



Research article

Self-perception of citizenship competencies in physical education students in Santiago, Chile

Autopercepción de las competencias ciudadanas en estudiantes de educación física en Santiago de Chile

Autopercepção das competências de cidadania em estudantes de educação física em Santiago, Chile

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ABSTRACT

Citizen competences can be described as those tools that guide and educate citizens in a comprehensive manner. In the context of physical education, there are few studies addressing this issue, and no validated instruments were found in this population. The objectives of this study were: a) To know the Psychometric properties of the Citizen Competencies questionnaire in a sample of Physical Education students and b) to determine the self-perception of the levels of citizen competencies in students of Physical Education Pedagogy of a university Santiago de Chile. Methodology: quantitative, not experimental cross-sectional. The sample consisted of 201 students of both sexes from the first to the fifth year of the degree of Pedagogy in Physical Education of a university in Santiago de Chile. The main results show that the instrument is valid (KMO=0.961 with two factors that explain 74.9% of the total variance) and reliable ($\alpha=0.958$) to be used in the sample, consisting of a total of 16 items (14 for Socio-affective Responsibility and 2 for Coexistence Regulation), in terms of comparisons female participants obtained higher scores, as well as differences by course, fourth-year students presented less favourable results. It is concluded that citizen competencies are relevant in teacher training and proposes to investigate experimental methodologies to improve skills through physical education classes.

Key words: Citizenship skills; Physical education; University students.

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RESUMEN

Las competencias ciudadanas se pueden describir como aquellas herramientas que orientan y forman a los ciudadanos de manera integral. En el contexto de la Educación Física, existen escasos estudios abordando esta temática, y tampoco se encontraron instrumentos validados en dicha población. Los objetivos del presente estudio fueron: a) Conocer las propiedades Psicométricas del cuestionario de Competencias Ciudadanas en una muestra de estudiantes de Educación Física y b) determinar la autopercepción de los niveles de competencias ciudadanas en los estudiantes de Pedagogía Educación Física de una universidad de Santiago de Chile. Metodología: cuantitativa, no experimental de corte transversal. La muestra estuvo constituida por 201 estudiantes de ambos sexos de primer a quinto año de la carrera de Pedagogía en Educación Física de una universidad de Santiago de Chile. Los principales resultados arrojan que el instrumento es válido ($KMO=0.961$ con dos factores que explican el 74,9% de la varianza total) y confiable ($\alpha=0.958$) para ser utilizado en la muestra, constituida por un total de 16 ítems (14 para Responsabilidad Socio-afectiva y dos para Regulación de convivencia), en cuanto a las comparaciones, las participantes del sexo femenino obtuvieron puntuaciones más altas, así como también las diferencias por curso, siendo los estudiantes de cuarto año quienes presentaron resultados menos favorables. Se concluye que las competencias ciudadanas son relevantes en la formación del profesorado y se propone investigar metodologías experimentales para mejorar las habilidades a través de las clases de Educación Física.

Palabras clave: Competencias ciudadanas; Educación física; Estudiantes universitarios.

RESUMO

As competências dos cidadãos podem ser descritas como os instrumentos que orientam e formam os cidadãos de forma integral. No contexto da Educação Física, existem poucos estudos abordando esta temática, e tampouco se encontraram instrumentos validados nessa população. Os objetivos do presente estudo foram: a) Conhecer as propriedades psicométricas do questionário de Competências Cidadãs numa amostra de estudantes de Educação Física e b) determinar a autopercepção dos níveis de competências cidadãs nos estudantes de Pedagogia Educação Física de uma universidade de Santiago do Chile. Metodologia: quantitativa, não experimental de corte transversal. A mostra foi constituída por 201 estudantes de ambos os sexos do primeiro ao quinto ano da carreira de Pedagogia em Educação Física de uma universidade de Santiago do Chile. Os principais resultados revelam que o instrumento é válido ($KMO=0.961$ com dois fatores que explicam 74,9% da variância total) e confiável ($\alpha=0.958$) para ser utilizado na amostra, constituída por um total de 16 itens (14 para Responsabilidade Socioafetiva e 2 para Regulação de convivência), quanto às comparações as participantes do sexo feminino obtiveram pontuações mais altas, assim como as diferenças por curso, Os estudantes do quarto ano apresentaram resultados menos favoráveis. Conclui-se que as competências cidadãs são relevantes na formação de professores e se propõe investigar metodologias experimentais para melhorar as habilidades através das aulas de Educação Física.

Palavras chave: Cidadania; Educação física; Universitários.

INTRODUCTION

The concept of competence can be defined as the ability to face different tasks using the knowledge that one possesses, Attewell (2009) adds that it can be considered as a synonym of skill. Meanwhile, citizen competencies for Gros & Contreras (2006) are characterized by providing the tools to form socially, culturally and religiously, their objective being the development of the individual, allowing him to develop in each area that he wants or needs, in order to be representative and a contribution to the community. From the Ministry of National Education of Colombia [MEN] (2004) it is considered that social competencies seek to promote the preparation of subjects, expecting that they act effectively based on the knowledge acquired, in addition to being able to perform in everyday situations. In Chile, it is presented within the Citizenship Training Plan (Law 20,911, 2016) oriented towards an educational community to train respectful, responsible people considering their duties and rights (Ministry of Education of Chile [MINEDUC], 2022).

For their part, Ruiz-Silva & Chaux (2005) point out that it corresponds to the democratic development of a population, with the aim of forming citizens who take their differences and guide them towards a healthy coexistence, while possessing multiple tools for problem solving as the main axis. Ruiz & Guerra, (2007, cited in Rendón, 2012) define civic competences as the set of knowledge, attitudes and skills, whether cognitive, emotional and communicative, which when articulated with each other generate that the democratic citizen is willing to act and acts in a constructive and fair manner in society. Thus, for Perrenoud (1999), when speaking of civic competences, they are understood as the capacity of a subject to act effectively in an established situation, in which the knowledge acquired during his life must be used, in a process of construction and formation of all actions. Samper & Maussa (2014), in their research on moral development and civic competences, analyzed the historical development of the concept of citizenship in relation to democracy and morality. Some of the results express that democracy promotes true citizenship, behavior and the way of assuming social situations today. The main conclusions have to do with the processes of participation of young people on the development of education in democratic and civic matters, understanding that, in order to generate citizens with democratic, critical, moral and civic thinking, spaces for participation must be generated. For their part, Paba-Medina et al. (2020) add that communicative, writing and cognitive civic competences are the most relevant to develop in the virtual educational context. However, the latter has a low performance in the school context (Lujan et al., 2021) showing the importance of strengthening and systematizing this competence at all educational levels.

On the other hand, Santander et al. (2018) studied the conservation of the environment through the promotion of values for the improvement of the quality of education, as well as the transversality of other areas such as science, technology and innovation. The methodology was quantitative and the sample consisted of 200 students and 11 teachers from the IED (Instituto Europeo Design) San Juan Bautista. The results show that citizen actions tend to be much more significant depending on the group in which they are located, in this case, it corresponds to those who received constructive pedagogical practices with a game base. The authors concluded that the intervention had positive effects, in addition to greater motivation on the part of the students regarding competencies associated with the environmental environment. For his part, Baumgartner (2020) related teaching practices and student perception of citizen competencies in 53 master's students in education

(Colombia). Regarding the qualitative results, categories associated with respect, responsibility and tolerance were evident, while in the quantitative phase correlations were found between respect and tolerance.

On the other hand, Romero et al. (2017) studied civic competences to strengthen them through the use of critical reading in virtual settings. This need arises from the results with low scores in national tests of civic competences in university students in Colombia, hence the need to implement more effective teaching methods. The sample was made up of 148 students from the law program at universities in the city of Barranquilla. The main results and conclusions show the low level of civic competences and the lack of participation of students to support strengthening in virtual settings. For his part, Gonzales (2017) proposes as objectives to recognize civic competences developed through service-learning projects in the university environment, showing that the methodology favors the formation of knowledge and social value, conflict resolution, social transformation, in addition, that the method collaborates with the participation of teachers by implementing projects, activities and resources. Luquez et al. (2012) conducted a study using the service-learning methodology; The sample consisted of 309 students from the Physical Education, Orientation, Languages, and Basic Education areas of a university in Venezuela. They demonstrated that the teaching method is valid for both disciplinary and interdisciplinary knowledge, also promoting social attitudes. In this context, it is relevant to carry out and innovate new practices in university education, since there is often an incongruity between theory and practice in the development of civic competencies (Álvarez et al., 2018).

Regarding works in the national context of the present study, we can mention the research by Salinas et al. (2020), who evaluated 22 fourth-semester students of the Basic Education Pedagogy degree at the University of Antofagasta. The results show that a useful teaching strategy is to address the social outbreak and the constituent process for the development of the civic competencies of the participants. They concluded that participating students enhanced their abilities to think critically, to communicate in an informed and respectful manner, and to value the rights of others. In this sense, Carrillo et al. (2018) emphasize the relevance of civic competencies in vocational training, since they are considered to facilitate entry into the labor market. In addition, it can be a tool to strengthen critical thinking at the university level, considering that there are currently no established institutional practices (León, 2021).

In the field of Physical Education, we can mention the work of Herrera & Almonacid (2019) who studied from the perspective of directors, teachers, and students what a Physical Education Teacher should have to perform in the school context. In their research, the authors propose that for the development of civic competencies, subjects must feel capable of exercising their rights and duties in the community. On the other hand, Bernate et al. (2020) analyzed the civic competencies in 264 students in the last semester of a Bachelor's Degree in Physical Education, Recreation and Sports (Colombia), showing that the lower scores correspond to critical thinking, while the dimensions of actions, emotions, environment and empathy present acceptable values.

Based on the various studies on civic competencies, it is relevant to have the validation of an instrument in the context of physical education in Chile, which ensures the cultural relevance and reliability of the assessment instrument, addressing the specific competencies that students of the discipline are expected to develop. The validation not only confirms the clarity and understanding of

the questionnaire, but also ensures its ability to measure accurately, providing a reliable and effective resource to assess the progress of students in this area and recognize the skills that should be strengthened during their training, providing educators and educational policy makers with a reliable resource for the design of programs and strategies that promote comprehensive and civic training in students. Based on the above background, the study of civic competences in Chile and specifically in the Physical Education Pedagogy career is incipient, so the present research had as its objective a) to know the psychometric properties of the Citizen Competencies questionnaire in a sample of Physical Education students and b) to determine the self-perception of the levels of civic competences in Physical Education Pedagogy students of a university in Santiago, Chile.

METHODS

The study has a quantitative, transversal, non-experimental approach (Maureira & Flores, 2018).

Sample: Non-probabilistic intentional sample (Maureira, 2017). It consisted of 201 students of Physical Education Pedagogy from a university in Santiago de Chile. The minimum age was 18 and the maximum was 31 years, with an average of 21.9 ± 1.9 . Of the total, 127 were men (63.2%) and 74 were women (36.8%). Of the total respondents: 25 were in their first year of the degree (12.4%), 29 were in their second year (14.4%), 57 were in their third year (28.4%), 47 were in their fourth year (23.4%) and 43 were in their fifth year (21.4%).

Instruments: A socio demographic survey was used to collect information on age, sex and year of the degree. The Zambrano Citizenship Competence Scale (2018) was also applied, consisting of 16 items. The scale is of the Likert type, ranging from 1: Completely disagree, 2: Partially agree, 3: Undecided, 4: Agree, and 5: Completely agree.

Procedure: The Citizenship Competence Scale was self-administered, lasting approximately 20 minutes. It was administered in person during student class hours, between 9:00 and 12:00 hours. During this study, the ethical principles for medical research with human beings of the Declaration of Helsinki (World Medical Association [WMA], 2013) were respected. For this research, all participants signed an informed consent.

Data analysis: To determine the validity indices of the Citizenship Competencies Scale, exploratory factor analyses were applied through a principal components analysis with Varimax orthogonal rotation, for which the statistical program IBM SPSS version 25.0 for Windows was used. Then, confirmatory factor analyses were performed, where the maximum likelihood (ML) estimation method was used, the absolute chi-square indices (χ^2), the RMSEA (mean of standardized residuals) and the CFI (comparative adjustment), for which the statistical program SPSS AMOS 26.0 was used. The reliability indices were obtained with the Cronbach Alpha test.

Descriptive statistics were applied (with means, standard deviations). In addition, normality tests were performed using the Kolmogorov-Smirnov (KS) test, which yielded a normal distribution of the variables ($p > 0.05$). Therefore, parametric statistics such as t tests for independent samples were used to compare the results of the scale between women and men. ANOVA tests were also applied to compare the results of the instrument between courses. Values $p < 0.05$ were considered significant.

RESULTS

The Kaiser-Mayer-Olkin (KMO) test shows a value of 0.961 and the Bartlett sphericity test a $p=0.000$, so an exploratory factor analysis was carried out through a principal components analysis with Varimax rotation to identify the latent structure of the instrument. This showed the existence of two factors (Table 1) that explain 74.913% of the total variance, with 14 items that saturate in Factor 1 (Socio-affective responsibility), and two in Factor 2 (Coexistence regulation). Cronbach's alpha gives a value of 0.958 for the 16 items of the instrument.

Table 1

Total variance explained and dimensions of the Citizenship Competencies Scale in Physical Education students.

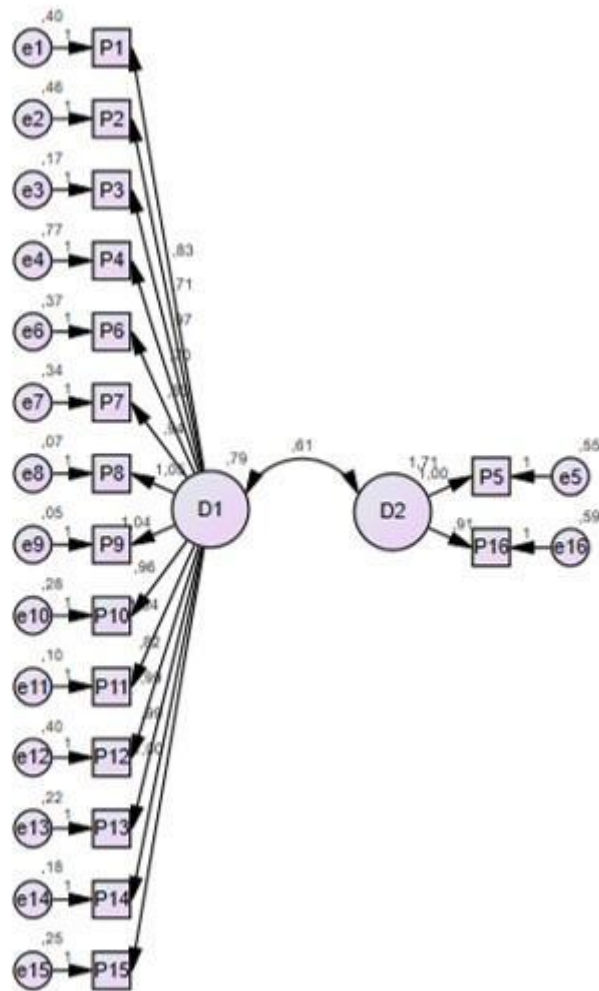
Items	Factor 1	Factor 2
1-(6) I think it is important to take a critical position in situations of sexual discrimination.	0.703	
2-(7) It is important to identify the emotions that make it difficult for me to feel empathy for a fellow competitor.	0.691	
3-(8) Dialogue is a strategy that allows for establishing agreement between the people involved.	0.879	
4-(10) People must control their impulses when they are faced with unfair situations in their daily lives.	0.566	
6-(17) I feel better when I help people than when I ignore them.	0.754	
7-(18) It is important for teachers to encourage democratic relationships in the classroom.	0.832	
8-(19) It is important that the teacher provides an appropriate environment to achieve the proposed objectives.	0.913	
9-(20) It is important for teachers to consider the opinions of their students.	0.918	
10-(21) I value the importance of the rules that make it possible to preserve cultural differences and regulate our coexistence.	0.876	
11-(22) Constructive dialogue and a climate of trust between students and teachers promote learning.	0.896	
12-(23) University students learn actively, making it possible to discover their interests.	0.784	
13-(24) The construction of rules among all favors healthy coexistence.	0.872	
14-(25) The classroom environment encourages the acquisition of group coexistence habits and respect for others.	0.885	
Items	Factor 1	Factor 2
15-(26) The teacher must be consistent with what he says and does.	0.834	
5-(14) When my colleagues tell me their problems, I show concern.		0.897
16-(28) When the teacher hands out graded work and you did not do it, I take responsibility, since the important thing is to learn.		0.896
Total variance explained	59.483	15.429
Cronbach's alpha	0.970	0.838

Figure 1 presents the final model of dimensions and items for the scale based on the two factors extracted from the exploratory factor analysis. The results showed a significant χ^2 ($\chi^2 = 244.176$; $p = 0.000$), which is why we observed other values to know the fit of the proposed model. The values of

RMSEA = 0.081, CFI = 0.958 and TLI = 0.951 indicate an adequate fit of the model (Maureira, 2017; Morata et al., 2015).

Figure 1

Confirmatory factor analysis.



Analysis of the results of self-perception of Citizen Competencies in the sample.

Table 2 shows the t test for independent samples comparing the scores of each item of the Scale of Citizen Competencies by sex, in which, in six of the 16 items, differences are observed between women and men. In item 8. It is important that the teacher provides an adequate environment to achieve the proposed objectives ($p = 0.041$); 10. I value the importance of the rules that make it possible to preserve cultural differences and regulate our coexistence ($p = .002$); 11. Constructive dialogue and a climate of trust between students and teachers favor learning ($p = 0.032$); 13. The construction of rules among all favors healthy coexistence ($p = 0.018$); 14. The classroom environment favors the acquisition of habits of group coexistence and respect for others ($p = 0.006$); and 15. The teacher must be consistent with what he says and does ($p=0.038$) in which women give the highest scores.

Table 2

Comparison of the scores of each item of the Citizen Competencies Scale according to the sex of the sample.

Items	Total (n=201)	Female (n=74)	Male (n=127)	P
1. I think it is important to take a critical stance in situations of sexual discrimination.	4.4±1.0	4.5±.8	4.3±1.0	0.314
2. It is important to identify the emotions that make it difficult for me to feel empathy for a fellow competitor.	4.2±.9	4.3±.8	4.1±1.0	0.166
3. Dialogue is a strategy that allows for establishing agreement between the people involved.	4.6±.9	4.7±.6	4.5±1.1	0.089
4. People must control their impulses when they are faced with unfair situations in their daily lives.	4.1±1.1	4.2±.9	4.1±1.2	0.396
5. When my colleagues tell me their problems, I show concern.	3.8±1.5	4.0±1.4	3.7±1.5	0.131
6. I feel better when I help people than when I ignore them.	4.4±.9	4.5±.8	4.3±1.0	0.303
7. It is important for teachers to encourage democratic relationships in the classroom.	4.4±1.0	4.5±.9	4.4±1.1	0.472
8. It is important that the teacher provides an appropriate environment to achieve the proposed objectives.	4.6±1.0	4.8±.6	4.5±1.1	0.041*
9. It is important for teachers to consider the opinions of their students.	4.7±.9	4.8±.5	4.6±1.1	0.063
10. I value the importance of the rules that make it possible to preserve cultural differences and regulate our coexistence.	4.4±.9	4.7±.5	4.3±1.1	0.002**
11. Constructive dialogue and a climate of trust between students and teachers promote learning.	4.6±1.0	4.8±.6	4.5±1.1	0.032*
12. University students learn actively, making it possible to discover their interests.	4.3±1.0	4.4±.8	4.2±1.0	0.119
13. The construction of rules among all favors healthy coexistence.	4.5±1.0	4.7±.7	4.4±1.1	0.018*
14. The classroom environment encourages the acquisition of group coexistence habits and respect for others.	4.5±1.0	4.8±.6	4.4±1.1	0.006**
15. The teacher must be consistent with what he says and does.	4.6±1.0	4.8±.7	4.5±1.2	0.038*
16. When the teacher hands out graded work and you did not do it, I take responsibility, since the important thing is to learn.	3.7±1.4	3.9±1.4	3.6±1.4	0.208

Table 3 shows the ANOVA tests comparing the scores of each item of the Scale of Civic Competencies according to the current year of the Physical Education Pedagogy degree. In 14 of the 16 items, differences are observed by course. Tukey's post-hoc tests show that 4th year students obtain lower scores in 12 items, which is related to a critical position in situations of sexual discrimination, the identification of emotions, dialogue as a strategy to obtain agreements; that the teacher stimulates democratic relationships, provides an adequate environment to achieve objectives and considers the opinions of their students, etc. First year students obtain the lowest scores in 2 items, related to concern for problems of classmates and assuming responsibility for the grades obtained.

Table 3

Comparison of the scores of each item of the Citizenship Competencies Scale according to the sample courses.

Items	1st year (n=25)	2nd year (n=29)	3rd year (n=57)	4th year (n=47)	5th year (n=43)	p	Tukey
No. 1	4.2±.8	4.7±.8	4.5±.7	4.1±1.4	4.6±.7	0.023*	4°<1°-2°-3°-5°
No. 2	4.3±.8	4.1±.9	4.3±.7	3.9±1.2	4.5±.8	0.020*	4°<1°-2°-3°-5°
No. 3	4.8±.6	4.6±.8	4.7±.5	4.2±1.5	4.7±.7	0.020*	4°<1°-2°-3°-5°
No. 4	4.0±1.1	3.9±1.1	4.3±1.0	4.0±1.3	4.3±1.0	0.422	-
No. 5	1.6±.8	4.4±.9	3.9±1.4	4.0±1.6	4.3±.8	0.000**	1°<2°-3°-4°-5°
No. 6	4.4±.8	4.6±.8	4.4±.8	4.1±1.3	4.5±.7	0.211	-
No. 7	4.6±.6	4.4±.9	4.6±.8	4.0±1.4	4.6±.8	0.015*	4°<1°-2°-3°-5°
No. 8	4.8±.4	4.8±.8	4.8±.4	4.1±1.6	4.7±.8	0.001**	4°<1°-2°-3°-5°
No. 9	4.9±.3	4.8±.8	4.9±.4	4.2±1.6	4.7±.7	0.001**	4°<1°-2°-3°-5°
No. 10	4.4±.8	4.6±.7	4.7±.5	4.0±1.5	4.6±.6	0.001**	4°<1°-2°-3°-5°
No. 11	4.7±.6	4.8±.8	4.8±.4	4.1±1.6	4.7±.7	0.004**	4°<1°-2°-3°-5°
No. 12	4.6±.7	4.3±.9	4.5±.7	3.9±1.3	4.2±.9	0.012*	4°<1°-2°-3°-5°
No. 13	4.8±.4	4.6±.9	4.7±.5	4.0±1.5	4.6±.8	0.001**	4°<1°-2°-3°-5°
No. 14	4.7±.7	4.6±.9	4.8±.4	4.0±1.5	4.7±.6	0.001**	4°<1°-2°-3°-5°
No. 15	4.7±.7	4.7±.9	4.8±.5	4.1±1.5	4.7±.9	0.004**	4°<1°-2°-3°-5°
No. 16	1.8±1.1	4.5±.7	3.8±1.2	3.7±1.5	4.3±1.0	0.000**	1°<2°-3°-4°-5°

DISCUSSION

The objectives of this research were to determine the psychometric properties of the Citizenship Competencies questionnaire in a sample of Physical Education students and to determine the self-perception of the levels of citizenship competencies in the sample. In relation to the first objective, the 16-item scale has proven to be a valid and reliable instrument to collect information on citizenship competencies in the sample used. The present work showed that the scale has a total explained variance of 74.9% and, regarding internal consistency, a Cronbach's alpha of 0.958 is evident, a value

higher than that presented in the study by Bernate et al. (2020). The literature shows that civic competencies provide tools to form comprehensive citizens, who can perform in different contexts and areas (Paba-Medina et al., 2020). In turn, it is mentioned that these tools have the versatility of being acquired under different environments, groups and actions (Restrepo, 2006). Therefore, what is expected in the research is that the results of the applied scale show similarities in participants of the same level, as well as in the general university level.

When describing the results of the sample based on civic competencies, it can be observed that the highest values in relation to the 16 items that make up the instrument were those focused on dialogue, an adequate environment and the importance of knowing the opinions of the students, which could be explained because physical education students, during their training, take subjects associated with the sports field with content on the didactics of the discipline, which could collaborate in generating spaces for conversation and reflection on various topics, which coincides with the research of Pérez et al. (2023) who point out that Physical Education students perceive that teachers promote spaces for dialogue, although few of them do so consciously. Perrenoud (1999) emphasizes that teachers have as their task or objective the understanding of how the development of civic competences is articulated in a transversal way, seeking to build and train, as a set of responses and actions, so these results account for this, by having a greater impact within the responses, giving an indication of the priorities that as former students (schoolchildren) and future teachers have, focused clearly on speaking, listening and attention as a fundamental aspect. The comparison between sexes allows us to observe a greater self-perception of civic competences in the female sex over the male sex in all the items addressed in the instrument, as well as a lower self-perception of civic competences in students who are in the fourth year of the Physical Education teaching degree. These results can be contrasted with the studies analyzed in the introduction of the text, which emphasize the development of social skills and responsibilities, over autonomous or self-critical work (Luquez et al., 2012; Álvarez et al., 2018), the most important thing being to become teachers with communicative skills, who seek to empower students; a clear example is provided by Santander et al. (2018), who mention that the improvement of the quality of Education focuses on the promotion of values and the transversality of other areas, this being an evident aspect in the results obtained both in their test and in the one applied for this research. On the other hand, and finally, Bernate et al. (2019) reflect on the need to promote and establish civic competences in Physical Education teachers during their training, since, considering the results obtained in this study and the background on these competences, it can be established that the curriculum and subjects that can contribute to civic competences could be reviewed and tools developed to strengthen teachers in the area of Physical Education, promoting self-reflection in order to achieve a more democratic society. It is necessary to start the process with teachers in training, so that they master and subsequently establish methodologies based on civic competences, in order to also be able to recognize and evaluate these same ones in school students, and in all those members of an educational community.

Among the projections of this research, the urgency of continuing to investigate this area is mentioned, in turn, the need to apply protocols and plans that speak and deal with civic competences from their base, and that, from their initial development, can be enhanced, not only in future teachers, but in every citizen who requires it. On the other hand, it is necessary to extend this research to other pedagogies, other branches of university life and at a national level, thus generating a larger sample,

which allows to better demonstrate the level of self-perception of civic competences and how to develop them in different contexts.

Among the limitations of the study, the nature of the sample can be mentioned, since it was intentional; the information present in this research focuses only on Physical Education students, reducing the results attributable only to the sample in question.

CONCLUSION

This research sought to determine the psychometric properties of the scale of civic competences and to determine the self-perception of the levels of civic competences in students of Physical Education pedagogy at a university in Santiago de Chile. Regarding the first objective, it can be indicated that the instrument is valid and reliable for use in the Physical Education population. Regarding the second objective, it can be noted that the dimension of socio-affective responsibility is composed of items that are characterized by conflict resolution, decision making and expressions of emotions. Secondly, the dimension of regulation of coexistence is made up of items that are characterized by using social norms necessary to regulate life in common and solve problems of coexistence, as well as identifying situations of non-compliance with the norms and foreseeing the consequences of these. In all items, higher levels of self-perception were observed in the female sex over the male sex. In addition, significant differences were found in six items, reaching scores close to the maximum. When comparing the academic year that students of the Physical Education teaching degree are currently taking, it was found that in 14 of the 16 items there are differences by course, of these, fourth year students obtained the lowest scores, in contrast to students who are in the fifth year.

Finally, for the development of civic competences, different communication skills must be possessed, understanding the other, feeling what the other feels and understanding their situation, it must be clear that the other is a subject within a participatory process of the educational community, which concerns teachers, students, directors, family and society in general, in order to allow people to actively contribute to peaceful coexistence, participate responsibly and constructively in democratic processes and understand plurality as an opportunity and wealth of society, both in their immediate environment and in their community.

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