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Yes, I have a disability. Does it prevent me from being a PE teacher? A qualitative approach from the point of view of future PE teachers and their families

David Hortigüela-Alcalá ^a, Daniel Bores-García ^b, Raúl Barba-Martín^c and Gustavo González-Calvo^d

^aSpecific Didactics Department, University of Burgos, Burgos, Spain; ^bDepartment of Physiotherapy, Occupational Therapy, Rehabilitation and Physical Medicine, University Rey Juan Carlos, Madrid, Spain; ^cDepartment of Physical Education and Sport, University of León, León, Spain; ^dDepartment of Didactics of Musical, Artistic and Corporal Expression, University of Valladolid, Valladolid, Spain

ABSTRACT

Physical Education (PE) teachers are subject to a great deal of social stereotyping. The goal of the study is to analyze the main reasons and motivations of three future PE teachers (two females and one male) with motor disabilities to undertake the profession in the future. Their families and the teachers who have taught them also participate. The disabilities are an arm amputation, severe hip dysmetria and Tourette's syndrome. These future teachers, under a reflective perspective, expose the reasons and motivations why they want to be PE teachers, specifying diversity of experiences in the past and how they would like to teach the subject in the future. The introduction discusses whether disability fits into the ideal body type of PE, delving into the theories of social identity [Tajfel & Turner, 1979. An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–47). Brooks-Cole] and social desirability (Paulhus, 2002). A qualitative approach is used in which three categories (established prior to obtaining the results) of analysis are established: (a) Motivations for being a PE teacher; (b) Limitations and obstacles exercised by society; and (c) Professional identity and conception of PE. Interviews with participants and their families, narrative journals and discussion groups are the data collection instruments used. The results show how, despite the fact that the motivation of future teachers is high (want to be physical education teachers above any other profession), the social constraints they face in order to achieve their dream are diverse. These obstacles are manifested in derogatory comments and lack of infrastructure and adapted material to be able to practice. Families and teachers agree that there is still a long way to go to achieve inclusion, especially in the area of PE. This inclusion refers to the acceptance into the subject of all students, regardless of their physical and psychological characteristics. It is essential to continue researching about disability and PE, since it allows breaking down a variety of existing barriers about the beliefs that people with disabilities have about the limitations of teaching the subject.

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Introduction

The body of the PE teacher has always been associated with different stereotypes (González-Calvo et al., 2020). The best accepted are the bodies of muscular men, since they comply with the canons that society demands (Apelmo, 2019). These social stereotypes demand, in many cases subconsciously, the need to have a body typology, underestimating those bodies that do not meet this profile (functional anomalies, very thin, overweight ...). Conversely, a person with a motor disability is seen as incapable and unfit to perform the task of a PE teacher (Sparkes et al., 2019). This is due to the established belief that a PE teacher must be an athlete capable of demonstrating and exemplifying any task he or she intends to teach their students. This generates a great deal of pressure for people with disabilities, limiting their desires and options to devote themselves professionally to the field of physical activity and sport (Smith & Sparkes, 2008). In fact, despite their success in the profession, they are often questioned for not being able to achieve certain goals (Stewart et al., 2011). This vision of people with disabilities has a strong political, social and cultural connotation, since, from the school environment, patterns of daily action are established that have an impact on the exclusion of this group. Within the sports environment, this situation is masked by the biased and questionable message of promoting the inclusive values that sport entails, when what really prevails is the exclusive recognition of the fittest and the best brands over human values (Schenker, 2019). For this reason, PE must be conceived as an ideal subject for generating critical reflection among students on issues related to the body, which are often biased and manipulated by the media and social networks.

PE, as a fundamental subject in the treatment of the body throughout childhood, must be approached from a clearly pedagogical perspective, which allows the student, above any hegemonic discourse, to know, accept and experience their body in all its magnitude. However, it is common for students with disabilities and lesser sports skills to feel insecurities and frustrations towards the subject, and the role of the PE teacher is crucial to ensure their inclusion. In this sense, the initial training of teachers becomes especially relevant, since future teachers build their professional identity. PE must be conceived as a space in which all types of bodies coexist under the full focus of integration, understanding that the tasks demanded must be in full connection with the emotional aspects of the students (Simonton & Gran, 2019). It is necessary to accept the diversity of the class, both by the teacher and by the students themselves, obtaining greater motivation towards the subject when the activities are focused on perceived competence and joint achievement (Hilland et al., 2018). Physical activity is a fundamental element for people with disabilities to develop at all levels, so it is a priority that schools establish clear protocols to promote it. It cannot be overlooked that PE programs remain largely normative, something that directly affects aspects of the social life of persons with disabilities (Fitzgerald & Stride, 2012). Research conducted in China with 872 students between 8 and 13 years of age showed rather unfavorable attitudes toward inclusion in the subject of physical education. (Wang & Qi, 2020). Other studies such as Bryant and Curtner-Smith (2009) show the different perception students have of their teacher's competence depending on whether or not they have a disability. Fully inclusive PE covers four areas: knowledge and curriculum related to ability and disability, teacher attitudes, pre-service teacher training and a rethinking of our understanding of the multiple perspectives of physical literacy (Barber, 2018)2019. As the author points out, it is essential to banish certain stereotypes among future PE teachers, extending their vision to aspects such as accessibility, normative notions of ability, corporal equity, social justice and inclusion, and physical literacy. In relation to the family environment, research such as that carried out by Wilhelmsen and Sørensen (2019), through 25 semi-structured interviews with parents of children with disabilities, shows how PE did not play a relevant and positive role within the home. The system of constant competition in which the current neoliberal society is framed is faithfully reflected in PE and in the practice of physical activity and sport, regardless of the category or level in which it is approached (Evans, 2014). This is even more so for people with disabilities, as society perceives them as fragile, weak and incapable

(Parker et al., 2013), which seems to make it unfeasible and unthinkable that someone who has a disability could be a PE teacher.

Two fundamental theories on which this study is based converge here: (a) theory of social identity (Tajfel & Turner, 1979); (b) theory of social desirability (Paulhus, 2002). The first is framed under the premise that membership of social groups is associated with positive or negative connotations. This contributes directly to the individual's social identity. The value of the group is determined by value-laden social comparisons, within which individuals try to access a positive social identity. The second is based on the need of the individual to give a positive image of him – or herself in order to obtain harmonious social relations. This leads to the development of deceptive actions to reinforce their self-esteem and sense of competence. In the context of this research, these two theories are highly relevant, since people with disabilities, and more so within the scope of physical activity and sport, are considered as a social group continuously exposed to comparison, within which the individuals that integrate it intend to satisfy their own needs of competence. In this case, when it comes to breaking down social and cultural barriers to becoming PE teacher. Therefore, the objective of this study is to analyze the main reasons and motivations of three future PE teachers with motor disabilities to practice the profession in the future. This represents an important contribution to the existing literature on the subject, since, in addition to delving into the experiences and feelings of future teachers who have a disability, it analyzes the perceptions of both their families and their university professors, providing a much-needed global approach within the disability field. Furthermore, this allows for a greater contextualization of the subject matter and the results obtained, understanding that the experiences of people with disabilities in the educational field have a strong repercussion and direct impact on people in their immediate environment.

Does disability fit into the stereotype of the ideal body in PE?

Traditionally, in the practice of physical activity and sports, the most valuable body has been the masculine and muscular one. From society's point of view, they appear to be healthier bodies, since they perfectly comply with physiological, functional and biomechanical parameters (Wiest et al., 2015). Accepting this premise implies a hidden discrimination towards another typology of bodies, using the media as a tool to control social behavior, especially of the youngest (Lupton, 2020). Teachers recognize that if they do not comply with this body, their professionalism is questioned (González-Calvo et al., 2019). In fact, this athletic body is often associated with discourses that are far removed from the educational component of PE, directly influencing the sporting abandonment of young people (Beltrán-Carrillo et al., 2018). The main discourses of PE are based on sport, and this means that in many cases the necessary differentiation is not clearly established, with students acknowledging that their experiences in PE have mostly been in sports (Casey & Quennerstedt, 2015). This is directly linked to the still predominant use of traditional PE teaching discourses (Coulter & Chróinín, 2013) which promote measurable and quantifiable body typologies. Therefore, it is necessary to promote pedagogical approaches in PE aimed at social justice and inclusion, favouring the acceptance of all types of bodies. Especially when traditional teaching programs have proved to be ineffective in promoting lifelong physical activity (Kirk, 2005). Traditional discourses on the teaching of PE can be associated with neoliberal approaches that restrict the concept of corporeality and seek only its productivity. This limits people with disabilities, as they do not meet the stipulated criteria of that ideal body.

In this ideal body there is no room for disability, as it does not seem to meet the desired criteria of perfection and effectiveness. How will you devote yourself to teaching PE if you yourself have a disability? Underlying this question is a structural political, economic and educational system that creates incompetence in disabled people from an early age (Thorius, 2019). This means that there are very few teachers from PE with disabilities. This is also clearly the case, as in many cases current sports programs are not very inclusive. All these aspects lead to the reduction of motivation towards motor performance by disabled people, resulting in less physical activity (Beckman et al.,

2018). These critical and reflective messages are not of interest at the political and media level, so they are masked by praising isolated cases of disabled people who stand out in sports.

At the formative level, university curricula for teaching PE usually do not intentionally include disability, and if they do, it is from the perspective of the school's students, never from the professional identity as a teacher. This leads to a conceptual and procedural reproduction of the idealized body, making it impossible for this professional paradigm to change. We see how students with disabilities, already in the early stages, show a lack of belonging to PE (Rekaa et al., 2019). This can be called 'hidden discrimination'. This type of discrimination is based on a structure of social thought that is very complex to break, since it requires mechanisms of action supported by the ideological and political apparatus of the state (Reynolds & Kiuppis, 2018).

One of the best ways to break this structure is through initial teacher training, giving resources to future PE teachers to educate in full equality, acceptance and inclusion. This research provides a wonderful opportunity to delve deeper into this area, as it focuses on three future PE teachers with various disabilities who are highly motivated to pursue the profession. To do so, they have to struggle with multiple social and cultural barriers imposed.

Material and methods

Participants

Three future PE teachers (two female and one male) participated. All of them were studying for their Primary Education Degree at the Faculty of Education of a Spanish University. The university degree that the three participants were studying allows them to work as PE teachers once they have completed their studies. The subjects that make up the degree provide them with professional skills in both teaching, curriculum and social issues. The names of the participants (pseudonyms) were Marta (20 years old), Silvia (21 years old) and David (21 years old). Each had a different motor disability. Marta had an amputation on her arm. This amputation was at elbow level, so it prevented any hand manipulation. The amputation was performed as a result of a domestic accident in his childhood. Her mastery and handling of the residual limb was quite high. Silvia had severe genetic hip dysmetria that caused one leg to be longer than the other, resulting in a limp. She usually wore a special shoe with a higher height to balance out that mismatch. David had Tourette's syndrome. He had been on medication since he was 10 years old and was characterized by repetitive movements. These movements are both facial and body, such as opening and closing the eyes, or moving the neck intensely and suddenly. They were controlled but noticeable. The participants were chosen because of having a disability and studying to be future PE teachers. There was no direct relationship between the researchers and the participants.

The families of Marta, Silvia and David agreed to participate in the research. Specifically, the father and mother of each of them participated, a total of 6. Also participating were the three university teachers who had taught them PE (two males and one female) at the university. All three were doctors, specialists in teaching and pedagogy at PE, and with more than ten years of professional experience. All participants gave their consent to be part of the research. They were guaranteed anonymity and confidentiality in the collection and dissemination of results.

Instruments

Three different instruments were used for the collection of information. The questions that constitute each of the instruments used have been structured based on the three categories of the study, obtaining a greater specificity of the data (Scott, 2004).

Student body diaries: Each of the three students kept a body narrative journal throughout the first semester of the 19–20 school year. This body diary was filled out weekly, in order to reflect their bodily experiences in the different subjects. This type of journal is ideal for future PE teachers to

Table 1. Issues included in the students' body diaries.

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1. What kind of body experiences have you had this week in the classroom? (fears, insecurities, achievements ...).
 2. Have you ever felt limited in carrying out any activity or proposal? Why? (type of activity, relationship with teacher and colleagues, way of solving the situation ...)
 3. How do you feel about your future professional performance as a PE teacher? (learning acquired, level of motivation to be an PE teacher, vision of how to teach PE in the future ...)
-

reflect internally on the pedagogical role that the body should play in the classroom (González-Calvo et al., 2019). They had a semi-structured character, in order to give freedom in the reflections of each participant (Slotnick & Janesick, 2011). The students, if needed, had the advice of their university teachers at all times, so that the information provided would meet the objectives with which the instrument was designed (Smith & Zajda, 2018). It was integrated by three issues, closely related to the purposes of the research (Table 1).

Family discussion groups: Held with each family separately, without the presence of the future teacher, at the end of the semester. Each was done on-line through Microsoft Teams. Each lasted 90 min and was recorded for later analysis. The questions asked are clearly in line with the objectives of the study and the categories of analysis (Table 2). This process allowed the researchers to collect the information on each of the issues and then subject them to the techniques of triangulation, purification and saturation with the other data collection instruments (Tortorella et al., 2015).

Interviews with university teachers: An in-depth face-to-face interview was conducted with each of the three teachers who taught students with disabilities at the university. They had a semi-structured character, allowing for flexibility in responses (Table 3). They were carried out at the end of the school year. These interviews made it possible to verify the degree of coherence that exists with regard to what future PE teachers with disabilities experience in class. The approach was fully reflexive, acting under the relevance that initial teacher training has in the transformation of educational contexts (Franchi, 2016).

Design and procedure

The study responds to a retrospective design of phenomenological character, based on the understanding of educational phenomena from the analysis of the experiences and speeches of the participants (Mertens, 2005). In this case, attention is paid to an aspect with clear social impact such as people with disabilities, and the way in which this phenomenon affects PE. The research was structured in five distinct phases, which respond to both the objectives and the methodology used in the research:

Phase 1. Structuring of the study and planning of the intervention schedule: the study arises after analyzing the educational context in which one of the researchers was immersed. He considered that it would be a great opportunity to analyze the experiences of three future teachers with disabilities whom he was teaching.

Phase 2. Preparation of the students' body diaries and development of the classes: the researchers established the issues that made up the diaries and provided them to the three students and their three teachers. The aims of the research were explained to them, highlighting the importance

Table 2. Basic script used for the discussion group with the families.

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1. How has your child's relationship with PE and sport been since childhood?
 2. When did you express interest in becoming a PE teacher? How and what were the reasons?
 3. Do you perceive different social limitations/obstacles in the practice of physical activity by your children? Which ones?
 4. Is there support from the educational and social system for PE teachers? Are there any stereotypes? Which ones?
 5. Do you think that they will have any kind of problem when they carry out the profession in the future? Which ones?
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Table 3. Basic script used for the semi-structured interview of university teachers.

1. Do you think Marta, Silvia and David are motivated to be PE teachers? Why?
2. What are your main actions that demonstrate this motivation?
3. Do you think they have more limitations to be PE teachers because they have a disability? Which ones?
4. Do you think that society's behaviors help them achieve their dream of being PE teachers? What role should society play in this?
5. Do you think that all these experiences will make them approach PE from a certain perspective in the future? Why?
6. Do you think that in the future they will have to change their teaching approach with respect to the concept of PE that they believe in today?

of future teachers completing this diary on a weekly basis, throughout the semester, in a totally open and reflective manner. This allowed them to complete it without any pressure and with total individual freedom. In the diaries, they had to show their weekly reflections on the subject, following the structure set out in Table 1. Their teachers reviewed these diaries periodically, only in order to respect the structure established in a proportionate manner.

Phase 3. Elaboration of the discussion group with the families: once the first semester of school year 19–20 was over, the discussion group with the families was held. It was done on-line, and the session was recorded on video for later analysis. It lasted approximately 90 min.

Phase 4. Preparation of the interviews with the university teachers: once the first semester classes were over, an interview was held with each of them. These teachers already knew Marta, Silvia and David from the previous year, which made the data obtained about their answers more rigorous. The interviews were face-to-face and were conducted on different days, in the office of one of the researchers' faculty. Each one lasted approximately 45 min and was recorded for later transcription and analysis.

Phase 5. Analysis of the totality of the data by the researchers: after the collection of data from each of the instruments used, they were transcribed and dumped into the text analysis computer program for analysis. In addition, the research team reflected deeply on the purposes of the study and the procedure carried out.

Permission was obtained from the principal researcher's university ethics committee to initiate the research. The participants were clearly informed about the purposes of the research. They were encouraged to answer the questions as truthfully as possible, guaranteeing the anonymity and confidentiality of the answers.

Analysis used

A qualitative approach has been used to gain an in-depth understanding of what motivates students with disabilities to become PE teachers. To this end, their perceptions are analyzed, using the narrative extracts from their comments as the results of the research. It was essential to analyze the real contexts in which their university education takes place, as well as their more personal, social and family dimensions (Halquist & Musanti, 2010). A triangulation is carried out between the information obtained in the data collection instruments, which is very positive as it allows a multidimensional analysis of the research approach (Oliver-Hoyo & Allen, 2006). In addition, there is a high cultural and social component around the same theme, disability and the teaching of PE, which gives more identity and coherence to qualitative educational approaches (Aydin & Tonbuloglu, 2014). Qualitative research approaches acquire greater relevance and identity when they are used on topics of high social relevance. In order to guarantee the reliability, transferability and credibility of the results, the most significant text extracts were coded in each of the instruments, using the cross matching patterns (Saldaña, 2019). All the information was articulated through the grouping in thematic axes in relation to the categories of the study, by means of a selective, open and axial codification.

Generation of categories

Once the data from each instrument used was transcribed, it was dumped into the WEFT QDA computer and analysis program. Through the saturation of coinciding texts and ideas and the treatment of thematic axes, the information was grouped into the three initial categories of the study: (1) Motivations for being a PE teacher; (2) Limitations and obstacles exercised by society; (3) Professional identity and conception of PE. These categories are common to all three data collection instruments and are used to structure the analysis of the results reliably. These are related to the objective of study according to the context studied, thus respecting the criteria of specificity and coherence that all qualitative research must have (Trainor & Graue, 2014). The data collected from the participants in each of the instruments used were assigned to each category, and then coded and analyzed.

- *Motivations for being a PE teacher*: the course deals with aspects related to the motivations of the three future teachers with disabilities to be PE teachers in the future.
- *Limitations and obstacles exercised by society*: includes all information relating to social variables that limit and question the possibilities of a person with a disability to become involved in the teaching of PE.
- *Professional identity and conception of PE*: the information obtained on all aspects influencing the way in which future teachers with disabilities understand and approach the subject of PE is recorded.

Coding of data collection instruments

Different acronyms are used to identify the text extracts with the data collection instrument from which they come. In relation to the body diaries is used (DC). With regard to the discussion group with families, the acronym (GD) is used. Finally, for interviews with university teachers, the acronym (ED) is used.

Results

All the information extracted from the three data collection instruments is grouped into the three categories of the study. Through the analysis of crossed patterns, the number of resulting literal text extracts is presented, showing the most significant and coinciding ones (Saldaña, 2009).

Motivations for being a PE teacher

Future teachers with disabilities are highly motivated to work in the profession in the future. They recognize that it is not easy, as they have to break certain stereotypes:

'I'm very clear that I want to be a PE teacher ...' 'Being a PE teacher is a dream for me and seeing that I'm getting closer is a real motivation. 'It's very hard to constantly be justifying yourself about what you can, what you're capable of [...]' 'We have to break many stereotypes, people think that because you have a disability you are not able to achieve things, when we can teach PE like any other qualified person'. (DC)

They want to contribute to education related to inclusion through physical activity (eliminating traditional speeches from the subject) and consider that, because of the experiences they have as people with disabilities, their profile is very relevant to carry out these teaching-learning processes:

'I believe that no one better than a person with a disability can educate for inclusion'. 'Throughout my life I have suffered from various situations that I consider unjust, and I would like no one to pass by my place in the future'. 'I feel a responsibility to pass on what I know and what I am learning [...]. I believe in a more just and equitable PE'. (DC)

With regard to the discussion group with the families, they recognize the influence that their children's disability has had on their childhood. They also highlight how important sport was to them from the beginning, especially because of the established social climate:

'It has been essential for her to have a disability from the time she is a child, since it has allowed her to live with it from the beginning'. 'We believe it would have been much more difficult if the amputation of the hand had happened to her as an adult.' 'Sporting practice was key to her assuming her situation naturally [...]. Playing sports with other children has made me much more sociable with others [...] we think it has made things easier'. (GD)

Families recognize that their children did not always have rewarding experiences (PE, coaches, other children ...) and that spirit of struggle and self-improvement is what motivates them to be teachers. Their children were uncertain at first, but college has given them the final push:

'It wasn't all easy. There were some coaches and PE teachers who made things very difficult for them: some comments, decisions [...]. At times, they have been very frustrated and have felt very powerless. However, their entry into the university has reaffirmed their motivation to be PE teachers'. 'The reception at the university was very good, and at no time did we have any problems with our studies'. 'There were many facilities at the university for studying physical education. (GD)

The university teachers emphasize the high level of involvement of Marta, Silvia and David. They indicate the insecurity they have in certain activities, reflecting the many frustrating experiences they have had in the past. They indicate that, although each disability is different and specific, feeling disabled brings with it a number of emotions that are difficult to manage:

'The motivation of all three is very high ... You can see it in their high involvement and participation in the subject. They always ask, they want to know more [...]'. 'However, it is possible to perceive in certain occasions how they present some fears when practicing certain contents [...]. They remain expectant to see what others do [...]'. 'You can imagine how hard it must have been for them in the past to practice physical activity and sport'. 'Obviously, each case is different and particular, as it is not the same to have an arm amputation as a neurological disorder'. 'However, it is clear that, regardless of the disability in question, there are always moments when they act and react differently, with more insecurity.

(ED)

They indicate that a climate of acceptance of the class and cooperative learning applied in the classroom has been fundamental to their inclusion:

'From the beginning in the classroom we generate a high social bond among the students [...]. This makes them respected, supported and valued. 'The positive atmosphere in the classroom has been very helpful for them to feel like a part of the classroom'. (ED)

Limitations and obstacles exercised by society

The future teachers in their journals reflect how in a variety of occasions they have problems carrying out the class. These limitations are not always motor, but are linked to the internal pressures they suffer from their peers: looks, performances, group choices ... :

'This week I've felt a bit displaced in some activities. 'Sometimes it is not just the problems you can really feel yourself, but what others make you feel [...]'. They are not always comments, but many times you feel rejected by some looks, gestures, when they choose you in their groups [...]'. (DC)

They still feel different from the others. That which happens to them in the classroom, becomes more acute outside the classroom, even though they assume it and ignore it. In the end, they just want to be part of a group:

'In class, after all, it only happens to me sometimes, but in the street it's usually more common. 'You notice people's looks, their comments, their different treatment [...]. In the end you just want to be treated like everyone else, nothing else'. (DC)

However, this does not prevent them from feeling like good PE teachers in the future. They highlight their early practices in schools as a key element to feel competent as teachers and to change from traditional teaching approaches to others more linked to inclusion and the search for social justice.

'All these experiences strengthen me to be a good PE teacher'. 'I want to be a teacher and change many things, to show that all students have the right to live good experiences in PE'. 'In school practice I have felt supported by the teachers and respected by the students [...]. This has given me a lot of motivation to know that I am capable of being a teacher and performing the profession competently'. 'I am looking forward to being a teacher and contributing my understanding of PE in order to eliminate the more traditional teaching I experienced in school'. 'I want to contribute to making PE more inclusive, more equitable and fairer'. (DC)

Professional identity and conception of PE

Future teachers with disabilities are particularly sensitive to inclusion and to the use of PE as a tool to promote learning:

'I have seen throughout my life how PE and sport are not always inclusive. 'In too many cases, competition prevails, leaving out the less skilled [...]. When I am a teacher, I won't allow anyone to feel excluded from a group. 'PE is a subject with infinite possibilities for children to learn'. (DC)

They believe that PE has to go beyond what happens in the classroom and has to have a reflective component in order not to leave anyone behind and to enhance their abilities:

'The real strength of PE is in the transmission of values through the use of the body. 'The most interesting thing is to connect what is done in class with the lives of children [...]. We have learned how to generate positive learning experiences in all students through reflection. 'No one deserves to be left behind. You have to show children that they can do what they want to do'. (DC)

Families feel that much still needs to be done in PE and in the education system to make it truly inclusive. They believe that their children's experiences will give them a plus tomorrow to be able to teach:

'My daughter's experiences in PE have been very varied depending on the teachers she has had. 'I remember several times when she came home crying because she was insulted or because no one wanted to be with her in PE classes. 'It doesn't make sense for teachers to ask students with disabilities for assignments that have nothing to do with what others do' 'It won't be easy, but I'm sure that all the experiences Silvia has had in her life will be useful to her in teaching PE'. (GD)

University professors say that all three have a pretty clear idea of how to teach PE. They say that, unfortunately, they will have to adapt all these illusions to certain contexts of real practice where not everything will be so idyllic and their decisions and actions will be questioned:

'Marta, Silvia and David are very clear about how to teach PE tomorrow [...]. They know what kind of teachers they want to be. 'They still have a long way to go, and quite a bit of adaptability for what lies ahead. 'I always tell them to be prepared to continue listening to comments, stereotypes, but to remain firm in the arguments they believe in and which have accompanied them throughout all this time'. (ED)

Discussion

The aim of the study was to analyze the main reasons and motivations of three future PE teachers with motor disabilities to exercise the profession in the future. In addition, and in order to provide the research with more comprehensiveness and scope, the assessments of their families and university teachers were taken into account. It has been verified how the three future teachers with disabilities have a high motivation to reach the profession, feeling valid and useful to contribute with their knowledge and experiences. Both they and their families recognize that the journey to date has not been easy, and there are still many social stereotypes about disability and PE. Their university teachers value their commitment and enthusiasm, emphasizing the capacity to adapt to the different

contexts in which they work. The results obtained are connected to the two theories addressed in the theoretical framework, both that of social identity (Tajfel & Turner, 1979) and that of social desirability (Paulhus, 2002). Furthermore, the experiences of the participants can be framed within the traditional discourses of PE, where the standardized body is the object of measurement.

Participants say how important it is to feel valued and respected within a group. This shows that true inclusion is not possible without intentional attention to the social level, which is the most relevant within PE (Qi et al., 2017). Social desirability arises when someone shows dissatisfaction with what they have and/or what they are, and this is largely due to prevailing social stereotypes. The school must be a place that promotes the acceptance of all students, regardless of their characteristics, and for this purpose, PE is an ideal subject (Andre et al., 2013).

In relation to the first category relating to motivations for being a PE teacher, the results of this study show how future teachers with disabilities feel competent and valid to teach PE. This reflects the sensitivity needed to work on inclusion in a real and practical way, establishing concrete action protocols that go beyond mere theoretical postulates (Pocock & Miyahara, 2018). The families emphasize that the practice of sports by their children since childhood served them to naturalize their disability. Studies such as Wilhelmsen and Sørensen (2019) reflect how families with disabled children do not perceive PE at home as something positive, mainly due to the limited support provided by teachers and the contrasting expectations generated. In line with this, the university teachers in the present study indicate that despite the motivation presented by Marta, Silvia and David in class, some insecurities are perceived in them, largely due to their experiences. These insecurities are perpetuated even when persons with disabilities become PE teachers, according to Bryant and Curtner-Smith (2009) in relation to the perception of students with a low level of motor competence. In this sense, it is essential that the schools provide fully inclusive physical activity protocols so that people with disabilities feel fully included.

With regard to the second category concerning limitations and obstacles exercised by society, future teachers reflected the motor and social problems they sometimes have in order to carry out the class successfully. Within the school environment, PE programs are still too restrictive, something that directly affects the social life of people with disabilities (Fitzgerald & Stride, 2012). According to the evaluations made by families, the effect of feeling sorry for oneself is as negative as that of undervaluing disabled people, thus preventing the achievement of true normalization. This makes the concept of normalization different from that of valuing their role in society (Kumar et al., 2015). In this sense, it is common that the greatest responsibility and emotional burden derives from the families of students with disabilities, with them having a decisive role in the way their children face their daily lives. Rispoli et al. (2018) indicate that the socio-economic factors of families have a decisive influence, with families with a higher level of education and greater economic level being those that are more involved and supportive of the work of teachers in schools. The university teachers in the study highlight the willpower that Marta, Silvia and David have had to achieve their goals. They stress that it is not usual to have students with disabilities in the initial training of PE teachers, as there are too many body stereotypes and social barriers at present. It is unthinkable to achieve true inclusion in physical education classes if not all bodies are accepted. Therefore, it is necessary to generate reflection among students, through body practice, that any body typology has a value in the subject, regardless of previous sports experiences (Anselmo, 2019). The pedagogical environment in which the subject is framed should value the teaching of the body in its most global scope, above any specific body type (Sparkes et al., 2019). This pedagogical approach must take precedence from the initial training of teachers, extending to future PE teachers the concept of disability from a broad vision of social justice (Barber, 2018). Trying to understand how people with disabilities feel is an interesting practice to develop this social justice through empathy, which allow a greater acceptance of people with disabilities due to a better understanding of their situation. However, as Maher et al. (2020) point out, these attempts to put oneself in the others' shoes are complicated and sometimes not very relevant due to their short duration and the difficulty of feeling like a person with a disability without being one of them.

In relation to the third category concerning the professional identity and conception of PE, future teachers with disabilities consider that PE must have a fully inclusive component, maximizing the abilities of each student. Students' attitudes towards inclusion in PE will only change when body practices are fully inclusive, as studies still show the negative perception that students have towards their peers with disabilities (Wang & Qi, 2020). In this sense, the motivation factor is considered essential at various levels. Firstly, at the teaching level, since it is necessary to have a positive predisposition to modify ingrained practices that are not very inclusive. Secondly, at the level of students, promoting values and attitudes of respect towards all their peers. The families participating in the study believe that the fact that their children have a disability will provide them with sensitivity to educate for inclusion in the future, something that university teachers agree on. However, both families believe that it will not be easy for them to carry out the profession of PE with some normality. Society tends to reinforce the idea that the most valid people and those with the highest status are those who comply with the standardized patterns of body, social and economic level. Hopson (2019) establishes the importance of group identity and culture for the acceptance of disability, advocating for the inclusion of the term 'disability culture'. Thus, people who do not comply with this pattern, in this case people with motor disabilities, seek to achieve it if they want to be integrated and accepted in society, thus complying with the theories of identity and social desirability addressed in the article.

Conclusions

The article has analyzed the motivations of three future teachers with motor disabilities to exercise the profession in the future. There are many social and educational limitations that people with disabilities face today, and these limitations are more acute when it comes to the teaching of PE. However, these persons can contribute great value to the pedagogical treatment of the body, due to the great number of experiences they have had throughout their childhood. Therefore, it is essential that educational institutions reflect on three fundamental aspects; (a) designing educational curricula in PE with clearly inclusive contents (b) planning permanent training for PE teachers on how to deal with inclusion in the classroom; (c) favoring university access to initial training for PE teachers of people with disabilities. These principles must be articulated under a strong commitment to inclusion by the educational administration. For example, both schools and teachers could be encouraged to develop projects of an inclusive nature. The ongoing pedagogical training that teachers receive should include content related to inclusion. Educational administrations could offer special economic aid to those educational institutions that promote the inclusion of people with disabilities through programs of adaptation of materials and spaces. This will allow the universities to transform the traditional discourses of PE into more inclusive postulates. To this end, it is also important to give students a voice in the formulation of physical education training plans.

This research is a significant contribution to the existing literature on the subject, since in addition to giving a voice to future PE teachers with disabilities, it also analyzes the perception of their families and teachers. This allows us to delve deeper into a subject that is influenced by educational, social, economic and political aspects. However, the manuscript has some limitations. Firstly, it only serves three different disabilities. Secondly, the study focuses on a single university, within the framework of a specific training plan. As future lines of research it might be of interest to see whether the motivational factors of future PE teachers with disabilities are different depending on the training plans and the university where they study. It is considered that the present article could be of interest to all those PE teachers of any educational stage, since it will allow them to generate reflection on the importance of understanding the subject from a fully inclusive perspective. Also, for all those legislators and those responsible for the development of educational curricula, inclusion should be a cross-cutting issue regardless of the content addressed. Educational curricula for physical education should be structured through concrete recommendations on how to generate true inclusion in the

classroom, and not only in theoretical postulates. These recommendations should address aspects such as the way in which groupings are made, the type of content to be taught or the materials and spaces to be used. This could help in the reconstruction of teachers' professional identity, and, as a consequence, a more in-depth investigation of their own practice. It is essential to continue researching this subject in order to break social stereotypes, still present today, that exclude people with disabilities from the teaching of PE.

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ORCID

David Hortigüela-Alcalá  <http://orcid.org/0000-0001-5951-758X>

Daniel Bores-García  <http://orcid.org/0000-0003-2522-8493>

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