

Review of Doctoral Dissertation

Title: Intentions of Chinese Preservice Physical Educators toward Teaching Students with Disabilities

Author: Yun Li

Reviewer: Martin Kudláček

Olomouc: June 8th, 2018

Dissertation thesis aims to explore intentions of Chinese pre-service PE teachers towards inclusive physical education and to explore factors that influence the intention and actual behavior in accordance with the Theory of Planned Behavior. From broader view doctoral dissertation aims to improve quality of inclusive physical education in China.

Doctoral dissertation is generally well written with clear purpose and extensive sources of literature. Author used more than 300 sources in the reference list. Although one could say sometimes "less is more" author clearly shows impressive coverage of the issues. There are minor mistakes, when author deviates from "APA publication style". General structure of dissertation is rather complicated, which sometimes make it difficult to follow all essential components of research project and the dissertation. Chapter one is titled INTRODUCTION and covers also part of LITERATURE REVIEW, which is very well covered in chapter two. Chapter three focuses on METHODOLOGY, but it was difficult for me to get full understanding of all important issues due to the fact that many essential points related to validity were covered in chapter four titled THE QUESTIONNAIRE SURVEY. Chapter five focused on the qualitative inquiry into believes related to inclusive education and is titled unfortunately very briefly and generally INTERVIEW. Chapter six is titled CHANGING ATTITUDE and covers and interesting research project related to Implicit Association Test. It seems to me as author was short of time or energy as the quality of research related chapters is lowering from project one to three. In some way I would suggest that this dissertation could be reduced only to one MAIN RESEARCH PROJECT and the other two seem artificially added. **On the other hand the dissertation (apart from minor mistakes and less clarity in some parts) meets and in some ways exceeds criteria require from doctoral dissertation at Palacky University.**

In following parts I will focus on separate chapters in more details. In the INTRODUCTION PART author explains current situation in inclusion and inclusive PE in China, which is important for reader to understand the context. Surprisingly I found statement of PURPOSES OF STUDY at the very beginning of dissertation and in the middle of chapter introduction. Unfortunately the purpose(s) of the study do not fully correspond with three research projects of presented dissertation. In chapter 1.5 author describes in sufficient detail Theory of Planned Behavior. In chapter two focused on literature review author dives deeper into TPB and shows excellent understanding of current body of literature in attitudinal studies related to Inclusive physical education. Perhaps only thing missing from mastery of the topic is more critical approach to attitudinal studies in APA and theoretical foundations. I would recommend the author to study and contemplate about the article by Kozub and Lienert (2003) titled "Attitudes toward teaching children with disabilities: Review of literature and research paradigm". Personally I have spent many time scholarly debating with Terry Rizzo about the nature of PEATID and how it meets the needs of our educational systems. I feel chapter summary 2.6 is not needed.

I was expecting chapter PURPOSE OF THE STUDY with research questions and hypothesis and was surprised to find this content in chapter titled METHODOLOGY. I was struggling finding the meaning of some RQs and Hypothesis as to me there should be more clarity in writing these. Singular and plural forms of words are used in chaotic way. For example do you study normative belief or believes. According to TPB components are sums of salient beliefs related to behavioral outcomes, subjective norms and perceived behavioral control. In relation to (Ha1) it is not clear how do you define positive intentions. In relation to (Ha3) it is not clear why you ask for the influence of PBC on self-reported behaviors as in accordance to TPB INTENTION is influenced by ATB, PBC, and SN and actual behavior is only influenced by "Actual Behavioral Control" (p. 30 of your dissertation). In relation to (Q4) it is not clear to me, what you mean by "preconceived notions about disabilities. IN relation to (Q5) it is not clear what you mean by term "implicit attitude" and how it relates to term "implicit association" (p. 110 of your dissertation).

The AIM "to solve the shortage of inclusive physical educators" formulated on page 53 is too ambitious, but I believe that your study can be used to improve the situation in China.

Specific objective formulated on page 54 could also use better wording to assure clarity as the Objectives are essential part of any research inquiry. For example, how should we read statement "to examine the whole situation in Chinese preservice physical educator's intentions toward teaching students with disabilities". In relation to the PEATID questionnaire presented in your appendix it seems from the vignette as you are only focusing on STUDENTS WITH ADHD. **Please explain your target student. What disability you focused on? Why? If you really focused only on ADHD in PEATID it is inappropriate to talk about students with disabilities, if you would only focus on ADHD.**

In relation to chapter 3.4.1 it is not clear why you used PRAGMATISM. Please explain why. On page 55 there seems to be direct quote by Burke et al (2012), but you have missing quotation marks. Triangulation chapter 3.4.3 does not need to be mentioned as it is part of standard research approach.

In chapter four THE QUESTIONNAIRE SURVEY author focuses of translation and standardization of PEATID in Chinese. It is not clear how "Chinese experts (E,F,G) translated PEATID. Did they do independent translations and then agreed on common formulations? How was it done? Validity mentioned in chapter 4.4 focused only on FACE VALIDITY with construct validity being covered by PATH ANALYSIS (p. 83-85).

Demographic variables show interesting finding that 96.1% of preservice teachers have no experience with teaching students with disabilities. **Explain the effect of this fact on your study.**

Also explain the significant differences among regions in APE courses and Spec. ed. Courses (Table 4.8).

The graphs in this chapter are redundant and tables are difficult to follow as you use abbreviations without describing them in Notes of each table. (e.g. "I", "SRB", "Ab")

Explain no-significance on PBC a PBCb and TEACHING COMPETENCY (table 4.15).

Author explains Path analysis on p. 83-85 is. In my opinion it should be listed under Construct validity and presented together with Face validity and reliability in the earlier part of chapter. It is not clear how PATH ANALYSIS was set as author presented different sets of relationships among components of TPB model.

Please explain low relation between Ab and ATB.

Please explain low relation between PBC and I.

In chapter five titled INTERVIEW author takes qualitative inquiry into beliefs about inclusive physical education. In relation to the interview guide (table 5.1) I am not sure how this guide follows TPB. I believe this part is not as strong as previous part on PEATID standardization. Apart from my doubt about interview guide I am also unsure about clustering the results. For example in subchapter Attitudes author mentioned ".....would not intend to teach..... which relates to TPB component INTENTION. In TPB Component PBC (p. 107) it seems as we have quotes related to behavioral beliefs "....the ridicule and blame from other classmates...." ".....if they are injured in PE class...." (outcomes) or SN "...headmaster and class adviser ...do not want to cause unnecessary trouble" (subjective norm beliefs) .

Discussion and Conclusion if this part is too short.

In chapter six titled Changing attitude author focuses on ways of changing attitude using Implicit Association Test. To me this part is not clearly written in both methodological aspects and results. Therefore although results showed that implicit attitude can be improved by mid-term APE training I am not sure about the THEORETICAL FRAMEWORK OF THE STUDY and METHODOLOGICAL APPROACHES which led into these results. I was not able to find LINK between IMPLICIT ASSOCIATIONS and IMPLICIT ATTITUDE and THEORETICAL FRAME for concept of IMPLICIT ATTITUDES.

Personally I feel as second and third research projects were less clear and not well executed and written. Therefore it does not add to the value of first research project related to PEATID, but lower overall quality of dissertation.

Chapter seven is well written and shows good understanding of the topic by student.

Apart from COMMENTS and QUESTIONS listed in previous text I would like to ask more broad QUESTIONS.

1. What are the limits of PEATID for use among PRESERVICE TEACHERS IN CHINA?
2. What differences/similarities you see between TPB components and Self-efficacy?
3. What DESIGN OF COURSE(S) would you recommend for changing ATTITUDES and SELF EFFICACY of preservice teachers towards IPE?

I recommend this thesis for oral defense.

Martin KUDLACEK



KATOLÍCKA UNIVERZITA V RUŽOMBERKU

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**REVIEW
OF DOCTORAL DISSERTATION**

Title of doctoral dissertation	Intentions of Chinese Preservice Physical Educators toward Teaching Students with Disabilities
Author of doctoral dissertation	YUN LI
Study program	Special Education Studies, Ph.D.
Reviewer of doctoral dissertation	Barbora Kováčová, doc. PaedDr. PhD.

THEORETICAL FRAMEWORK OF DOCTORAL DISSERTATION

Education for children with disabilities in the People's Republic of China has experienced significant growth and reform since 1978 under the name of „Learning in Regular Classrooms“ (LRC model).

Doctoral dissertation has focused on the theme in the area of physical education inclusive in China analyzing reason for inclusive education, too. This problem – inclusive physical education – is rooted on three basic pillars. (a) Firstly poor (or no) training of physical education teachers with competence, knowledge, and skills for inclusive education. (b) Secondly unpreparedness of Chinese Universities for preservice physical education teachers for inclusive education not only to respond to the RED-R challenge but also to adapt to the evolutionary trend of inclusive education around the world. (c) Thirdly, not using the Theory of Planned Behavior (TPB). Based on these three pillars (briefly described), could the author please add more information: *Compare the pillars of inclusive physical education in the Czech/ Slovak Republic and China. What's different?*

In the theoretical part, there is a lack of comparison of the conditions of inclusive (physical) education in the different regions of China. Could the author add more information from research on inclusive education in different regions of China?

BIBLIOGRAPHIC SUPPORT OF DOCTORAL DISSERTATION

The theoretical part of the doctoral dissertation is processed at a good level using a sufficient number of bibliographic sources.

FORMAL STYLE OF DOCTORAL DISSERTATION

Doctoral dissertation meets the required formal criteria of academic style, including referencing.

METHODOLOGY FRAMEWORK OF DOCTORAL DISSERTATION

This dissertation revealed that Chinese physical educator's attitude toward teaching students with disabilities was positive but currently unrealistic. The author has accomplished the stated goal. One important reason was that they had not enough professional preparations for inclusion and this resulted in their lower control of beliefs on teaching students with disabilities. Several research methods have been used in the context of the empirical part of the thesis. In the methodology of the doctoral dissertation is a logical analysis of documents was employed to examine the development and challenges of inclusive physical education in China.

Its description and subsequent interpretation are relatively well presented. There were used several research methods within the context of empirical part of the thesis. Consequent interpretation and description of issues are relatively good presented.

The author has created five specific research questions (Q) and hypotheses (Ha) below. I am interested in the construction and its justification hypotheses, specifically Ha2 (p. 52) ... *Preservice physical educators' intentions toward teaching students with disabilities in their physical education classes are determined by behavioral belief (attitude), normative belief (subjective norm), and control belief (perceived behavioral control)* and Ha4 (p. 53) *Some of demographic variables, preconceived notions about disabilities, teaching experience, and special education courses are related to preservice physical educators' intentions toward teaching students with disabilities and self-reported teaching behavior.*

The author concludes that China should make generalised changes in the whole education system and society to bring greater opportunities to those with physical disabilities.

FINAL EVALUATION

The submitted doctoral dissertation **Intentions of Chinese Preservice Physical Educators toward Teaching Students with Disabilities** by author Yun Li, meets the required criteria and I recommend it for the defence.

Reviewer of doctoral dissertation
doc. Barbora Kováčová, PhD.

Pavlice, 10.6.2018