with disabilities in greek special schools.

SELF-EFFICACY

Self-efficacy refers to an individual's conviction (or confidence) about his or her abilities to mobilize the motivation, cognitive resources, and courses of action needed to successfully execute a specific task within a given context. Self-efficacy is the person's trust in their abilities to achieve the desired results performing certain actions. (Bandura, 1977)

SELF-EFFICACY & PHYSICAL EDUCATION

Analysis of literature revealed that self-efficacy of PE teachers towards inclusion of students with SEN is gaining more importance than attitudes in creating an inclusive learning environment in PE classes. Individual studies have found that teachers' SE is one of the strongest predictors of their attitudes towards inclusion (Ilić-Stošović et al., 2015; Karani & Skordilis, 2016; Vaz et al., 2015)

AIMILIA VAKOUFARI

- Degree in Physical Education, Aristotle University of Thessaloniki (AUTH), Greece
- MSc in Physical Activity for Special Population, Aristotle University of Thessaloniki (AUTH), Greece
- Teaching in special public schools for 13 years

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