Volume 11 issue 3; 2026

Ciencia y Deporte

Universidad de Camagüey "Ignacio Agramonte Loynaz"

Ciencia y Deporte
ISSN 2223-1773, RNPS: 2276
Vol. 11. No. 3, September-December, 2026 p-e428

Original article

Behavior of the psychophysical diversity of students in the Physical Culture degree

[*Comportamiento de la diversidad psicofísica de los estudiantes de la carrera Cultura Física*]

[*Comportamento da diversidade psicofísica de alunos do curso de Cultura Física*]

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Received: *31/09/2026.*
Accepted: *07/11/2026*

SUMMARY

Introduction: Diversity today has enriched our understanding of the new society; understanding this as the result of all the people who work in the educational field has been the starting point of this research.

Objective: To assess the behavior of attention to psychophysical diversity in first-year students of the degree from the discipline of *Theory and Practice of Physical Education.*

Methods : The comparative method was used to determine the behavior of the study at the beginning and at the end, using descriptive statistics: it allowed describing variables in relation to the measures of central tendency and dispersion, the coefficient of variation and inferential statistics in the comparison of the results obtained in the initial tests and

after the application of the methodology to address the psychophysical diversity of the first-year students of the physical culture degree.

Results: The results show deficiencies in speed: 37.5% are at Level I; in endurance, 29.1%, while 8.3% are at no level. Four of the six tests achieved more than 50% of those who reached Level I, a finding that supports differentiated training during the class.

Conclusion: The diagnostic results revealed deficiencies in physical capacities due to the limited treatment of psychophysical diversity, which allowed the determination of indicators, dimensions and procedures to address the psychophysical diversity of first-year students in the program.

Keywords: attention to diversity, diversity, psychophysical diversity.

RESUMEN

Introducción: la diversidad en la actualidad ha venido a enriquecer la comprensión de la nueva sociedad; entender esta como el resultado de todas las personas que se desempeñan en el ámbito educativo ha constituido el punto de partida de esta investigación.

Objetivo: valorar el comportamiento de la atención a la diversidad psicofísica en los estudiantes del primer año de la carrera desde la disciplina *Teoría y Práctica de la Educación Física*.

Métodos: se utilizó el método comparativo para determinar el comportamiento del estudio al inicio y al final, mediante la estadística descriptiva: permitió describir variables en relación con las medidas de tendencia central y de dispersión, el coeficiente de variación y la inferencial en la comparación de los resultados obtenidos en las pruebas iniciales y posteriores a la aplicación de la metodología para atender la diversidad psicofísica de los estudiantes del primer año de la carrera de cultura física.

Resultados: en los resultados se aprecia insuficiencia en la velocidad: el 37,5 % se encuentra en el I nivel; en la resistencia, un 29,1 %, mientras que el 8,3 %, sin nivel. Cuatro de las seis pruebas alcanzan más del 50 % respecto a los que logran ubicarse en el primer nivel, dato este favorable al trabajo diferenciado durante la clase.

Conclusión: los resultados del diagnóstico revelaron insuficiencias en las capacidades físicas por el limitado tratamiento a la atención de la diversidad psicofísica, lo que permitió la determinación de indicadores, dimensiones y procedimientos para atender la diversidad psicofísica de los estudiantes de primer año de la carrera.

Palabras clave: atención a la diversidad, diversidad, diversidad psicofísica.

RESUMO

Introdução: A diversidade de estudantes que ingressa no curso de Cultura Física da Universidade de Holguín evidencia insuficiências nas capacidades físicas, para isso é imprescindível orientar os docentes para atender a diversidade psicofísica dos estudantes desde a disciplina Teoria e Prática da Educação Física.
Objetivo: valorizar o comportamento da atenção à diversidade psicofísica nos estudantes do primeiro ano do curso desde a disciplina Teoria e Prática da Educação Física.
Resultados: Nos indicadores físicos, observa-se heterogeneidade nas avaliações, com um componente marcado de individualidade, pelo que as tarefas devem estar encaminhadas para o apadrinhamento entre estudantes que, por seu nível mais elevado, possam ajudar os de outro nível, as atividades de desenvolvimento e aprendizagem, a atribuição de tarefas por rendimento e o emprego dos procedimentos metodológicos, mostrou melhorias significativas em todas as capacidades físicas avaliadas, evidenciou-se a participação consciente dos estudantes nas aulas.
Conclusão: Os resultados do diagnóstico revelaram insuficiências nas capacidades físicas pelo limitado tratamento à atenção da diversidade psicofísica, assim como a análise dos fundamentos teóricos, os critérios, definições e limitações permitiu a determinação de indicadores, dimensões e procedimentos que permitam ao docente atender a diversidade psicofísica dos estudantes do primeiro ano do curso.

Palavras-chave: atenção à diversidade, diversidade, diversidade psicofísica.

INTRODUCTION

In the Physical Culture program, one of its objectives is to train future professionals committed to the Cuban social project, capable of defending, within the educational context, the principle of equality regarding the right to receive Physical Education, Sport, and Recreation as elements of General Education, a right enshrined in the country's constitution. Therefore, the efficient preparation of graduates from this program depends heavily on adequate attention to the psychophysical diversity of its students, specifically in the introductory years of the program, which is why the first year was selected for the development of this work.

In this research, methodological actions aimed at solving the shortcomings manifested in the attention to the psychophysical diversity of first-year students of the Physical Culture career in the faculty of Holguín of the university that identifies this province, through the discipline of the exercise of the profession *Theory and Practice of Physical Education* .

Based on the diagnosis, deficiencies were identified in the treatment of physical abilities and their relationship to the content of the various subjects within this discipline. Following its validation, the possibility of addressing these weaknesses individually in class was established, enabling teachers to tailor the workload and content to each student's capabilities. Within the context of higher education, the attention given to diversity was identified as insufficient, a crucial aspect for recognizing the potential students should possess for their learning.

The study is conducted with first-year students of the Physical Culture degree and teachers of the subjects of the exercise of the profession, which make up the discipline *Theory and Practice of Physical Education*, declaring as its objective to design a methodology to address the psychophysical diversity of the students of this degree

Theoretical foundation on attention to psychophysical diversity

The literature review allows us to recognize the fundamentals regarding care for Diversity in the educational context; for this, we delved into different authors who have addressed the term diversity, as a starting point to understand the need and place it occupies in the knowledge system of the teaching-learning process .

Human diversity has been approached from different angles, from positions that advocate for inequality to fair and reasonable positions that defend turning them into potentialities. Rivero (2014), Ávila (2016), Massani *et al.* (2022), when referring to diversity, stated that it is a real and objective fact; this is evidenced in the differences manifested in the rhythms, strategies, capacity, sensory preferences of areas of knowledge and the use of aids during the learning process, in addition to understanding the need to understand diversity as a methodological instrument.

In accordance with these criteria, Rivero *et al.* (2014), when referring to diversity, emphasize the need to consider the formation and development of an individual's personality. This is conditioned by an extraordinary range of possibilities for combining the elements involved in its formation and the mediation these elements receive from the family, social, and cultural environment in which the individual is raised. These elements give the individual the exclusive traits that distinguish them from the whole and make them unique and unrepeatable. The diversity of individuals in their way of being and behaving is explained by the complexity of the biopsychosocial nature of humankind. Humanity is not a sum of individuals: it is a set of human collectives. These aspects are of great significance in the development of this research, as it emphasizes the teacher's role in addressing the psychophysical diversity of students as part of their personality formation and development within the learning process.

In this sense, Ayala (2020) stated that diversity is an essential component of being human, as the recognition of oneself and the other within oneself, of the personal in relation to others, that is, a subjective exercise that is both individual and social.

Regarding attention to diversity, Avelino and García (2019) stated that it is necessary to start from the alternatives of organizing the class and the learning situation based on individual differences, emphasizing the need to attend to each student in accordance with their possibilities.

As Ávila (2016) states in her research, addressing the diversity of physical performance in primary school children has been approached from various angles, ranging from positions that reinforce inequality to fair and reasonable positions that emphasize its potential. There is a tendency to divide students according to their performance, ability, or potential, emphasizing that these are discriminatory and segregating practices that teachers must avoid in their teaching. In asserting these criteria, she emphasizes that the mechanisms applied must consider all students, respecting them and their individuality. The importance of addressing human diversity in its many forms is reflected in the need to accommodate diverse learning paces within groups.

In exploring this topic further, different perspectives on diversity emerge, with the common thread being the need to address the diversity of students within educational institutions. To achieve this, it is necessary to find mechanisms that allow for fair and unambiguous support within the curriculum, using an integrative and flexible approach: addressing the diversity of students within a group, based on creative criteria, and minimizing and standardizing the learning paces of all students.

This work assesses the aspects that define diversity in education, where diversity is interpreted as differences in abilities, cultural background, and individual student characteristics. Several authors have expressed their views on this concept.

In Rivero's (2014) opinion, diversity is the methodological tool that pedagogical science uses to address individuality while also considering the collective as the organizational unit of the teaching process. However, in different educational disciplines, it is both necessary and possible to address the particularities of students through the various formative processes that take place within them. Hence, the need for this to be a focus of attention in initial teacher training. In accordance with the above, the views expressed

by Cascaret et al. (2022) regarding how future professionals should be prepared are valuable. They state that the preparation of Physical Culture students from the initial training stage should be seen as a continuous, gradual, and vital process for all human beings. This aims to guide them in the efficient execution of tasks within the profession, preventing difficulties in the development of their personality. It signifies support, not imposition, in the face of challenges. It is the assistance needed to make decisions and resolve professional problems that may arise in the educational context.

In accordance with the criteria outlined above, Clejel (2015) states that addressing diversity in the initial stages of Physical Education teacher training refers to new expressions of diversity that correspond to the specific characteristics of the discipline of Physical Education Theory and Practice and the development of the professional skills that teachers must acquire. The interrelationships between the subjects that define the discipline create the possibility of expressing specific connections within each Physical Education activity and its content.

Recognizing the potential of the discipline *Theory and Practice of Physical Education* in the training of future professionals in this field and its relationship with this sphere of action, it posits that the context of Physical Education is dynamic, being a changing didactic fact, different for each professional in training according to the skills and conditions in which their professional practice takes place, configured personally in each subject and characterized by several features associated with material, space-time, environmental, biopsychosocial, physical-motor and pedagogical issues, which constitute a network of relationships on its external and internal plane, which form a unit with coherent and variable meaning.

Studies such as those by Noriega *et al.* (2012) and Milanés (2021) concur that there are limitations in teacher preparation to provide quality education to diverse learners. This underscores the importance of training competent professionals from the undergraduate level, who internalize inclusive teaching practices. This is evident in the observation of the teaching-learning process and the monitoring of classroom activities to address the

psychophysical diversity in students' practical activities and the limitations they experience in their execution, thus restricting the development of their physical abilities.

In accordance with the criteria analyzed above, it is evident that it is necessary to address the individuality of each student in terms of their potential and needs for the practice of their profession, creating favorable conditions for the development of the psychological processes that take place in students, based on the individual characteristics of the learners. Therefore, it is essential that teachers know the level that the group and each individual student has already reached, as well as their potential, in order to set expectations that exceed what has been achieved.

In relation to the above, Beltrán (2023) highlighted the unity of the instructional and the educational as aims of the methodological work, directed at the preparation of the teacher, a significant aspect in the research to address psychophysical diversity from the methodological work carried out in the discipline *Theory and Practice of Physical Education*.

Observations of the students' teaching-learning process revealed deficiencies in the development of physical abilities, preventing them from successfully performing the sports and pedagogical motor skills that constitute the objectives and content of these subjects in the current curriculum. This is due to a lack of methods, procedures, and approaches applied by teachers to address this problem individually.

Based on the results of the factual diagnosis, the bibliographic review, research studies and teaching of the subject *Theory and Methodology of Physical Education* , limitations were determined in:

- The theoretical-conceptual treatment related to attention to psychophysical diversity.
- The theoretical and methodological foundations for addressing psychophysical diversity based on the content of the subjects that make up the discipline *Theory and Practice of Physical Education* .

- The methodology and procedures that guide the teacher on how to address the psychophysical diversity of first-year students in the Bachelor of Physical Culture program.
- The tasks assigned for independent work are oriented in a homogeneous manner.
- Mastery of methodological procedures to achieve diversified care with a psychophysical approach.
- The conscious participation of students regarding the achievements they attain in the practical evaluations of the subjects of the exercise of the profession.

To address these shortcomings, the objective is to assess the behavior of attention to psychophysical diversity in first- year students of the degree from the discipline *of Theory and Practice of Physical Education.*

MATERIALS AND METHODS

A study was conducted with first-year students and instructors of the courses comprising the discipline of *Theory and Practice of Physical Education* . Psychologist criteria were used for characterization during the diagnostic phase . The study population consisted of 24 first-year students enrolled in the daytime program and the 13 instructors who teach the nine courses that make up the discipline of *Theory and Practice of Physical Education.*

The research employed theoretical, empirical, and mathematical-statistical methods, enabling the analysis of the background and current state of the topic under investigation. The study addresses one of the most pressing issues related to the country's educational policies, particularly in higher education, where the current curriculum is being revised.

In the diagnostic phase, physical tests were evaluated to assess the behavior of conditional capacities and to develop exercises and tasks aimed at addressing deficiencies in this area in a diverse and individualized manner. Document analysis was used as a technique, as the study plan for the Physical Culture degree, the program of the discipline *Theory and Practice of Physical Education,* the programs and methodological analyses of the subjects that comprise it, as well as the methodological work plans of the department, disciplines, and subject groups were reviewed. The treatment of physical capacities and their relationship with the core content areas was evaluated, revealing limitations in this regard. The theoretical and methodological treatment is emphasized towards the objectives that these students must achieve, leaving the psychophysical component to the effect of practical activities on motor development and the formation of the pedagogical and professional skills necessary for their future performance. Interviews were conducted with the main professor of the academic year and teachers who work in the discipline, who acknowledge the need to address psychophysical diversity as a highly significant and influential aspect of the learning quality of students involved in the research, as well as the possibility of having a methodology that, through procedures, guides them on how to address this diversity.

The psychological component was addressed using Raven's Progressive Matrices Test, validated by Pedraza (1960). Fernández (2004) considered its face validity; Huarachi (2021) validated it for primary education; and González (2007) also considered it a general or standard psychological assessment tool that measures abstract thinking skills and problem-solving abilities. It is a psychometric test whose main objective is to measure intelligence levels . As a result, students were placed into three levels, allowing teachers to provide differentiated instruction to the group of students classified as **gifted** , average, and struggling. This test meets characteristics such as reliability, validity, and applicability in the educational context.

The actions and exercises were planned with an integration concept that enhances group work based on the individual potential of each person, motivating students to set goals and be involved in their own results.

RESULTS AND DISCUSSION

Diagnosis of the current state of attention to psychophysical diversity by teachers

The diagnosis was carried out with the objective of knowing the real state of the object and evidence of the problem around which the research revolves and develops; the documentary analysis technique was used.

The main documents reviewed were: study plan E of the Physical Culture career, program of the discipline *Theory and Practice of Physical Education* , the programs and methodological analyses of the subjects that comprise it, as well as the methodological work plans of the department, disciplines and subject groups where the treatment of physical capacities and their relationship with the basic content cores was evaluated, revealing limitations in this sense, since the theoretical and methodological treatment towards the objectives that these students must overcome is emphasized, without taking into account the psychophysical component and the effect exerted by practical activities on motor development and the formation of the pedagogical and professional skills necessary for their future performance.

This study assessed the preparedness of teachers in the *Theory and Practice of Physical Education discipline* through surveys and classroom observations. The aim was to evaluate their ability to address the psychophysical diversity of students within a given group and to assess the status of indicators related to the relevant variable. This assessment was based on the potential of the content offered by each subject's curriculum and the development of methodological activities led by the main teacher of the discipline. This information allowed for the determination of the initial or current state from which to achieve the proposed objective. The following research methods and techniques were applied:

The documentary analysis was conducted using the following methodology:

- Determining the objectives of the documentary study.
- Establish the place that the discipline occupies within the study plan E.

- Evaluate the program of the discipline and those of each subject that comprise it.
- Determine the potential of the content of each subject for addressing psychophysical diversity.
- Analyze the methodological plans of the discipline.
- Determination of the documents to be studied.

Study Plan E

This study analyzed the importance of attention to diversity; it was found that it is considered within the specific professional skills of the Bachelor of Physical Culture and, based on reflective, transformative thinking and attention to diversity, to be able to direct the different pedagogical processes in the exercise of their profession.

The horizontal and vertical position of the discipline within the curriculum of the discipline allowed us to understand the intradisciplinary and interdisciplinary relationships for achieving synergistic attention in addressing psychophysical diversity.

Program of the discipline and the subjects

The intradisciplinary relationship was emphasized as the way in which, in the very conception of this discipline, all subjects must promote integration between them, which is materialized in the first three years of the degree.

In the diagnostic phase, physical fitness tests were evaluated to assess the performance of conditional abilities and to develop exercises and tasks aimed at addressing deficiencies in this area in a diverse and individualized manner. For the diagnosis, exercises from the national physical fitness plan were applied, allowing for the evaluation of the subjects' current development in terms of physical abilities and the proposal of exercises and tasks to address the identified deficiencies.

A total of six physical capacity tests were performed according to the established methodology; for each of them, weight, height and sex were controlled (Table 1).

Table 1 *- Results of physical efficiency tests*

Evidence	Level I	%	Level II	%	Level III	%	Level IV	%	No Level	%
Flexibility	18	75.0	5	20.8	0	0.0	1	4.2	0	0.0
Speed	9	37.5	8	33.3	4	16.7	2	8.3	1	4.2
Arm strength	16	66.7	4	16.7	4	16.7	0	0.0	0	0.0
Abdominal strength	19	79.2	2	8.3	3	12.5	0	0.0	0	0.0
Standing Jump	15	62.5	5	20.8	0	0.0	3	12.5	1	4.2
Endurance	7	29.2	6	25.0	7	29.2	2	8.3	2	8.3

The analysis of the results shows that the skills being refined and consolidated at this stage of development are receiving insufficient attention. This is evident in speed, with 9 students (37.5%) at Level I; in endurance, 7 students (29.1%) are at Level I, while 2 students (8.3%) do not reach any level in this same test. Overall, 8 students (33.3%) have been assessed at Level IV, and 4 (16.6%) have no assigned level, highlighting the need to address these individual needs.

Four of the six tests achieve more than 50% compared to those who manage to reach the first level, a fact that is favorable to differentiated work during the class.

The three female students achieved insufficient results in the diagnosis, being evaluated without a level in the resistance test two of them and another in the standing long jump.

Analysis of the contents of the discipline Theory and Practice of Physical Education

In the analysis of the subjects that refer to the sports studied in school Physical Education, there is no evidence of evaluation actions where students have to overcome indicators of physical performance or where the content is linked to the abilities, with athletics and basic gymnastics being closer to these requirements, which in some events

refer to parameters of distance or time, but which emphasize the methodology for their application.

In the analysis of the discipline's competency matrix, it was evident that its conception allows for addressing the specific competencies of directing the teaching-learning process of school Physical Education from all the subjects that comprise it, focused on achieving professional pedagogical skills through the appropriation of knowledge that can ensure the learning outcomes expressed in the evidence and evaluations developed in each subject.

The treatment of theoretical content and its relationship to physical capabilities for achieving objectives, skills, and knowledge was analyzed to establish a balance in practical activities where attention to psychophysical diversity is addressed. These interconnected elements constitute a system whose main result is its capacity to contribute creatively to finding solutions to practical problems. However, the treatment of the development and refinement of physical capabilities is left to the influence these exert on the body, the practical content in the teaching and learning of sports and subject-specific skills, with an emphasis on its methodological character.

Implementation of actions to address psychophysical diversity

In the implementation of the actions and features that characterize the teaching-learning process: its social, individual, active, communicative, motivating, meaningful, cooperative, and conscious nature, linked with greater or lesser significance in certain developmental stages referred to by Ávila (2016). These are embodied in the different subjects of the discipline *Theory and Practice of Physical Education* , through the structuring, organization, and execution of their contents, based on a scientific-theoretical conception, specified in the following way .

- Need for the link and reciprocal interaction between objective and subjective elements .
- Priority of the instructional-training aspect .

- The focus is on the schoolchild .
- It achieves the active participation of schoolchildren by paying attention to individual differences .
- The student acts as both object and subject, actively, consciously, and creatively .
- The teacher acts as a driver, guide, and facilitator .

Based on the above considerations, it is proposed to include the following methodological actions in the preparation of teachers working in the discipline to address the psychophysical diversity of students.

- Conduct diagnostic assessments of abilities in all subjects of the discipline and provide personalized treatment according to the needs of each student.
- To plan and conceive in the methodological treatments and projects of evaluations of the subjects the contents of practical evaluation directed to the work of the conditional capacities, where self-evaluation and co-evaluation are involved as a form of active and cooperative participation of the students.
- Design of varied tasks with an individualized and participatory character where all students are included and their possibilities are valued.
- To impart content in an integrative and multidisciplinary manner that demonstrates the need to achieve lasting learning necessary for their performance as future professionals
- To guide, monitor and evaluate independent study work that fosters forms of cooperation among them.
- Link the content of subjects aimed at the development of pedagogical-professional skills in such a way that students identify that, in achieving a better physical condition, they will be in greater possibilities for their learning.

CONCLUSIONS

The analysis carried out on the information sources related to the subject of the investigation allowed the adoption of the theoretical and methodological positions that support the psychophysical diversity of the first year students from the discipline *Theory and practice of Physical Education* .

The systematization carried out made it possible to define psychophysical diversity as a specific pedagogical category for higher education in Physical Culture.

The diagnostic assessment applied to first-year students of the degree program Physical Culture showed a marked diversity in physical abilities, which allows us to corroborate that there are deficiencies in the treatment of the contents of the subjects that make up the TPEF discipline.

The entire analysis allowed us to establish the foundation for psychophysical diversity based on attention to human diversity and to achieve differentiated instruction based on the deficiencies within the class group. To this end, the teacher must group students according to their individual results and abilities.

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***Conflict of interest*:**

The authors declare no conflicts of interest.

Authors' contribution:

The authors have participated in the writing of the work and analysis of the documents.

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