

HOME ABOUT LOG IN REGISTER SEARCH CURRENT
ARCHIVES ANNOUNCEMENTS

TABLE OF CONTENTS




Reading Tools

Components of att...

Kudláček

Review policy
About the author
How to cite item
Indexing metadata
Print version
Notify colleague*
Finding References

Home > Vol 37, No 1 (2007) > Kudláček

Font Size:   

Components of attitudes toward inclusion of students with physical disabilities in physical education in the revised "ATIPDPE-R" instrument/scale for prospective Czech educators

Martin Kudláček

Abstract

The purpose of the study was to examine the structure of the revised attitudinal scale of the ATIPDPE-R, an instrument based on the theory of planned behavior (TPB) of Ajzen (2000). Participants were 214 prospective educators (155 females and 59 males) of an average age of 21.83 years enrolled in physical education teacher preparation programs at four universities, in one adapted physical education program, one special education program and one general education program in the Czech Republic. Based on analysis, the attitudinal scale of ATIPDPE-R measures III psychological properties (components). Three components, which come from principal component analysis, explain more than 65% of the variance. The three components are: a) positive outcomes for students, b) negative outcomes for teachers, and c) negative outcomes for students.

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