

Emotional dysregulation in the initial teacher training of Physical Education Pedagogy

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Abstract

The objective of this research was to verify the reliability of the Spanish version of the DERS-E scale and to compare the level of emotional dysregulation between first and last year students of Pedagogy in Physical Education of the Universidad Autónoma de Chile, Temuco. The method had a quantitative, non-experimental and cross-sectional approach. The sample included 83 participants, corresponding to 43 and 40 students of first and last year, respectively. According to the results, although no significant differences were observed in terms of total emotional dysregulation between courses and gender, high levels of dysregulation were observed in the Emotional Interference subscale in first-year males and last-year females. The scale showed reliability with a Cronbach's Alpha coefficient of .92. In conclusion, the Spanish version of the DERS-E scale is highly reliable to evaluate the level of emotional dysregulation in university students and future teachers. © 2021 Federacion Espanola de Docentes de Educacion Fisica. All rights reserved.

Author keywords

Emotional dysregulation; Emotional interference; Emotional regulation; Pedagogy in Physical Education; University education