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**Original**

## INCLUSIÓN Y PLURICULTURALIDAD DESDE LA PERSPECTIVA DE LA EDUCACIÓN FÍSICA

### INCLUSION AND PLURI-CULTURALITY FROM THE PERSPECTIVE OF PHYSICAL EDUCATION

Pinto, C.<sup>1</sup>; De Barros, C.<sup>2</sup>; Hernández, A.<sup>3</sup>

<sup>1</sup>Universidad de Jaén

<sup>2</sup>Universidad de Granada

<sup>3</sup> Universidad de Jaén

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Correspondence to:  
**Cristina Pinto Díaz**  
Universidad de Jaén  
C/Agustín Ródenas, nº 8, 1º IZQ  
Tel. 606890050  
Email: [cpd00008@red.ujaen.es](mailto:cpd00008@red.ujaen.es)

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## RESUMEN

Este trabajo está basado en la importancia del área de Educación Física para crear contextos escolares inclusivos y pluriculturales desde la expresión corporal. El objetivo de la investigación es analizar la forma de realizar una escuela inclusiva y transcultural desde el área de Educación Física en Educación Primaria. Este estudio parte de la siguiente hipótesis: “la Educación Física ayuda a crear contextos escolares inclusivos y pluriculturales desde la expresión corporal”. Para tratar de dar respuesta a este objetivo y a la hipótesis de partida se ha desarrollado una investigación descriptiva, explicativa y correlacional basada en una metodología cuantitativa. Para la investigación se ha elaborado una escala Likert, para ello, en primer lugar, se ha construido una tabla de operacionalización con 5 dimensiones de 6 ítems en cada dimensión con un Alpha de Cronbach de  $\alpha = 0,926$ . Se realizó validez de contenido y de constructo a partir de un AFE (coeficiente KMO de 0,811 y Bartlett (0,000), y reducción de la escala a 22 ítems). El AFC nos permite confirmar la diferencia entre chi cuadrado y los grados de libertad (2,57) y la escala IAA (GFI (0,92), RMSEA (0,069), NCP (157,88), SRMR (0,046), RMS (0,067), ECVI (1,76). IAI: AGFI (0,81), IFI (0,97), NFI (0,95), TLI/NNFI (0,94), RFI (0,90), CFI (0,97). IP: PNFI (0,47), PGFI (0,41), AFGI (0,81)). El instrumento se aplicó a una muestra de 896 sujetos universitarios de cuarto curso de los años 2017 a 2019, del grado de primaria de una universidad andaluza. Los resultados de este estudio apuntan que es posible crear contextos educativos inclusivos y pluriculturales desde el área de Educación Física con la expresión corporal. Como discusión se ha considerado que este estudio podría realizarse a estudiantes de máster y profesionales de la educación. Desde las conclusiones de este estudio se incita al profesorado a la puesta en práctica de la expresión corporal desde el área de Educación Física para fomentar contextos educativos inclusivos y pluriculturales en los centros educativos y poder extenderlo a los contextos sociales posteriormente.

**Palabras clave:** inclusión, pluriculturalidad, Educación Física, expresión corporal.

## ABSTRACT

This article is based on the importance of the area of Physical Education to create inclusive and pluri-cultural school contexts from body expression. The objective of the research is to analyze how to conduct an inclusive and transcultural school from the area of Physical Education in Primary Education. This study starts from the following hypothesis: "Physical Education helps to create inclusive and pluri-cultural school contexts from body expression". In order to try to respond to this objective and the starting hypothesis, descriptive, explanatory and correlative research based on a quantitative methodology has been developed. For the research a Likert scale has been developed, for this, first of all, an operationalization table has been built with 5 dimensions of 6 items in each dimension with a Cronbach Alpha of  $\alpha = 0,926$ . Content and construct validity was performed from an AFE (KMO coefficient of 0,811 and Bartlett (0,000), and scale reduction to 22 items). The AFC allows us to confirm the difference between chi squared and degrees of freedom (2,57) and the IAA scale (GFI (0,92), RMSEA (0,069), NCP (157,88), SRMR (0,046), RMS (0,067), ECVI (1,76). IAI: AGFI (0,81), IFI (0,97), NFI (0,95), TLI/NNFI (0,94), RFI (0,90), CFI (0,97). IP: PNFI (0,47), PGFI (0,41), AFGI (0,81)). The instrument was applied to a sample of 896 fourth-year university students from 2017 to 2019, from the primary school degree of an Andalusian university. The results of this study indicate that it is possible to create inclusive and pluri-cultural educational contexts from the area of Physical Education with body expression. As a discussion it has been considered that this study could be done to master students and education professionals. The conclusions of this study encourage teachers to implement body expression from the area of Physical Education to promote inclusive and pluri-cultural educational contexts in schools and to extend it to social contexts later.

**Keywords:** inclusion, pluri-culturality, Physical Education, body expression.



## INTRODUCTION

Nowadays, there is a great social and educational concern about educational inclusion. Due to the importance of this inclusion, a quality and inclusive education should be received, in which you can participate independently of personal skills and abilities (Echeita & Ainscow, 2011; Arnaiz, 2011; Ainscow, 2017; Muntaner, 2019).

For inclusion the school must create an inclusive, equal and respectful culture (Vidal, 2019; Florian & Camedda, 2020).

Therefore, with inclusion you will learn from diversity. In addition, inclusion aims to make education equitable. So, for citizens to be active and participatory, more attention will be paid to people at risk of exclusion (López, 2011).

Physical Education will assist in the inclusion of students with Specific Educational Support Needs (Kinio, et al., 2017; Aguilar, 2019).

For the inclusion of Physical Education will be carried out with an original and innovative methodology (Segura-Robles & Parra-González, 2019). Since social relationships and body expression are worked from this area. In this way, communication and social barriers to educational inclusion will be removed (González & Solís, 2012; Rodríguez, et al., 2015).

Teachers of Physical Education must have didactic and methodological resources, be positive and be trained in inclusion to attend diversity and that children develops in community and develops his autonomy and his critical thinking (Abellán, 2015; Hernández, et al., 2017; Pastas, 2018; Bell-Rodríguez, 2020; Heyder, et al., 2020).

During these last years, a multitude of research on body expression in Physical Education has emerged (Domínguez, et al., 2014; Archilla & Pérez, 2017; Águila & López, 2019). One way to work with body expression is practicing popular dances from other countries (Fuentes, 2006).

Dance can be defined as a genuine expression of human feelings through movements, rooted in the customs and sociocultural experiences from a

geographical environment (Porpino, 2018; Matos-Duarte, et al., 2020).

Popular dances are a means of nonverbal communication through body language with intentionality, senses and meanings, while having the ability to reveal the essence and expression of a society (Zandoná & Silva, 2018).

Due to all the information transmitted by popular dances it becomes a relevant instrument at educational level for the work of self-awareness, self-understanding and as a social connection, which allows students to live affective and social situations in different contexts (Domínguez & Castillo, 2017; Gil, et al., 2012; Padial, et al., 2019; Matos-Duarte, et al., 2020).

Teachers of Physical Education should know the educational value of popular dances as an instrument full of possibilities for the full training of their future students and the curricular fulfillment (Marquis, 2017; Matos-Duarte, et al., 2020).

As for the influence of popular dances in other countries, positive results are shown in attitudinal factors and psychological and social well-being of students who practice it (Stivaktaki, et al., 2010; Zapata, 2017).

Practice traditional dances promotes inclusion and pluri-culturality in the classroom. However, to achieve full inclusion of all students it is necessary to promote transculturality in order for students to respect and accept cultural diversity, personal diversity, etc. (Ossa, et al., 2014; Arnaiz, et al., 2019).

Therefore, it is necessary to define and know differences and evolution between terms culturality, pluri-culturality, multiculturality, interculturality, intraculturality and transculturality.

Firstly, culture refers to different manifestations, emotional, physical, intellectual and emotional manifestations of a society or group. In culture is art, letters, way of life, rights, values, traditions and convictions (UNESCO, 1982).



Secondly, pluri-culturality refers to dissimilar cultures from the same geographical place, however without exchanges with each other (Bernabé, 2012).

Thirdly, multiculturalism is an approximation of cultures from the same area, but without reciprocity between them (Del Arco, 1998; Cedeño, et al., 2016; De Barros & Hernández, 2018). Therefore, in multiculturalism, it would be about promoting the peaceful coexistence of different cultures, starting with the prevention of conflict situations (Luz, 2018).

Fourthly, interculturality is a social, ethical and pedagogical response that values diversity in positive terms, because the common is the variety in times of uncertainty and perplexity as the present (Aguado, 2016; De Barros & Hernández, 2018).

Therefore, from the point of view of education, interculturality in education involves reflecting about the diversity, more specifically, on difference as human value and wealth. Inclusive education and interculturality arouses interest (Dietz, 2018; Fylkesnes, 2018; Leiva, 2019).

Fifth, intraculturality is known as relationship of a culture with itself, with processes of recovery, revitalization and development of the own culture identity (Jane, 2019).

Lastly, transculturality is a procedure of union between cultures with the aim of establishing links, to create new cultural facts from syncretism. From transculturality, respect and promotion of universal values will be achieved (Hidalgo, 2005; Marquis, 2017; De Barros & Hernández, 2018).

Currently there is a need to ensure quality educational systems and programs to promote the social and educational inclusion of all students without any exception (Leiva, 2019).

Respect for difference should be promoted since the legitimacy of personal, cultural, social, emotional and functional difference is a right that cannot go against it, in any social system because it would be to deny a person the own human condition (Fylkesnes, 2018).

Currently it is important to think about the need for intercultural and inclusive education respecting the identity of students, starting with their own

acceptance as the basis of social, cultural and community recognition. In addition, teachers must be aware of the potential and pedagogical value of all of them to build spaces of learning, participation and coexistence (Leiva, 2017; Abdullah, 2018).

It is therefore essential to assume and value diversity as part of the educational reality to generate an inclusive education that generates school and social change (Mikander, et al., 2018).

Some works conceive Physical Education as a privileged framework to analyze and transform conflicts from a socio-educational intervention (Aubert, et al., 2014; Buscà, et al., 2014; Hernández & Buscà, 2016).

Today, it is necessary to build inclusive societies with values of respect, democracy or equity. Therefore, it is necessary to develop schools that are able to educate in and for diversity, to achieve fairer and more equitable societies, where economic, cultural or any differences do not pose a disadvantage (Ossa, et al., 2014; Arnaiz, et al., 2019).

In conclusion, inclusive education will develop a teaching that guarantees the success and full development of all students in society (Arnaiz, 2012).

## METHODS

The problem we face in this research would be this: can inclusive and pluri-cultural school contexts be built from Physical Education?

### *Objectives*

General: Analyze how to conduct an inclusive and transcultural school from the area of Physical Education in Primary Education.

Specific: Specify the role of educational inclusion in classrooms. Distinguish the different terms referring to culture. Detail the different practices that are carried out in pluri-cultural contexts. Specify inclusion experiences carried out in inclusive contexts. Consider pluri-culturality in body expression classes to create inclusive contexts from Physical Education.

### *Research design*

This research shows a non-experimental, exploratory, descriptive and correlational nature, using a quantitative methodology. For the realization of the



research, a Likert scale is chosen as a data collection tool. The software used was the SPSS v.25 statistical package, and Lisrel 8.80.

### **Population and sample.**

Fourth-year students of Primary Education degree of the University of Jaén are taken as a population from 2017 to 2019 (900 subjects), taking into account some absences, the samples are as follows: 2017 (299sj), 2018 (298sj) and 2019 (299sj), a total of 896.

### **Instrument**

For manufacture of the tool, an operationalization matrix was used by grouping variables, items and units of measure (Mejía, 2005). A Scale, Likert type, was designed, composed of 30 items, grouped into five dimensions (extracted from specific objectives).

### **Dimensions and variables**

Dimensions that we consider, extracted taking into account the theoretical framework, problem and specific objectives are: A (Educational inclusion), B (Pluri-culturality), C (Pluri-cultural contexts), D (Inclusive contexts) and E (Physical Education).

Consequently, we establish the following variables:

- Dependent variables are: Inclusive contexts, Pluri-cultural contexts.
- Independent variables are: Inclusive education, Pluri-culturality, Physical Education.

### **Hypothesis**

The following null hypothesis is defined:  $H_0$ -You cannot build inclusive and pluri-cultural school contexts from Physical Education.

### **Content validity**

First, a content validity was performed with specialist doctors (Malla & Zabala, 1978) lawful to fulfil this evaluation and typical of distinct universities, for experts the Knowledge or Information Coefficient (Kc) and the Coefficient of Argumentation (Ka) were calculated, with an average K of 0,9. After examining the validation questionnaires, some interrogations were readjusted, without affecting the issue. In addition, a pilot test was carried out on a subgroup of the sample to review comprehension difficulties, determine the questions that result in hesitation, etc., with the similar checklist (Iraossi, 2006). The results

of the pilot test were convenient so the contents of the instrument were approved.

### **Construct validity (Exploratory factor analysis)**

The factor analysis procedure that we have applied in our investigation conforms to the standards marked with the following steps (García-Ferrando, 2015; Díaz de Rada, 2002):

#### **1.-Study of the correlation matrix**

The correlation matrix will need to be studied to see if our data are suitable to carry out a Factor Analysis. To do this, this matrix must have a particular structure. To confirm this has been used the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO coefficient), in our case the value is 0,811, following Kaiser & Rice (1974) the value is admissible, the Bartlett sphericity test is significant (0,000), the determinant has a value of  $5,232E^{-10}$ , so we continue with the analysis.

#### **2.-Removing the factors**

The resulting communality table showed us that the factors have a value greater than 0,577 so there is no need to remove any items from the factor analysis. The best represented items are: D21 (0,901). Inclusive contexts should be adapted to students. D22 (0,768). In inclusive contexts, learning comes from collaboration and cooperation. The worst represented items are: B10 (0,577). Interculturality is interaction between two or more cultures in a horizontal and synergistic way.

### **Rotation of factors**

Rotations can be carried out through various procedures according to the optimality criterion. One of them is known as Varimax Rotation which boosts factorial loads to make them as extreme as possible in the factors (high and low). There are rules for knowing the most appropriate number of factors to conserve, for example, the Kaiser criterion (1974), in our case are the first 10 factors, which explain a 75,518 of the accumulated variance.

### **Study of factorial scores**

Once the factorial scores and the analysis of explained and cumulative variance are calculated, in the same way the determination of factors and distribution of items in relation to the highest level of



saturation by factors we can obtain the items integrated into each factor.

Factor I: A3, A4, A5, A6, B10, B11, B12, C14, C16, C17, C18, D19, D21, D22, D23, D24, E25, E26, E27, E28, E29, E30

Factor II: C13, D20

Factor III: A1, A2, B7, C15

### Reliability

The Cronbach's Alpha has a high internal consistency of the 30 variables because they show a value of 0,926, which is an excellent value, through exploratory factor analysis we achieve a reduction of 8 items, with a reliability of 0,927 which is similar. According to the data obtained the original scale can be reduced as follows:

A3. Educational inclusion starts from equal opportunities for all students. A4. Educational inclusion aims at the successful learning of all students. A5. Teachers dynamize inclusion in the classroom. A6. Cooperative and collaborative learning promotes educational inclusion. B10. Interculturality is interaction between two or more cultures in a horizontal and synergistic way. B11. Intraculturality is personal knowledge of own culture for tolerance and respect of other cultures. B12. Transculturality is interaction of customs of other cultures to make them their own. C14. Pluri-cultural contexts should promote respect and tolerance for cultural diversity. C16. In multicultural contexts, a cultural exchange must take place. C17. Teachers dynamize inclusion in multicultural contexts. C18. Pluri-cultural contexts should be cooperative and collaborative. D19. In inclusive contexts, the neurodiversity of students is addressed. D21. Inclusive contexts should be adapted to students. D22. In inclusive contexts, learning comes from collaboration and cooperation. D23. Teachers are responsible for building inclusive contexts in the classroom. D24. Inclusive contexts support the achievement of school curriculum. E25. Physical Education is a discipline that focuses on different body movements to perfect, control and maintain the mental and physical health of the person. E26. Body expression is a discipline that uses the language of body as a form of communication and manifestation of the conscious and unconscious of human being. E27. Through the practice of world's dances you can

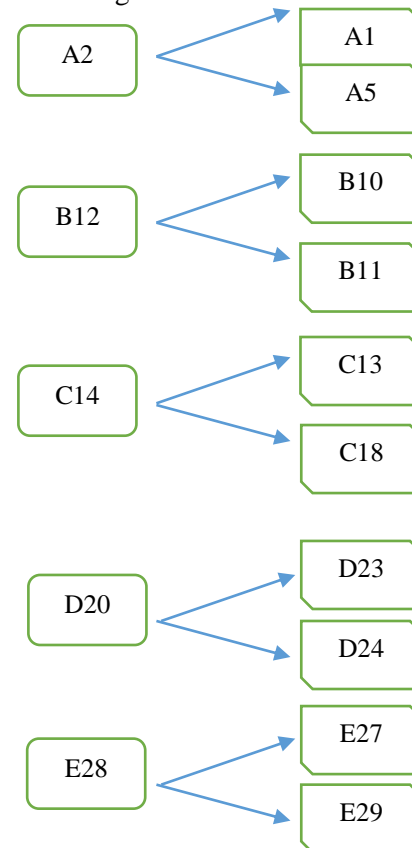
achieve the transculturality of students. E28. Knowledge of world's dances contributes to inclusive pluri-cultural contexts. E29. With body expression, inclusion is favored. E30. Through the practice of world's dances you can learn respect for difference.

### Parametric and non-parametric tests

To perform the correlation, we submit the Kruskal-Wallis test to the Likert scale, which results in us preserving the null hypothesis, so the data follow a normal distribution, thus using Pearson's P-correlation.

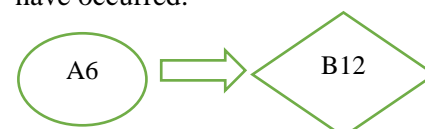
### Correlate analysis

Analyzing the research items, the significant correlation (0,05) is established between the following variables:



Consistency in correlations between all items can be observed.

We then highlight other significant correlations that have occurred:

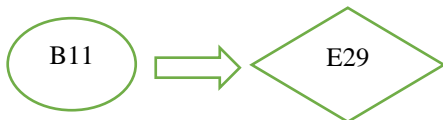




A6. Cooperative and collaborative learning promotes educational inclusion.

B12. Transculturality is interaction of customs of other cultures to make them their own.

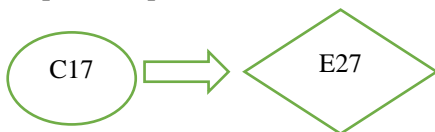
Those who believe that cooperative and collaborative learning promotes educational inclusion, also believe that transculturality is interaction of customs of other cultures to make them their own.



B11. Intraculturality is personal knowledge of own culture for tolerance and respect of other cultures.

E29. With body expression, inclusion is favored.

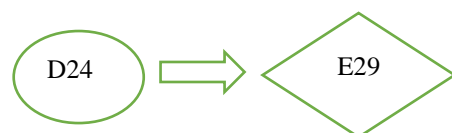
Respondents who agree that intraculturality is personal knowledge of own culture for tolerance and respect for other cultures are of the opinion that body expression promotes inclusion.



C17. Teachers dynamize inclusion in pluri-cultural contexts.

E27. Through the practice of world's dances you can achieve the transculturality of students.

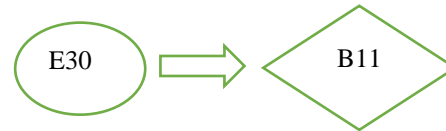
Those who agree that teachers dynamize inclusion in pluri-cultural contexts also believe that through the practice of world's dances, the transculturality of students can be achieved.



D24. Inclusive contexts support the achievement of school curriculum.

E29. With body expression, inclusion is favored.

Respondents who believe that inclusive contexts promote the achievement of school curriculum share the view that body expression promotes inclusion.



B11. Intraculturality is personal knowledge of own culture for tolerance and respect of other cultures.

E30. Through the practice of world's dances you can learn respect for difference.

Those surveyed who believe that intraculturality is personal knowledge of own culture for tolerance and respect for other cultures, also share the view that from the practice of world's dances you can learn respect for difference.

#### **Hypothesis Contrast (ANOVA)**

The variance analysis (ANOVA) verifies the hypothesis that the means of three samples are equal. First, we calculate Levene's statistic to compare the population variance hypothesis, at a critical level greater than 0,05 we approve the hypothesis of equal variances, and confirm the null hypothesis, concluding that there are no significant disparities in the responses to the items of the different samples.

#### **Descriptive analysis**

Dimension A (Educational inclusion): participating *agree* that inclusion enriches all students ( $\bar{X}=3,91$ ), as well as that teachers dynamize inclusion in the classroom ( $\bar{X}=3,82$ ), and that cooperative and collaborative learning promotes educational inclusion ( $\bar{X}=4,01$ ).

Dimension B (Pluri-culturality): people surveyed respond *indifferently* that culturality is unique and non-transferable ( $\bar{X}=2,95$ ). However, they agree that intraculturality is personal knowledge of own culture for tolerance and respect for other cultures ( $\bar{X}=3,78$ ).

Dimension C (Pluri-cultural contexts): people *agree* that in pluri-cultural contexts a cultural exchange should take place ( $\bar{X}=3,88$ ) and that pluri-cultural contexts should be cooperative and collaborative ( $\bar{X}=3,97$ ).



Dimension D (Inclusive contexts): people surveyed *agree-very much agree* that inclusive contexts learn respect for difference ( $\bar{X}=4,13$ ) as well as that inclusive contexts should be adapted to students ( $\bar{X}=4,31$ ).

Dimension E (Physical Education): people surveyed *agree* that body expression is a discipline that uses the language of body as a form of communication and manifestation of the conscious and unconscious of human ( $\bar{X}=3,97$ ) and through the practice of world's dances you can achieve the transculturality of students ( $\bar{X}=3,91$ ).

### **Confirmatory factorial analysis**

The SEM methodology consists of a series of phases according to Kaplan (2000) & Kline (2005) that we will specify in four.

Phase I.-Specification of the Measurement Model.

At this stage, the hidden characteristics and dimensions that symbolize them as variables of interest of a substantive theory are established. This stage is conceptual in nature and expresses relational disposition between the latent variables symbolized by the dimensions of the instrument and the responses to the reagents of the context questionnaire. The Conceptual Model of the Likert scale obtained from exploratory factor analysis consists of 22 observed variables grouped into five dimensions.

Phase II.-Identification. Computational Implementation of the Structural Equation System.

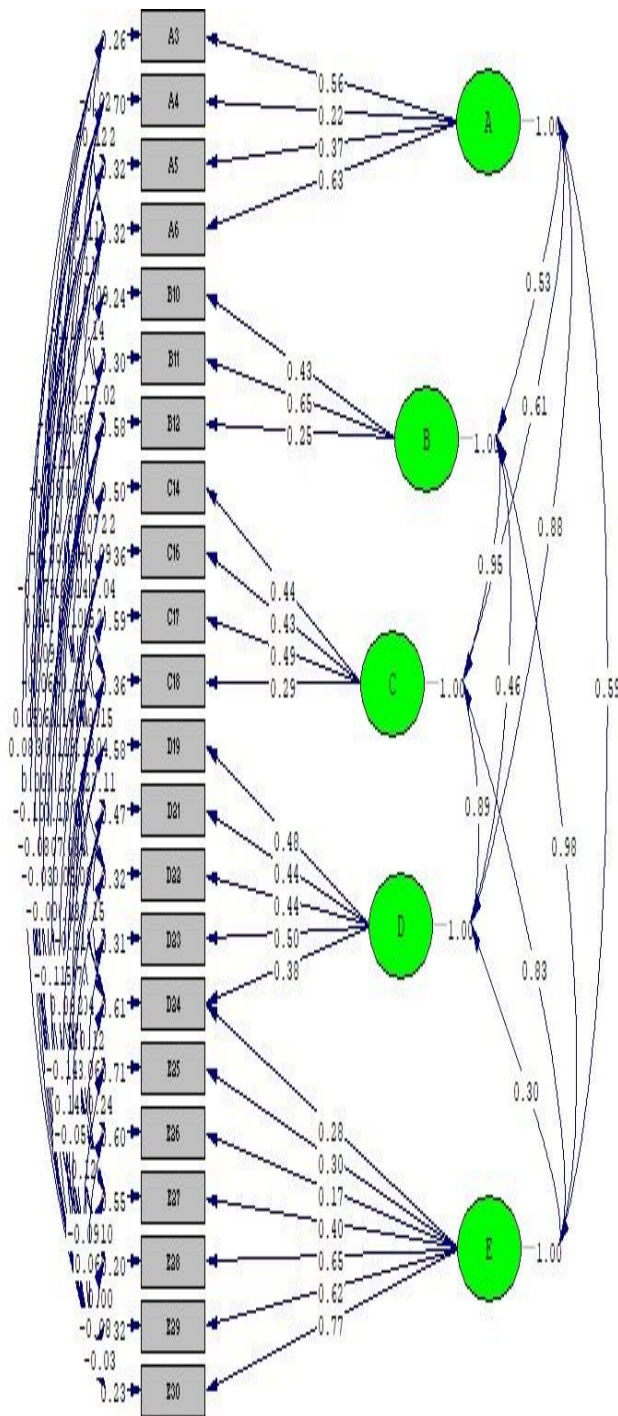
To determine if the model is identified we must calculate degrees of freedom (gl), in our case the value is 114, so we can say that the model is over-identified.

Phase III.-Parameter estimation.

The estimation phase of the model incorporates a graphical representation of the theoretical-conceptual structure of the instrument under analysis. This sample is the basis for the representation of the imitated array that will be compared to the derived array. For the Likert scale the graphic sample is in the figure, in which the ovals represent the five latent variables (constructs) and the boxes the 22 observed

variables, which together form the dimensionality of the instrument.





Chi-Square=271.88, df=114, P-value=0.00000, RMSEA=0.069

**FIGURE 1.** Graphical representation of the natural measurement model of the Likert scale

As for the regression coefficients between latent and observed variables, the interpretation is as follows:

**Dimension A. Educational inclusion:** Increased influence of the latent variable on A6. Cooperative and collaborative learning promotes educational inclusion. Less influence of the latent variable on A5. Teachers dynamize inclusion in the classroom.

**Dimension B. Pluri-culturality:** Greater influence of the latent variable on B11. Intraculturality is personal knowledge of own culture for tolerance and respect of other cultures. Less influence of the latent variable on B12. Transculturality is interaction of customs of other cultures to make them their own.

**Dimension C. Pluri-cultural contexts:** Increased influence of the latent variable on C17. Teachers dynamize inclusion in pluri-cultural contexts. Less influence of the latent variable on C18. Pluri-cultural contexts should be cooperative and collaborative.

**Dimension D. Inclusive contexts:** Greater influence of the latent variable on D23. Teachers are responsible for building inclusive contexts in the classroom. Less influence of the latent variable on D24. Inclusive contexts favor the achievement of school curriculum.

**Dimension E. Physical Education:** Greater influence of the latent variable on E30. Through the practice of world's dances you can learn respect for difference. Less influence of the latent variable on E26. Body expression is a discipline that uses the language of body as a form of communication and manifestation of the conscious and unconsciousness of human being.

The relationship between latent variables is given by the following values:

A-B (0,53), B-C (0,95), C-D (0,89), D-E (0,30). Ratings to highlight: A-C (0,61), A-D (0,88), A-E (0,59), B-D (0,46), B -E (0,98), C-E (-0,83)

In short, the strongest relationship between latent variables is given by: B (Pluriculturalty)-C (Pluri-cultural contexts), B (Pluriculturalty)-E (Physical Education)



The lowest ratio is given by: B (Pluriculturalidad)-D (Inclusive contexts)

D (Inclusive contexts)-E (Physical Education), Phase IV.-Adjustment Assessment. Application of indexes and goodness-of-fit criteria.

At this stage we use indexes and goodness-of-fit criteria to link the validator evidence with the dimensional structure of the instrument being evaluated:

-Difference  $\chi^2/df$  (293,71/114), this is considered a good indicator if the result ranges from one to three or, more laxly, if the result of the difference is 5 (Carmines & McIver, 1981; Jöreskog, 1970), the value obtained is 2,57, so the result is good.

-CFI, contrast the enhancement in the adjustment of the model in question with a null model to evaluate the degree of loss that occurs in the adjustment when switching from the proposed model to the null model (Hu & Bentler, 1999), to accept the proposed model, its value must be 0,95, the value that results is 0,97.

-RMSEA, mean approximation quadratic error (RMSEA) was chosen among covariance-based indices. In this case the model would present an acceptable setting if the value was  $<0,07$  (Steiger, 2007), the value we calculated in our model is 0,069 which is acceptable.

-NNFI reflects the proportion of total information explained by a model; because this index is not normalized, its values may adopt values outside the range 0 and 1, a value of 0,97 seems to be more rational as an indication of good adjustment of the model, the value we get is 0,94 (Schermelleh, et al., 2003).

In short, the goodness of fit data are as follows: ( $\chi^2/df$  (2,57). IAA: GFI (0,92), RMSEA (0,069), NCP (157,88), SRMR (0,046), RMS (0,067), ECVI (1,76). IAI: AGFI (0,81), IFI (0,97), NFI (0,95), TLI/NNFI (0,94), RFI (0,90), CFI (0,97). IP: PNFI (0,47), PGFI (0,41), AFGI (0,81)).

As can be seen the criteria of all goodness-of-fit indexes are met, so the model can be considered confirmed.

## RESULTS

This research has been carried out in a population of 896 students of the fourth year of the Primary Education degree of the University of Jaén. The Likert scale has been made with an operationalization table, and sized, according to the theoretical framework, into five dimensions and 30 items: A.- Educational inclusion, B.-Pluri-culturalidad, C.-Pluri-cultural contexts, D.-Inclusive contexts and E.- Physical Education. The research objective was to analyze how to conduct an inclusive and transcultural school from the area of Physical Education in Primary Education. On the one hand, the result of this analysis verifies our dimensions, and on the other hand, it decreases the scale by 22 items, obtaining a reliability in relation to the Cronbach's Alpha of excellent (0,926) and a KMO coefficient of 0,811, also excellent, so it is validated in its construct. The Kruskal-Wallis test allows us to determine that the data follow a normal distribution, and preserve the null hypothesis, so we proceed to Pearson's P correlation analysis, which allows us to affirm, among many other results, that people who think that inclusive contexts support the achievement of school curriculum, also believe that with body expression inclusion is favored ( $D24 > E29$ ), and that the subjects who responded that through the practice of world's dances can be learned respect for difference, correlate significantly in that intraculturality is personal knowledge of own culture for tolerance and respect of other cultures ( $E30 > B11$ ). The hypothesis contrast was performed through an ANOVA, after testing of variance homogeneity with the Levene test and multiple comparisons of Bonferroni, concluding that the null hypothesis is accepted. The confirmatory factorial analysis was performed with modelling of structural equations, giving an adequate goodness of adjustment ( $\chi^2/df$  (2,57). IAA: GFI (0,92), RMSEA (0,069), NCP (157,88), SRMR (0,046), RMS (0,067), ECVI (1,76). IAI: AGFI (0,81), IFI (0,97), NFI (0,95), TLI/NNFI (0,94), RFI (0,90), CFI (0,97). IP: PNFI (0,47), PGFI (0,41), AFGI (0,81)), so we can say that our scale is confirmed.

## DISCUSSION

The research presented has been carried out for students of Primary Education degree, in an upcoming research it would be acceptable to conduct this research with students of the master's course, to



correlate the data at different university levels. It would even be desirable to conduct this research to educational professionals in schools to correlate data between students and professionals.

## CONCLUSIONS

This research aims to analyze how to conduct an inclusive and transcultural school from the area of Physical Education in Primary Education, corresponding to the academic courses 2017, 2018 and 2019. To achieve this purpose, a Likert scale is designed through an operationalization table. A reliability analysis showed an excellent result, in relation to the Cronbach's Alpha (0,926). Scale confirmation is performed with exploratory factor analysis (KMO (0,811), Bartlett (0,000), Determinant (5,232E<sup>-10</sup>), which not only proves our study dimensions, but decreases the initial scale of 30 items to another of 22 items with a higher reliability index (0,927).

According to this analysis we highlight the importance of the affirmation that the concepts of inclusion and pluri-culturality have the same nature, or that knowledge on body expression allows us to better understand cultural diversity of people, or that in Physical Education we should address the issue of pluri-culturality. However, it does not have much significant factorial weight that body expression should be considered, in importance, for inclusion, or that body expression can be used to transform reality and make it inclusive and transcultural from Physical Education.

Subsequently, after checking with the Kruskal-Wallis test that the data distribution is normal, Pearson's P-correlation is calculated. We highlight some correlations that we consider to be of particular interest: respondents who agree that intraculturality is personal knowledge of own culture for tolerance and respect of other cultures are of the opinion that with body expression inclusion is favored (B11>E29). Those surveyed who believe that through the practice of world's dances you can learn respect for difference, also share the view that intraculturality is personal knowledge of own culture for tolerance and respect of other cultures (E30>B11). Similarly, those who agree that teachers dynamize inclusion in pluri-cultural contexts also believe that through the practice of world's dances you can achieve the transculturality of students (C17>E27). In general,

significant correlations are established between dimension B (Pluri-culturality) and E (Physical Education) mainly.

The hypothesis contrast was made through an ANOVA, after testing homogeneity of variances with the Levene test and the multiple comparisons of Bonferroni, concluding that the null hypothesis is accepted, so there are no significant disparities between the responses of the subjects in the different years investigated, although, without being significant, a spike in responses is observed in almost all items.

Descriptive analysis allows us to appreciate that the subjects investigated agree that inclusion enriches all students, that pluri-cultural contexts must be cooperative and collaborative, just as in inclusive contexts learning occurs from collaboration and cooperation, or that knowledge of world's dances contributes to inclusive pluri-cultural contexts. They are indifferent that culturality is unique and non-transferable, which supports the data of the research presented.

Finally, the confirmatory factorial analysis (modeling of structural equations) (X<sup>2</sup>/gl (2,57). IAA: GFI (0,92), RMSEA (0,069), NCP (157,88), SRMR (0,046), RMS (0,067), ECVI (1,76). IAI: AGFI (0,81), IFI (0,97), NFI (0,95), TLI/NNFI (0,94), RFI (0,90), CFI (0,97). IP: PNFI (0,47), PGFI (0,41), AFGI (0,81)) gives us a goodness of correct fit, so we achieve the research objective, but it also allows us to conclude that the strongest relationship between latent variables is given by Pluri-culturality and Pluri-cultural contexts, and by Pluri-culturality and Physical Education, while the lower relationship is between Pluri-cultural and Inclusive contexts, and by these and Physical Education. This is why pluri-culturality, multiculturalism, interculturality, intraculturality and transculturality are in direct connection with pluri-cultural contexts, on the other hand, if we want to promote pluri-culturalism we must give it a scientific nuance, or what is the same, relate the Pluri-cultural contexts in a meaningful way with the Inclusive contexts, in the same way, a strong relationship is established between Pluri-culturality and Physical Education, so we can link the two dimensions so that we can affirm that those people who do not respect the cultural difference will also not show positive attitudes to learning world's



dances. Finally, there is little relationship between Pluri-culturality and Inclusive contexts, in turn, these with Physical Education, where more research can still be carried out that develops this field.

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