

The Implementation Practices of Inclusive Physical Education Classes: Basis for Policy Guidelines

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Abstract

This study examined the implementation practices of Inclusive Physical Education (IPE) in a public secondary school in Sariaya, Quezon, focusing on teaching strategies, student engagement, assessment methods, and classroom management techniques. Using a qualitative phenomenological approach, semi-structured interviews were conducted with five Physical Education teachers handling inclusive classes. Guided by the Universal Design for Learning (UDL) and Ecological Systems Theory, the study revealed that teachers commonly use simplified instructions, modified activities, and flexible grouping to support diverse learners. Despite these efforts, significant challenges emerged, including insufficient instructional materials, inadequate facilities, and difficulty sustaining student engagement, particularly among differently-abled learners. The study highlights the urgent need for improved teacher training, enhanced resources, and stronger administrative support to ensure equitable participation in Physical Education. Based on the findings, the researchers developed a policy guideline entitled “Access to Success: Policy Guidelines for Strengthening Inclusive Physical Education.” The guideline provides practical recommendations for improving accessibility, instructional quality, and teacher capability in inclusive PE settings. The study underscores the importance of systematic, well-resourced, and responsive approaches to foster fair and meaningful participation for all students, regardless of ability.

Keywords: Inclusive Physical Education; practices, policy guidelines

1. Main Text Introduction

Inclusive Education fosters a sense of belonging and encourages the full participation of all learners, including those with disabilities, in both academic and extracurricular activities (UNESCO, 2017). This principle extends to all subjects, including Physical Education (PE), which aims to provide every student, regardless of ability, with opportunities to fully and actively engage in general PE classes and school activities (International Journal of Social Impact, 2017). To support Inclusivity in PE, educators implement various practices to ensure all students, regardless of ability, can participate meaningfully (Omnikin, 2024).

According to Finkelstein et al. (2019), five key themes define observable Inclusive teaching practices: collaboration and teamwork, determining progress, instructional support, organizational practices, and social/emotional/behavioral support. However, despite the recognition of Inclusivity in Education, the implementation of Inclusive Physical Education (PE) remains inconsistent due to several challenges (Bertills & Björk, 2024). A study by Campos et al. (2015) revealed that Portuguese Physical Education teachers recognized

the benefits of inclusion but faced challenges such as limited training, experience, and concerns about students' impairments. They also highlighted barriers like inadequate resources and school support. The study emphasized the need for specialized training and ongoing professional development to enhance inclusive PE practices.

In line with these concerns, international policies emphasize the need for Inclusive practices in Education. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) mandates that educational institutions provide necessary accommodations for full participation in all aspects of learning, including Physical Education. Similarly, global initiatives such as the Sustainable Development Goals (UNESCO, 2015) promote Inclusive and equitable Education for all. However, a report by the World Health Organization (WHO, 2021) indicates that only 20% of students with disabilities worldwide engage in regular Physical activities due to barriers like inaccessible facilities and a lack of trained educators.

In the Philippines, the Department of Education (DepEd) has reinforced its commitment to Inclusive Education through policies such as DepEd Order No. 21, s. 2019, which mandates that schools adapt their instructional delivery, classroom management, and assessment strategies to accommodate learners with disabilities. Additionally, Republic Act No. 7277, known as the Magna Carta for Disabled Persons, upholds the right of individuals with disabilities to participate in Educational and recreational activities, including Physical Education and sports. Despite these national policies, challenges in implementation remain.

A study by the Philippine Institute for Development Studies (PIDS, 2022) found that only 30% of schools have effectively integrated Inclusive Physical Education practices, highlighting significant gaps in accessibility, teacher preparedness, and institutional support that hinder full participation of students with diverse needs. This gap in execution highlights the need for further research on how Inclusive PE is currently being implemented and the challenges educators face in ensuring equitable access to Physical Education for all learners.

In an effort to enhance Inclusivity in Education, this research aimed to determine the implementation of Inclusive Physical Education (PE) practices and the challenges that educators face in schools. The findings supported efforts to create a more Inclusive Physical Education program where all students, regardless of ability, can fully participate and benefit. Ultimately, this research served as a basis for developing Policy Guidelines to enhance the quality and accessibility in an Inclusive Physical Education Program.

Background of the Study

During the researchers' field study, they observed that some teachers faced challenges in implementing Inclusive Physical Education (IPE) practices. Some teachers successfully changed their lessons and used different methods to support students with special needs. However, others struggled because they lacked training, had few resources, and found it hard to manage different student needs. This uneven way of teaching makes Physical Education classes less Inclusive and may stop some students from fully joining and learning.

These observations support the work of Florian and Spratt (2015), who emphasized the significance of Inclusive Education in creating meaningful learning opportunities and that Inclusive Education goes beyond simply integrating differently abled students into regular classrooms. Likewise, Reina et al. (2019) highlighted the importance of Inclusivity in Physical Education, as it promotes Physical activity, teamwork, and skill development for students with diverse needs. Hayes and Bulat (2017) further defined diverse learners as those with varying backgrounds, abilities, and learning styles, including differently abled students. According to Nidirect (2024), students with special educational needs face greater challenges in learning compared to their peers, often struggling with schoolwork, communication, or behavior.

Given the importance of equal opportunities in Education, there is a need to examine how IPE classes are currently implemented. Understanding the practices and challenges in delivering IPE can help identify gaps and areas for improvement (Qi & Ha, 2018). Teachers and administrators must ensure that all students, including those with exceptionalities, receive fair access to quality Physical Education. However, limited instructional

materials, inadequate facilities, and challenges in student engagement often hinder the effectiveness of these programs (Fitzgerald & Stride, 2016). By investigating these concerns, educators can develop solutions that make Physical Education more accessible and beneficial for all students (Haegele & Kirk, 2020).

In response to the growing need for Inclusive Education, this study aimed to determine the implementation practices of Inclusive Physical Education classes in Lutucan Integrated National High School, a public school in Sariaya, Quezon, focusing on instructional delivery, engagement strategies, assessment and feedback, and classroom management. Additionally, it aimed to determine the challenges faced by Physical Educators, including the availability of instructional materials, resources or facilities, and student engagement. The respondents of this study were Physical Education teachers handling inclusive classes at Lutucan Integrated National High School, as their insights provided valuable perspectives on the effectiveness of current practices. The findings of this study served as the basis for developing a Policy Guidelines, which provided recommendations for enhancing the quality and accessibility of Inclusive Physical Education programs.

Statement of the Problem

This study aimed to determine the implementation practices of Inclusive Physical Education Classes in the chosen locale as a Basis for Policy Guidelines.

Specifically, it sought to answer the following research questions:

1. What is the current practice for Inclusive Physical Education in terms of:
 - 1.1 Instructional Delivery;
 - 1.2 Strategies for Engaging Students;
 - 1.3 Assessment and Feedback; and
 - 1.4 Classroom Management?
2. What are the challenges faced by the respondents in terms of:
 - 2.1 instructional materials,
 - 2.2 resources or facilities, and
 - 2.3 student engagement?
3. Based on the research findings, what informative Policy Guidelines can be suggested by the researchers to enhance the quality and accessibility of the Inclusive Physical Education program in the chosen locale?

Assumption of the Study

The study focused on the Implementation Practices of Inclusive Physical Education Classes. The following assumptions were made:

The study assumes that PE teachers will provide an honest and accurate responses based on their experiences in implementing Inclusive Physical Education (PE) practices. It also assumes that current inclusive PE practices involve instructional delivery, student engagement strategies, assessment and feedback, and classroom management to accommodate differently-abled students. Despite teachers' expertise, the study assumes that challenges such as limited instructional materials, inadequate resources, and difficulties in student engagement persist, affecting the effectiveness of Inclusive PE programs. Additionally, the study assumes that structured interventions can improve these programs. By addressing existing gaps, a Policy Guidelines can enhance accessibility and ensure equal learning opportunities for all students.

Theoretical Framework

This study was guided by Universal Design for Learning (UDL) and Ecological Systems Theory, which provided a comprehensive framework for analyzing both the current practices and challenges in Inclusive Physical Education. Universal Design for Learning (UDL) served as the primary framework for determining the current practices in terms of instructional delivery, strategies for engaging students, assessment and response, and classroom management.

According to Morin (2023), Universal Design for Learning (UDL) by Dr. David Rose and Dr. Anne Meyer is an approach to teaching and learning that gives all students equal opportunity to succeed. In instructional delivery, Universal Design for Learning encourages using different ways to teach, such as speaking, showing pictures or videos, and using special equipment to help all students understand. For engaging students, it allows them to choose activities that match their interests and abilities while keeping them motivated. In assessment and response, Universal Design for Learning supports different ways to check student progress, like letting them show their skills through movement, self-reflection, or peer feedback. Lastly, in classroom management, it helps create a safe and organized space by setting clear rules, encouraging positive behavior, and adjusting activities to fit everyone's needs.

By using Universal Design for Learning, the study determined whether current practices align with its principles and how they contribute to fostering an equitable learning environment for all students, including those with special needs.

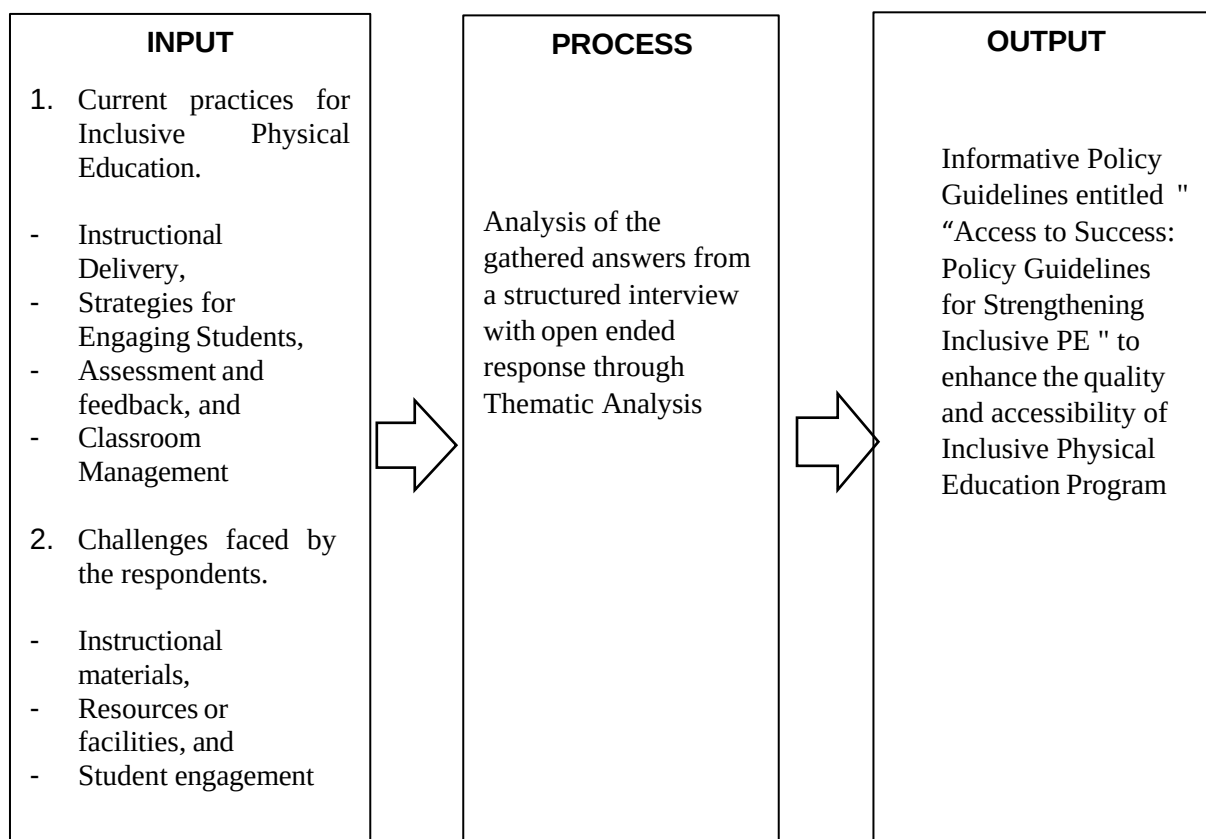
On the other hand, Ecological Systems Theory was used to determine the challenges faced in Inclusive Physical Education, focusing on instructional materials, resources or facilities, and student engagement. Bronfenbrenner's Ecological Systems theory posits that an individual's development is influenced by a series of interconnected environmental systems, ranging from the immediate surroundings. These systems include the Microsystem, Mesosystem, Exosystem, Macrosystem, each representing different levels of environmental influences on an individual's growth and behavior (Simply Psychology, 2024). The Exosystem plays a role in instructional materials because external factors like school policies, government funding, and curriculum guidelines determine what resources are available for teachers. The Macrosystem affects resources and facilities. Meanwhile, student engagement is shaped by both the microsystem and mesosystem.

By using these two frameworks, this study provided a clear picture of how Inclusive Physical Education is practiced and what challenges exist. Universal Design for Learning (UDL) helped identify effective teaching methods and areas that need improvement. Meanwhile, Ecological Systems Theory showed how different factors, like school policies and resources, affect Inclusive Physical Education. Together, these ideas helped create the Policy Guidelines, which aimed to make Physical Education classes more Inclusive and supportive for all students.

Research Paradigm

The Input-Process-Output (IPO) model was used as the research paradigm in this study because it provided a structured framework for examining the key components of Inclusive Physical Education. According to Feldman (2025), the I-P-O model is a structured methodology for capturing and visualizing all the inputs, outputs, and process steps required to transform inputs into outputs. This model ensured a systematic approach to analyzing the effectiveness of Inclusive Physical Education practices by identifying critical factors, processing relevant data, and formulating an output that can lead to meaningful improvements in the field.

Figure 1. An Input Process Output (IPO) model on the Implementation Practices of Inclusive Physical Education Classes: Basis for Policy Guidelines



The input phase of this study consisted of two key components: current practices in Inclusive Physical Education and challenges faced by educators. The current practices include instructional delivery, strategies for engaging students, assessment and feedback, and classroom management. These elements are essential in determining how Inclusive Physical Education is implemented. Additionally, the study determines challenges encountered by Physical Education teachers, specifically in terms of instructional materials, available resources or facilities, and student engagement. By identifying these inputs, the study establishes a foundation for analyzing the effectiveness of Inclusive Physical Education programs.

The process phase involves analyzing the gathered responses from a semi-structured interview using open-ended questions. Thematic analysis will be employed to identify recurring themes, patterns, and significant insights from the data. This qualitative approach allows for an in-depth understanding of teachers' experiences, perceptions, and challenges regarding Inclusive Physical Education. Through this process, key findings will be systematically categorized and interpreted to develop meaningful conclusions.

The final phase, the output, resulted in an informative Policy Guidelines entitled "Access to Success: Policy Guidelines for Strengthening Inclusive PE." This program aimed to enhance the quality and accessibility of Inclusive Physical Education by addressing identified gaps and challenges. It served as a basis for Physical Educators and School Administrators in developing and implementing effective Inclusive Physical Education strategies that promote equitable learning opportunities for all students.

Significance of the Study

This research aimed to determine the current practices and challenges of Inclusive Physical Education (PE) classes, particularly from the perspective of PE teachers. By determining their experiences, the study provided areas of improvement and supported the development of Policy Guidelines to enhance the quality and accessibility of Inclusive PE.

Physical Education Teachers may benefit by having a platform to reflect on their current teaching strategies, classroom management, and assessment methods. The study highlights effective practices and areas needing improvement, helping teachers adapt their methods to be more inclusive. It also encourages teachers to engage in professional development opportunities, such as workshops and training sessions, to improve their skills in handling diverse student needs.

For **differently-abled students**, this study may benefit them as it aimed to improve the learning experience by identifying effective teaching strategies, classroom management techniques, and assessment methods in Inclusive Physical Education (PE) classes. By understanding the current practices and challenges in Inclusive Physical Education, schools can create a more supportive and engaging environment where these students feel included and motivated to participate in Physical activities. The findings will help ensure that Physical Education classes cater to their diverse needs, allowing them to develop motor skills, social interactions, and confidence in a safe and structured setting.

The study may help **School Administrators** recognize the gaps in implementing Inclusive Physical Education Programs. By identifying challenges related to instructional materials, facilities, and teacher training, the findings can guide decision-making on resource allocation, policy-making, and faculty development. The study's findings can serve as a guide for creating policy guidelines that promote accessibility and quality Education for all students, including differently-abled students.

For **Future Physical Education Teachers**, this study may help future Physical Education Teachers understand how to effectively teach students with different abilities in an Inclusive classroom. It provides clear examples of how to adjust teaching methods, keep students engaged, and manage the class to ensure that every student, including those with disabilities, can participate and learn. By learning from the experiences of current Physical Education teachers, future educators may gain useful knowledge on how to handle challenges, such as limited equipment or lack of training, and find ways to create a fair and supportive learning environment for all students.

For **Researchers**, this study gives useful information about how inclusive physical education is done in real classrooms. It can help future studies find ways to improve teaching methods, manage students better, and provide the right resources. It also helps researchers see what is missing in current studies and gives ideas for making PE more inclusive for all students.

For **Future Researchers**, this study may be beneficial as this serves as a guide to improve Inclusive Physical Education by exploring new teaching strategies, better classroom management techniques, or ways to make Physical Education more accessible for differently-abled students. They can also compare different schools or regions to see what works best.

Scope and Limitations

This study focused on determining the implementation practices of Inclusive Physical Education (PE) classes in one of the public high schools in Sariaya, Quezon. Specifically, it determined instructional delivery, student engagement strategies, assessment and feedback, and classroom management approaches used in Inclusive Physical Education settings. Additionally, it identified the challenges faced by Physical Education teachers, particularly in terms of instructional materials, available resources, facilities, and student engagement. The research involved five (5) public school Physical Education Teachers as respondents, utilizing semi-structured interviews as the primary data-gathering tool. The collected data were analyzed using thematic

analysis to identify recurring themes and insights. The study was conducted within a specific time frame aligned with the academic calendar.

This study had certain limitations. It focused on one public high school in Sariaya, Quezon, and therefore, its findings may not fully represent the experiences of other schools or regions. Due to time constraints, teachers' demanding schedules, and the school year nearing its end, the number of participants may be limited. To address this, the researchers provided flexible interview schedules and alternative data collection methods, such as written or online responses. The study prioritized teachers' perspectives, meaning direct student experiences were not included. However, insights from teachers regarding student participation still offered valuable information. Lastly, the proposed Policy Guidelines was developed based on the study's findings but was not tested in actual classroom settings due to time and resource limitations. However, it was designed to serve as a guide for future implementation by schools. Despite these constraints, this study aimed to provide meaningful recommendations for enhancing Inclusive Physical Education.

Definition of Terms

The terms appearing below are defined both conceptually and operationally to facilitate understanding of the study.

Differently-Abled generally refers to individuals with impairments that may impact their physical, sensory, cognitive, or emotional functioning (Help, 2023). In the study, "differently-abled students" refers to students with disabilities who participate in inclusive physical education classes. This includes individuals with physical, intellectual, sensory, or developmental disabilities who may require adaptations in instruction, assessment, or classroom management to ensure meaningful participation in PE activities.

Implementation is the execution or practice of a plan, a method or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking for something to actually happen (Lutkevich & Ehrens, 2022). In the study, implementation means how Inclusive Physical Education practices are put into action by teachers. It includes how they teach, engage students, assess learning, and manage the classroom to ensure all students can participate.

Inclusive Physical Education defined by SHAPE America as teaching students with disabilities in general Physical Education settings, implementing effective instructional strategies that benefit all children (Grenier, 2019). In this study, Inclusive Physical Education refers to the implementation of Physical Education practices that accommodate and support all students in a shared learning environment.

Physical Education (PE) Classes are structured programs in schools that engage students in Physical activities to promote Physical fitness, motor skills, and overall well-being (Lounsbery & McKenzie, 2015). Physical Education classes, in this study, refer to school programs focused on Physical fitness, motor skills development, and overall well-being. These classes are structured to include students with special needs through modifications in teaching strategies, activity selection, and assessment methods.

Policy Guidelines are tools that assist policymakers in the formulation and implementation of policies, by offering strategic direction, key principles, and practical recommendations (UNESCO, 2015). In this study, policy guidelines refer to structured frameworks and recommendations derived from the findings to improve the quality and accessibility of inclusive Physical Education programs.

Practices refer to the methods, strategies, and routines that educators employ to facilitate learning and improve student outcomes. These encompass a range of activities, including instructional techniques, assessment methods, and classroom management strategies. Effective Educational practices are often evidence-based and aim to support diverse learners in achieving academic success (Singh & Mishra,

2020). In this research, practices refer to the instructional delivery, classroom management, strategies for engaging students, and assessment and Response tailored to meet the needs of all students, especially those with special needs.

Review of Related Literature

Practices in Inclusive Physical Education

Steadman (2018), explores the concept of practices in teacher education, which refer to fundamental teaching methods and strategies that educators are trained to implement inconsistently the emphasis is on bridging the gap between theoretical knowledge and practical application ensuring that teachers can adapt to diverse classroom situations effectively this approach advocates for a social definition of practice that embraces the emotional and transformative nature of teaching and learning.

According to FutureLearn (2024), Inclusive Education ensures fairness and equal opportunities by fostering environments that celebrate student diversity without discrimination. This understanding aligns with the foundational goal of PE, which aims to develop students' physical competence, collaboration, creativity, and confidence, as highlighted by the Education Bureau (2024). Together, these perspectives underscore the compatibility of inclusivity and physical education in promoting holistic student development.

Yaqoubi (2024) identifies effective practices in inclusive PE, such as curriculum adaptation, personalized instructional strategies, and the integration of adaptive tools and technologies. These practices are crucial for accommodating diverse needs and creating a supportive learning environment. Similarly, Grenier (2019) highlights the importance of using intentional instructional strategies to provide equitable learning opportunities for students with disabilities in general PE settings. Both studies underscore the need for tailored approaches to address the unique requirements of students.

Zhang (2024) extends this understanding by exploring inclusive PE in multicultural contexts. The study emphasizes the role of adaptive curriculum design and teacher training, which improve not only students' sports skills but also their social skills and self-confidence. This highlights the multifaceted impact of inclusive practices, which go beyond physical development to promote holistic growth. While a study by Fierro- Saldaña and Treviño-Villarreal (2024), aims to identify and comprehend the factors and pedagogical practices that facilitate or hinder the inclusion of students with disabilities in physical education classes at school, considering micro and macrosystemic levels. The findings demonstrate that inclusive strategies must be coherent and systemic in accordance with the contexts. Inclusive physical education practices include flexibility in teaching strategies, comprehensive teacher training, accessible spaces and infrastructure, and active involvement of the educational community. Effective communication and collaboration among teachers, management, and stakeholders are crucial for successful implementation of these strategies.

Tianio et al. (2024) provided valuable insights into the inclusive practices implemented in selected tertiary institutions in Antipolo City, Rizal, Philippines. The study emphasized that inclusive PE activities must be designed to allow students with disabilities to engage without feeling excluded. This includes fostering active participation through adaptive PE policies and interventions tailored to the unique needs of the local student population. The findings also highlighted the gaps in existing resources, such as a lack of specialized equipment or trained educators, underscoring the need for strategic reforms to improve inclusivity in Philippine PE programs.

Instructional Delivery

Instructional delivery serves as the critical interaction between teachers, students, and the learning content, where knowledge and skills are imparted effectively to foster collaboration and learning outcomes (The

Educational Concept of Instructional Delivery Essay Example, 2023). It encompasses methods, techniques, and strategies that teachers employ to address the diverse needs of learners, particularly in inclusive educational settings (Fullspedahead, 2023).

According to Celik (2017), one way to do this is through differentiated instruction, which means adjusting teaching methods to fit different learning needs. Some students may learn better through visuals, while others prefer hands-on activities or discussions. By using different strategies, teachers can help every student understand the lesson and feel confident in their learning.

Pérez Martínez et al. (2023) add that inclusivity can also be achieved by teaching the same ideas in different ways and using various resources. This means connecting lessons to real-life situations, using videos, pictures, or group activities, and making learning fun with games or creative tasks. When students enjoy learning and see how lessons apply to their lives, they stay more engaged and understand better. Combining these strategies makes learning more fair, enjoyable, and accessible for everyone in the classroom.

Effective instructional delivery hinges on the adaptation of teaching methods to individual learner needs. Li (2024) utilized a mixed-methods design, the study combined quantitative data and semi-structured interviews to explore the impact of personalized instructional delivery on student engagement in physical education. The study highlights the significance of personalized techniques in engaging students within physical education, underscoring the role of adequate resources in fostering participation.

Similarly, Quizana and Espiritu (2023) employed surveys and classroom observations within a descriptive research design to examine strategies in public elementary SPED programs. The study identifies strategies such as individualized learning plans, peer tutoring, and positive reinforcement as crucial in inclusive SPED programs. These studies align in their emphasis on tailored approaches but differ in their contextual focus—Li (2024) addresses physical education, while Quizana and Espiritu (2023) focus on inclusive elementary education.

Collaborative efforts among educators enhance instructional delivery by ensuring that teaching strategies are cohesive and inclusive. Mihajlovic and Meier (2023) utilized a qualitative approach and examined the collaborative efforts of physical education and special education teachers. The study advocates for the collaboration between physical education and special education teachers, emphasizing its role in achieving shared educational goals. A study by Sari et al. (2023) utilized a qualitative study involving semi-structured interviews and observations with 12 PE teachers. The study similarly stresses that teacher training and professional support are instrumental in building confidence and fostering inclusive attitudes. These findings resonate with Onyishi and Sefotho (2020), using a mixed-methods approach, including classroom observations and teacher interviews in South Africa and Nigeria, who explore differentiated instruction across inclusive settings in South Africa and Nigeria, showcasing the global applicability of collaborative approaches.

The availability of resources significantly influences the quality of instructional delivery. Balamad et al. (2023) adopted a mixed-methods approach, this research collected data through questionnaires and interviews with teachers and administrators in Agusan del Sur and Surigao del Sur. The study identifies a direct correlation between resource accessibility and effective teaching in inclusive classrooms, highlighting challenges arising from inadequate materials. This perspective complements Quizana and Espiritu's (2023) surveys and observations revealed that resources like visual aids and individualized learning tools enhance instructional delivery by engaging diverse learners.

Teacher preparedness and professional development are pivotal in enhancing instructional delivery. Cayabyab (2023) underscores that teacher competence strongly correlates with effective instructional delivery, particularly in inclusive classrooms.

However, the study also identifies gaps in aligning teaching methods with inclusivity principles, suggesting a need for ongoing training. This is echoed in Sari et al. (2023), who advocate systematic support and skill-building initiatives to boost teacher confidence in inclusive settings.

Strategies in Engaging Students

Student engagement refers to the level of interest, motivation, and active participation that learners bring to their educational experiences, whether in physical classrooms or other learning environments (Toque, 2023). The following studies present strategies designed to foster student engagement in inclusive education settings.

Lucero et al. (2023) explored methods for enhancing engagement in inclusive physical education through an exploratory approach. Their study identified three core strategies: encouraging active exploration and discovery, to help students adapt movements; integrating a culturally relevant curriculum; and implementing regular assessment of student learning. These methods are designed to create an inclusive environment where all students feel valued and motivated to actively participate.

Holland et al. (2022) utilized an interpretative Phenomenological Analysis approach, drawing insights from interviews, reflective notes, and written prompts. Their findings emphasized three key engagement strategies: collaborating with students to customize modifications, introducing peer buddy systems for added support, and fostering teacher reflexivity to adapt teaching methods to individual needs. Unlike Lucero et al.'s broad strategies, this study highlighted personalized approaches that prevent marginalization by addressing unique challenges.

Bhat (2023), through a case study analysis, examined ways to boost participation and academic success among students with special needs. Their findings revealed that teacher training, differentiated instruction, and adaptive technologies are essential for fostering engagement. These strategies focus on overcoming learning barriers and ensuring that teaching approaches cater to diverse student needs, echoing the adaptability emphasized by Holland et al.

In a similar way, Bertills et al. (2019) conducted an observational study to examine how teacher behaviors affect engagement levels in inclusive settings. They found that maintaining proximity to students, using clear and structured lesson formats, and building supportive relationships significantly improved participation. This study sheds light on the emotional and relational aspects of engagement, complementing the more structural approaches of other studies.

Masongsong et al. (2023) took a quantitative approach to assess the relationship between teacher training in inclusive education and efficacy in engaging students. Their findings revealed that professional development programs focused on inclusive practices greatly enhance engagement. The study recommends that teachers seek collaborative opportunities, reflect on instructional strategies, and utilize resources such as special education professionals to ensure effective engagement. This perspective adds a systemic layer to the strategies discussed.

The reviewed studies collectively present a wide range of strategies for engaging students in inclusive education. Common threads include adaptability, teacher training, and differentiated instruction, while differences emerge in their emphasis—some focus on curricular design and assessment (e.g., Lucero et al.), others on personalized teacher-student interactions (e.g., Bertills et al., Holland et al.), and yet others on system-level improvements (e.g., Masongsong et al.)

Assessment and Feedback

Assessment in inclusive education extends beyond merely evaluating student performance; it is an ongoing process that helps both students and instructors track learning progress and ensure equitable opportunities for all learners. According to the Center for the Enhancement of Learning and Teaching (2022), inclusive assessment practices should be designed to accommodate diverse learning needs while aligning with course learning objectives. Similarly, feedback plays a crucial role in fostering an inclusive learning environment. Effective feedback should be constructive, encouraging, and tailored to students' needs, helping them navigate their educational journey successfully (Give Effective Feedback, 2022).

Gibson (2024) explored inclusive assessment strategies in distance learning, particularly for students

with disabilities. Using a systematic review and thematic analysis, the study identified student agency, purposeful feedback, and collaborative opportunities as key themes in fostering equitable learning environments. This aligns with the findings of Morris et al. (2019), who emphasized the necessity of diverse assessment methods to support student inclusion in higher education. Their mixed-methods study found that offering students choices in assessment formats enhanced their sense of support while also allowing them to develop life skills. However, they noted that ensuring fairness across different assessment modes was essential for effective implementation. These studies highlight the importance of flexibility in assessment design to accommodate diverse student needs.

Institutional barriers remain a significant challenge in implementing inclusive assessment practices. Kushwaha and Maurya (2024) used a mixed-methods approach to identify obstacles in Indian higher education, such as inadequate faculty training, limited resources, and rigid policies. Their findings suggest that addressing these barriers is crucial for ensuring equitable assessment practices for students with special needs. Similarly, Altubar (2024) investigated assessment practices for students with learning disabilities before their senior high school enrollment in Lapulapu City. The study, employing a descriptive-correlation design, found that while assessment practices were implemented, there was a disconnect between teachers' and parents' perspectives, emphasizing the need for better alignment and communication. Both studies highlight the necessity of institutional support, faculty training, and policy adjustments to enhance inclusive assessment.

At the early education level, assessment also plays a crucial role in fostering inclusivity. Šilonová et al. (2024) developed a self-evaluation tool for kindergartens to assess inclusivity in terms of culture, policy, and praxis. Their study, involving 115 kindergartens, found that implementing structured assessment tools improved inclusivity by identifying and addressing barriers. This study aligns with Altubar's (2024) findings, which emphasize the importance of structured assessment guidelines for students with disabilities. While Šilonová et al. focused on early childhood education, both studies emphasize the need for standardized, inclusive assessment tools across different educational levels.

Feedback, as an integral part of assessment, is essential for improving inclusive education practices. Øen et al. (2024) investigated feedback practices among teachers in Western Norway using a qualitatively driven mixed-method case design. Their study found that teachers struggled to balance emotional support with constructive feedback. However, schools that encouraged open discussions and critical questioning fostered psychologically safe environments with high professional standards. Similarly, Arias et al. (2023), in their meta-synthesis of 15 studies on inclusive education in Asia, underscored the role of feedback in continuously improving inclusive policies and classroom practices. These findings align with those of Javinari (2015), who emphasized that structured feedback loops are essential for harmonizing diverse perspectives on inclusive education among teachers, parents, and policymakers. Collectively, these studies suggest that fostering a culture of constructive feedback is key to ensuring effective and adaptive inclusive education practices.

For students with different abilities, feedback needs to be tailored to their specific needs. Astuty and Ekawati (2022) conducted a qualitative study on how teachers provide feedback to Down Syndrome learners in inclusive classrooms. Their findings highlighted the importance of direct, concrete feedback, reinforced with visual media and non-verbal cues to accommodate diverse learning abilities. This contrasts with Øen et al.'s (2024) study, which focused on feedback among teachers, but both studies emphasize the need for feedback strategies that consider emotional and cognitive diversity.

Overall, the literature underscores the importance of inclusive assessment and feedback in ensuring equitable learning opportunities. While studies such as Gibson (2024) and Morris et al. (2019) highlight the benefits of flexible and student-centered assessment methods, research by Kushwaha and Maurya (2024) and Altubar (2024) identifies barriers that hinder effective implementation. Furthermore, studies by Øen et al. (2024) and Arias et al. (2023) emphasize the role of feedback in improving inclusive education policies and fostering a culture of professional and personal growth. These insights are highly relevant to the current study, which aims to explore how assessment and feedback are implemented in inclusive physical education settings. Understanding these practices can help shape strategies that support diverse learners while addressing the

challenges faced by educators in ensuring inclusivity.

Classroom Management

Classroom management is a crucial aspect of teaching, encompassing the various strategies educators use to ensure a structured, productive, and inclusive learning environment (Teacher, 2018). In the context of inclusive education, effective classroom management involves creating a supportive atmosphere that accommodates diverse student needs, requiring teachers to continuously adapt and refine their approaches (Kausar, 2023). Several studies have explored classroom management within inclusive settings, highlighting both challenges and best practices that influence student engagement and social inclusion.

Julianti et al. (2020) investigated how classroom management in physical education affects social inclusion in inclusive schools. Using semi-structured interviews and classroom observations, the study found that while teachers unknowingly applied social inclusion principles, their limited formal knowledge of inclusive education hindered its full implementation. Teachers often used the same management strategies for all students without tailoring activities to encourage interaction among students with and without disabilities. Additionally, the study emphasized that teacher enthusiasm and creativity played significant roles in classroom management, indicating that professional development and training are necessary for fostering a truly inclusive environment.

This finding aligns with research by Çayır et al. (2022), which also emphasized the importance of evidence-based classroom management strategies in inclusive primary schools. Their study, using an online questionnaire and interviews, revealed that defining clear classroom rules was the most frequently used technique. However, it also highlighted challenges teachers face in maintaining a structured and inclusive environment, emphasizing the need for additional support and professional training.

Kristina et al. (2025) explored curriculum management in inclusive schools using a qualitative approach focusing on planning, implementation, and evaluation. The study underscored that effective classroom management requires systematic planning, teacher training, and collaboration among stakeholders. A key barrier identified was the lack of resources and inadequate opportunities for professional development, which mirrors the findings of Julianti et al. (2020) regarding the gap between teacher knowledge and inclusive practices. Both studies highlight the necessity of adaptable strategies and participatory management in ensuring inclusive education is effectively implemented. This perspective is reinforced by Yeni and Rindaningsih (2023), who studied classroom management strategies for students with special needs in early childhood education (PAUD). Their qualitative case study, using interviews and observations, found that successful classroom management involved structured environments, clear rules, and positive reinforcement strategies. These findings emphasize the importance of pre-planned, well-structured classroom management strategies in fostering inclusivity across different educational levels.

Cortes et al. (2022) examined classroom management strategies in virtual inclusive education, focusing on special education teachers in Region VII and one city in Region VIII during remote learning. Using a descriptive qualitative design with thematic analysis, the study found that teacher management strategies played a crucial role in maintaining student engagement in online settings. It also identified factors limiting participation, such as teachers' ICT skills, parental involvement, and assessment methods. This study contrasts with the findings of Julianti et al. (2020) and Çayır et al. (2022), which focused on physical classroom settings. While physical classrooms require structured rules and interaction strategies, virtual learning environments demand additional considerations, such as technological adaptability and external factors affecting student participation. Despite these differences, all studies highlight the teacher's role in fostering engagement and inclusivity, whether in traditional or online classrooms.

These studies provide valuable insights into classroom management in inclusive physical education, particularly in addressing the challenges of social inclusion, curriculum planning, and student engagement. The findings emphasize the need for teacher training in inclusive education, evidence-based strategies, and adaptability to different learning environments. The current study will build upon these themes by exploring

how physical education teachers manage inclusive classrooms, identifying best practices, and addressing existing challenges. Additionally, understanding the role of teacher creativity, resource availability, and institutional support will contribute to the development of a Policy Guidelines, ensuring that inclusive physical education is both effective and sustainable.

Challenges Faced in Inclusive Education

Implementing inclusive education comes with several challenges. A major obstacle is the lack of resources, such as specialized instructional materials, assistive technologies, and support personnel, which many schools struggle to provide. Teacher preparation and training also pose difficulties, as educators need specialized knowledge and ongoing professional development to effectively support students with disabilities. Additionally, attitudinal barriers, including negative stereotypes and misconceptions, can hinder the full inclusion of these students in mainstream classrooms. Social stigma and peer acceptance further complicate the process, as students with disabilities may face bullying or isolation, negatively affecting their learning experience and emotional well-being (Cox, 2025).

Saiz-González et al. (2025) conducted a qualitative, cross-sectional study examining physical education teachers' perceptions of inclusive education. Through a digital survey with open-ended questions and thematic content analysis, the study identified structural limitations such as high student-teacher ratios, insufficient specialized resources, excessive workloads, and a lack of support personnel. These constraints prevent teachers from fully implementing inclusive practices, resulting in frustration and an inequitable learning environment. Similarly, Abadinas et al. (2024) highlighted physical activity limitations and disability-related academic barriers faced by students with additional needs in PE classes. These barriers restrict participation and necessitate adaptable programs to ensure inclusiveness. The research by Yaqoubi (2024) further supports these findings, noting environmental barriers and curriculum-related challenges that obstruct the successful implementation of inclusive PE.

Beyond structural limitations, psychosocial factors significantly impact the experiences of students with additional needs. Abadinas et al. (2024) explored the psychosocial challenges encountered by students in PE classes, identifying self-worth struggles and social exclusion as primary concerns. Their semi-structured interviews revealed that students often experience low confidence and alienation due to the lack of inclusive practices. Similarly, Yaqoubi (2024) emphasized attitudinal biases, including negative perceptions of disabilities and a lack of awareness among educators, as critical factors affecting students' experiences. These barriers contribute to the difficulty in fostering a truly inclusive environment where students with special educational needs (SEN) feel valued and engaged.

A recurring theme across all studies is the necessity of educator training and institutional support in fostering inclusive PE. Saiz-González et al. (2025) found that despite teachers' genuine interest in inclusion, their lack of formal training and institutional backing limits their effectiveness. Yaqoubi (2024) reinforced this by highlighting the importance of curriculum adaptation, intentional instructional strategies, and the integration of adaptive tools and technologies. These approaches are essential for overcoming the barriers identified in other studies and ensuring equitable access to PE classes.

In the study conducted by Education and Tianio (2024), the focus was on the implementation of inclusive physical education practices for students with disabilities in selected tertiary institutions in Antipolo City, Rizal, Philippines. Through a descriptive research design, data were collected from 30 students with disabilities using a validated questionnaire checklist. The findings indicated significant challenges in participation and modifications to PE activities, with a grand weighted mean of 1.78 (Disagree) for participation-related difficulties. However, the study also highlighted the effectiveness of instructional accommodations, with a grand weighted mean of 4.88 (Strongly Agree), indicating that adaptive measures in instructional delivery were well-implemented. These findings emphasize the need to address gaps in resources and policies that impact the effective implementation of inclusive physical education and call for strategic reforms at the higher

education level.

Similarly, Javier (2023) investigated the challenges in implementing inclusive education programs in public schools in District II, Division of Pasig City, to formulate an action plan for improvement. Using a descriptive research method and survey questionnaires, the study gathered data from 24 school administrators and 82 teachers. The findings revealed that both groups perceived a high extent of challenges in inclusive education implementation, with weighted means of 3.70 and 3.87, respectively.

However, specific variables such as teachers' training programs (3.24), instructional materials (3.41), and financial resources (3.39) were found to be only moderately challenging. Additionally, no significant difference was observed between administrators and teachers regarding challenges in evaluating and monitoring, teaching strategies, classroom management, training programs, facilities, instructional materials, financial resources, and workload. The study resulted in the development of an action plan aimed at improving inclusive education implementation.

Both studies underscore critical challenges in the implementation of inclusive education, particularly in physical education. Education and Tianio (2024) focus specifically on students with disabilities in physical education settings, highlighting issues in participation and instructional modifications. In contrast, Javier (2023) takes a broader approach, assessing the general challenges of inclusive education programs in public schools and emphasizing teachers' professional development and resource availability. Despite their differences in scope and population, both studies align in their recognition of instructional accommodation as a pivotal factor in ensuring inclusivity.

Instructional Materials

Instructional materials play a crucial role in bridging the gap between teaching and learning, particularly in inclusive education. According to O et al. (2024), instructional materials serve as essential tools that facilitate the effective delivery of instruction between teachers and learners. In the context of inclusive education, De Borba et al. (2024) emphasize that instructional materials must be designed to accommodate diverse learning needs, including curriculum adaptations and specialized resources. These materials serve as key elements in fostering an inclusive learning environment by ensuring that all students, regardless of their abilities, can access and engage with the content.

Mara and Vlad (2024) expand on this idea by examining cognitive diversity among neurodivergent learners and its impact on educational engagement. Their study, grounded in Vygotsky's Social Constructionist Theory, suggests that adaptive instructional materials are crucial in inclusive education. These materials enable personalized learning, allowing students with special needs to navigate and excel in their educational environments. Moreover, mentoring support enhances the effectiveness of these materials, fostering an inclusive atmosphere where students can reach their learning potential. The findings indicate that implementing well-structured instructional designs tailored for neurodiverse students significantly improves engagement and learning outcomes in inclusive classrooms.

The importance of student-centered approaches in fostering inclusivity is highlighted by Tampubolon et al. (2023). Their research explores strategies for creating an inclusive educational environment through flexible instructional methods, personalized learning plans, and varied assessment strategies. By recognizing individual differences, educators can employ approaches that cater to a broad spectrum of learners. This study emphasizes the role of universal design principles in developing accessible instructional materials. Implementing inclusive curricular adaptations ensures that learning experiences are equitable and effective for all students, regardless of ability or background.

Furthermore, they highlighted the necessity of teacher professional development in executing inclusive strategies. Their findings suggest that equipping educators with the knowledge and skills to implement universal design and differentiated instruction leads to more effective classroom engagement. In this regard, student-centered approaches not only promote inclusivity but also empower learners by providing them with

opportunities to engage in meaningful learning experiences tailored to their needs.

While all the studies emphasize the importance of instructional materials in inclusive education, they approach the topic from different angles. O et al. (2024) and De Borba et al. (2024) focus on the general necessity of instructional resources tailored to diverse needs, while Mara and Vlad (2024) specifically explore how adaptive materials support neurodivergent learners. Their integration of Vygotsky's theory provides a strong theoretical foundation for designing inclusive instructional strategies. On the other hand, Tampubolon et al. (2023) broaden the scope by incorporating universal design principles and teacher training, advocating for systemic changes in inclusive education.

These findings are highly relevant to the present study on the implementation of inclusive physical education (PE) practices. Effective instructional materials are crucial in PE settings, where students with varying physical, cognitive, and sensory abilities require specialized adaptations. The emphasis on adaptive instructional materials and universal design principles aligns with developing Policy Guidelines, ensuring that PE instruction is accessible, engaging, and responsive to all students' needs. Additionally, the studies' focus on professional development and flexible instructional methods supports the necessity of equipping PE teachers with the skills and resources to implement inclusive strategies effectively. By synthesizing these perspectives, the current research aims to establish a structured approach to improving inclusive PE instruction and fostering an equitable learning environment for all students.

One of the critical factors in the implementation of inclusive education is the availability of teaching and learning resources. Lapeña et al. (2023) conducted a study to evaluate the accessibility of these resources in selected elementary schools within the Division of Agusan del Sur and the Division of Tandag City, Surigao del Sur, Philippines. Using a descriptive survey research design, they gathered data from 150 teachers to assess their perspectives on resource availability and its impact on inclusive education. The findings revealed that the majority of teachers strongly agreed that the presence of adequate teaching and learning resources significantly influences the successful implementation of inclusive education. The study emphasized that a lack of resources creates challenges in addressing students' diverse learning needs, thereby hindering inclusivity in the classroom.

The findings of Lapeña et al. (2023b) align with the focus of the present study, which aims to assess the implementation practices of inclusive physical education classes. Similar to their research, this study acknowledges that accessibility to instructional materials and facilities is essential in fostering an inclusive learning environment. However, while their study broadly examines inclusive education in elementary schools, this research specifically explores the context of physical education, where access to adaptive equipment, modified instructional strategies, and specialized support systems play a crucial role. By understanding how resource availability affects the implementation of inclusive PE, this study seeks to address existing gaps and propose solutions through the development of Policy Guidelines.

Resources or Facilities

A significant theme in existing literature is the availability and adequacy of facilities and infrastructure in inclusive physical education settings. Simorangkir (2021) conducted a qualitative descriptive study to examine the availability of facilities and infrastructure in inclusive elementary schools in Bekasi, Indonesia. The study found that not all schools had adequate facilities and infrastructure that complied with government regulations. Moreover, there was a noticeable lack of educators with specialized backgrounds in special education, as only one teacher across four schools had such qualifications. Although the study did not specify the exact facilities required for inclusive physical education, it underscored the importance of aligning school infrastructure with governmental standards to support students with disabilities effectively.

Similarly, Diana et al. (2022) explored the limited learning facilities and infrastructure in inclusive early childhood education (PAUD) institutions. Using a qualitative literature study and an interactive analysis approach by Miles and Huberman, the study analyzed various references, including government policies. The findings highlighted that the needs of children with special needs vary, necessitating different facilities such as

ramps, modified chairs, wheelchairs, balance boards, and physioballs. Furthermore, dedicated spaces for movement training and self-development were emphasized as critical components for supporting children with physical disabilities.

In a related study, Awoma and Gabriel (2017) examined the role of facilities and equipment in enhancing physical education instruction in secondary schools in Benin City, Nigeria. Using a descriptive survey design and a validated Likert-type questionnaire, the study found that both public and private schools lacked the necessary equipment for effective physical education instruction. The authors recommended that community stakeholders, including parents, teacher associations, and sports enthusiasts, contribute to providing these essential resources.

A recurring theme in literature is the significance of school facilities in the effective implementation of Physical Education (PE) programs. Musonda (2023) conducted a study on the availability of facilities and equipment for teaching PE and sports in selected primary schools in Serenje District, Zambia. Using an intrinsic case study design, the research gathered qualitative data from 25 teachers and one Education Standards Officer through expert case purposive sampling. The study revealed that PE facilities were largely unavailable in the selected schools, with only playfields present, limiting the effective delivery of PE instruction.

Similarly, Jaminal (2019) emphasized the importance of adequate school facilities for student learning. This study examined the impact of school facilities on the teaching-learning environment in Cluster-A Schools of the Diocese of Butuan, employing a descriptive survey method. A questionnaire was used to collect data from Grade 9 and 10 teachers and students. The findings indicated that the availability of school facilities positively influenced students' motivation and satisfaction, enhancing their learning experiences.

Both studies highlight the essential role of school facilities in PE instruction, though they present different perspectives. Musonda (2023) focuses on the lack of resources and its impact on PE delivery, while Jaminal (2019) explores how adequate facilities contribute to an engaging learning environment. Despite their differences, both studies underscore the necessity of well-equipped schools to support quality education.

These findings are directly related to the current study, which seeks to assess the implementation practices of inclusive PE classes. The challenges identified by Musonda (2023), particularly the lack of facilities, align with the barriers to inclusivity in PE settings. Additionally, Jaminal's (2019) findings suggest that improving school facilities can enhance student engagement and learning experiences, reinforcing the need for equitable resource distribution in PE classes. Understanding these factors can guide the development of Policy Guidelines, ensuring that all students, regardless of ability, have access to quality PE instruction.

Student Engagement

Student engagement is a multidimensional construct encompassing students' interest, motivation, and participation in the learning process. The evolution of student engagement frameworks has transitioned from traditional educator-centered approaches to more dynamic, student-driven, collaborative models. However, gaps still exist in fully addressing engagement, prompting the development of new frameworks such as learning stewardship (Student Engagement, 2022). This shift highlights the need for more inclusive, interactive, and adaptive teaching methodologies that cater to diverse student needs.

Building on the conceptual foundation of student engagement, Zeedan (2024) explored the impact of pedagogical redesign in two courses on Israel and Palestine. The study aimed to improve student retention, participation, and academic performance through innovative teaching strategies. The methods included experiential learning- based assignments, structured group discussions, and multimedia integration, such as YouTube videos and podcasts. Both qualitative (student feedback) and quantitative (surveys, performance metrics, and one-way ANOVA analysis) data were collected from six undergraduate course offerings between 2019 and 2024. Findings revealed notable improvements in student engagement, including reduced dropout rates, increased time on task, and higher academic achievement. This study underscores the effectiveness of diverse instructional approaches in fostering inclusive and active learning environments.

The importance of inclusive education is further emphasized in the study by Mosito (2023), which investigated how student teachers in a Bachelor of Education (BEd) program in South Africa experienced curriculum reforms aimed at inclusivity. Using a qualitative interpretivist approach, the study employed cognitive apprenticeship, guided participation, participatory appropriation, and border crossing as its theoretical framework. Data were collected through focus group interviews. Findings demonstrated that positioning student teachers as knowledge collaborators significantly enhanced their understanding and application of inclusive education principles. This approach facilitated deeper engagement and a more meaningful grasp of curriculum reforms, aligning with contemporary best practices in inclusive education.

The reviewed literature collectively emphasizes the evolving nature of student engagement and inclusive education. While traditional models of engagement focused on teacher-led instruction, recent studies highlight the shift towards co-constructed learning experiences. Zeedan (2024) and Mosito (2023) both support the idea that student participation in curriculum development and learning processes enhances engagement and academic outcomes. However, their methodologies differ—Zeedan integrates multimedia and experiential learning, whereas Mosito adopts an interpretivist lens, emphasizing participatory learning. These findings align with the objectives of the present study, which seeks to examine implementation practices in inclusive Physical Education (PE) classes. The insights gained from these studies provide valuable implications for developing Policy Guidelines that ensure meaningful student participation, particularly in diverse and inclusive PE settings.

Jaminal (2019) explored the predictive relationships between relationship motivation and student engagement, emphasizing how motivation contributes to student participation and retention in school. Using the Student Engagement Instrument (SEI) and Relationships Motivation Scale (REMO), the study analyzed data from 1,014 high school students in Metro Manila. The findings revealed significant relationships between student engagement and relationship motivation, particularly in cognitive engagement aspects such as control and relevance of schoolwork, future aspirations, and extrinsic motivation. Additionally, the subscales of REMO significantly predicted cognitive and affective engagement, suggesting that motivation-based interventions can enhance student involvement. As a result, a student engagement program was proposed to improve motivation and engagement levels.

Similarly, Çali et al. (2024) investigated student engagement in relation to the classroom learning environment using Self-Determination Theory (SDT) as a framework. The study surveyed 177 Filipino university students enrolled in an Oral Communication subject, comparing engagement levels between autonomy-supportive and teacher-controlled learning environments. The findings from a MANOVA test indicated that students in autonomy-supportive classrooms exhibited significantly higher academic engagement compared to those in teacher-controlled environments. This suggests that fostering a sense of autonomy in classrooms can positively impact engagement and learning outcomes.

Both studies emphasize the role of motivation and environmental factors in student engagement. Jaminal (2019) highlights the significance of relationship motivation in predicting engagement, while Çali et al. (2024) focus on learning environment as a key determinant. While Jaminal's study provides a broader perspective on engagement factors, Çali et al. specifically examine engagement differences in autonomy-supportive versus teacher-controlled settings. Their findings align in demonstrating that external influences—whether relational motivation or autonomy—directly impact student engagement.

These studies are relevant to the current research on inclusive Physical Education (PE) classes, as engagement remains a critical factor in ensuring equitable learning experiences. Understanding the role of motivation and learning environments can inform strategies to enhance student participation in PE, particularly in designing Policy Guidelines that foster inclusivity, motivation, and autonomy. Additionally, the emphasis on autonomy-supportive environments in Çali et al.'s study aligns with promoting inclusive, student-centered teaching approaches in PE.

Policy Guidelines

According to Michalsons (2025), a guideline offers general advice and support for policies, standards, or procedures. It provides additional information to aid understanding and helps policymakers explain complex policies to their intended audiences in simpler terms. In contrast, a policy refers to a formal decision made by the governing body of an organization. It typically functions as an internal directive that guides operations, serving as a formal statement of principles that must be followed by its target audience.

A study by Petrie et al. (2024) highlights that while international legislation and policies promote the removal of learning barriers and the adoption of inclusive practices, the reality in many physical education (PE) classrooms remains inequitable. Although there has been substantial investment to support teachers, many students, particularly those with special support needs, continue to experience exclusion in PE. The study argues that despite inclusive rhetoric, curriculum policy, professional development, and institutional structures often reinforce deficit-focused and ableist models. Petrie et al. advocate for a Universal Design for Learning (UDL) approach that values diversity and promotes flexible, student-centered learning environments. This requires rethinking traditional educational success metrics and ensuring PE programs genuinely support all learners.

Another study by Novrizal and Manaf (2024) analyzes the implementation of inclusive education policies in Indonesia. The study focuses on Permendiknas No. 70 of 2009, which mandates that children with disabilities who have adequate ability or special talents should be integrated into general education settings. However, the study finds that many schools struggle to fully implement this policy due to the lack of clear guidelines for educators. Effective implementation, they argue, depends on qualified resources—such as sufficient budgets, trained staff, and infrastructure—along with the translation of policy into actionable regulations, strategic planning, and ongoing support.

Synthesis

Inclusive Physical Education (PE) aims to give all students, especially those with disabilities, fair and equal chances to participate in physical activities. Researchers like Yaqoubi (2024) and Grenier (2019) support the use of curriculum adaptation and personalized teaching strategies to meet different student needs. Mihajlovic and Meier (2023) also highlight the importance of teamwork between general and special education teachers to improve the quality of instruction. However, problems still exist. Fierro- Saldaña and Treviño-Villarreal (2024) explain that many schools lack the needed training programs for teachers, and policy support is not always consistent. Because of this, teachers often struggle to properly include all students in PE activities.

To keep students engaged, teachers use different strategies like peer support, clear routines, and positive feedback. Lucero et al. (2023) and Holland et al. (2022) show that these strategies help boost motivation and involvement. Visual aids and adaptive tools, as noted by De Borba et al. (2024), can help students with special needs join in more confidently. However, Lapeña et al. (2023) mention that many schools do not have enough budget for these materials. Also, Mara and Vlad (2024) say that most teaching materials are made for regular students, not those with specific learning needs. When it comes to managing the classroom, strategies like clear rules and positive reinforcement are helpful (Çayir et al., 2022; Yeni & Rindaningsih, 2023), but teachers still face challenges when class sizes are large or when they have limited support.

To address these issues, many researchers suggest creating Policy Guidelines. This program should give teachers training on inclusive practices (Javier, 2023), provide access to special equipment (Saiz-González et al., 2025), and offer flexible ways to assess student progress (Gibson, 2024; Morris et al., 2019). It should also focus on encouraging student engagement by giving students some control in their learning, as Zeedan (2024) and Mosito (2023) recommend. Most importantly, schools need clear policies and enough resources to make inclusive PE a reality for all. If these areas are improved, physical education can become a more welcoming and effective space for every learner, as emphasized by Abadinas et al. (2024) and Kushwaha and Maurya (2024).

Research Methodology

This chapter presents an overview of the research methods used in the study. It details the selection criteria for participants, identifies who they are, and explains the sampling process. The researcher outlines the chosen research design, justifying its selection. Additionally, the chapter describes the data collection instrument and the procedures for conducting the study. Finally, the researcher discusses the techniques for analyzing the collected data.

Research Design

This study employed a qualitative research design, specifically utilizing the phenomenological method. Greenhalgh et al. (2016) defined qualitative research as the investigation of phenomena, typically in an in-depth and holistic fashion, through the collection of rich narrative materials using a flexible research design. Qualitative research aimed to provide in-depth insights and understanding of real-world problems and, in contrast to quantitative research, it does not introduce treatments, manipulate or quantify predefined variables. Qualitative research was the most suitable approach for this study as it allows for a deeper understanding of the experiences, challenges, and strategies used by Physical Education Teachers in inclusive classrooms. Rather than relying on numerical data, this method captured detailed insights through personal narratives and real-life experiences. This approach also enabled educators to share their perspectives and suggest improvements, making the findings more meaningful in developing effective Policy Guidelines.

On the other hand, according to Pathak (2017), a phenomenological research design is a study that attempts to understand people's perceptions and understanding of a particular phenomenon. Lived experience of a group around a specific phenomenon is the central research question in a phenomenological study. This approach investigates the everyday experiences of human beings while suspending the researchers' preconceived assumptions about the phenomenon. By focusing on individuals' lived experiences, phenomenological research aims to uncover the deeper meanings and subjective perspectives associated with a particular phenomenon.

The phenomenological approach is appropriate for this research because it allows for a deeper exploration of the lived experiences of Physical Education Teachers working with differently-abled students. By emphasizing personal narratives and firsthand accounts, this study sought to capture the emotions, challenges, and perceptions of teachers as they implement Inclusive Physical Education programs. The insights gained from this research contributed to the development of a Policy Guidelines that not only improve accessibility and quality but also consider the human and experiential aspects of inclusion. The qualitative phenomenological approach ensures a comprehensive understanding of how teachers navigate inclusive education, making it an essential perspective for this study.

Research Locale

The study was conducted at one of the public schools in Sariaya, Quezon. Public schools in the Philippines play an important role in implementing Inclusive Education, as mandated by DepEd Order No. 21, s. 2019, which integrates students with special needs into the K to 12 Basic Education Program. The school is situated in a densely populated area, serving students from various backgrounds. This made it a suitable setting for studying inclusive education, as it reflected the challenges and opportunities faced by schools in similar environments. As a big school with a diverse student body, including learners with disabilities, this school provides an opportunity to study how inclusive Physical Education programs can be implemented in a real-world setting. The presence of a large number of students allowed for a broader understanding of different learning needs and teaching strategies.

This school was selected as the research locale because it represents a typical public school setting where Inclusive Education is practiced. In line with Division Memorandum No. 1022, s. 2024, the school

actively participates in the Psychoeducational Assessment Drive for Inclusive Education, which identifies learners with disabilities, assesses their needs, and provides appropriate interventions. This commitment to inclusivity makes this school an ideal setting to determine current Physical Education practices, challenges faced by educators, and identify areas for enhancement. By conducting this study, the research aimed to propose Policy Guidelines that strengthen Inclusive Physical Education, ensuring quality and accessibility for all students while addressing the existing barriers to effective implementation.

Participants of the Study

This study involved five High School Physical Education (PE) Teachers from. Given the focused scope of this study, which aimed to determine the experiences of Physical Education Teachers within a single school, and the homogeneity of the participant pool, this sample size is deemed sufficient to achieve data saturation (Saunders et al., 2018). Furthermore, this number allows for in-depth exploration of individual experiences within the constraints of the researcher's resources. Qualitative research prioritizes the richness of data, and this sample size enables a thorough understanding of the participants' perspectives (Creswell & Poth, 2018).

To ensure the inclusion of participants with the specific experience necessary for this research, a non-probability sampling technique, specifically purposive sampling, was employed. According to Statistics Canada (2021), non-probability sampling is a method where participant selection is subjective, meaning not every member of the population has an equal chance of being included. This is appropriate in this context because the study requires participants with a particular characteristic: experience teaching students with special needs. Furthermore, purposive sampling, as defined by the NCSL (2022), involves intentionally selecting participants based on specific criteria.

Building on the principles of purposive sampling, as outlined by Patton (2015), criteria sampling involves the deliberate selection of participants who meet specific, predefined criteria. In this study, the criteria are: (1) a high school Physical Education Teacher and (2) currently handling students with special needs. This approach allows the researcher to focus on individuals who possess the most relevant knowledge and experiences to address the research questions effectively, ensuring the richness and depth of the data collected.

Research Instrument

This study used a researcher-administered semi-structured interview questionnaire to examine the current practices and challenges of Inclusive Physical Education (PE) classes. According to Barrick (2020), a semi-structured interview is a guided conversation in which the researcher seeks insights into how participants understand their social worlds. The researcher designs the in-depth, semi-structured interview around a set of themes meant to answer a specific research question, yet the open-ended nature of this dialogue also encourages participants to share themes important to them that may be unanticipated by the researcher. According to Bhandari (2023), researcher-administered questionnaires are interviews that can take place by phone, in person, or online between researchers and respondents.

The questionnaire was created based on related studies, existing inclusive PE programs, and the study's research objectives. It had two main parts: (1) current Practices in Inclusive PE, which includes instructional delivery, strategies in engaging students, assessment and response, and classroom management, and (2) challenges in Inclusive Physical Education, which focuses on instructional materials, resources, or facilities, and student engagement. The questions were open-ended to allow respondents to share their experiences in detail. According to Bhandari (2023), open-ended, or long-form, questions allow respondents to give answers in their own words.

The interview followed a clear structure, with each question asked in order, ensuring consistency across all responses while maintaining a professional and organized approach.

To ensure the questionnaire is clear and reliable, it went through a three-step validation process. A face

validation was conducted by a research expert, with help from a language specialist to check grammar, clarity, and organization. Then, two content validation experts in Physical Education and Special Education reviewed the questionnaire to ensure the questions are relevant and appropriate. Based on their feedback, necessary changes were made, such as simplifying questions, adjusting technical terms, and improving the structure for better understanding.

The interviews were conducted face-to-face to facilitate a more in-depth discussion, allowing respondents to elaborate on their experiences, perspectives, and insights regarding inclusive physical education.

Data Gathering Procedures

The researchers undertook various procedures to gather the necessary data for the study. After the self-structured research instrument is examined and validated, the researchers sought permission from the school principal to conduct the study. The researchers assured the principal that all gathered data would be strictly used for research purposes and handled with confidentiality. Once approval was granted, coordination with the Physical Education teachers was made to facilitate the data collection process.

Printed copies of the research instrument were distributed to the identified respondents who met the set criteria for them to be prepared during the interview. The researchers personally visited each respondent, explained the purpose of the study, and patiently sought their approval and cooperation. To ensure ethical compliance, an informed consent letter was provided, outlining the voluntary nature of participation and the right to withdraw at any time. The data collection process was efficiently conducted within a scheduled timeframe to minimize disruptions.

After gathering the data, it was carefully organized for presentation, interpretation, and thematic analysis. The researchers will ensure that the data remains secure and anonymous, adhering to the Data Privacy Act of 2012 (RA 10173).

Furthermore, all references used in the study were formatted according to the American Psychological Association (APA) style and documented in the reference section. Based on the findings, an informative Policy Guidelines was developed to enhance the quality and accessibility of Inclusive Physical Education classes.

Data Analysis

The researchers used thematic analysis by Braun and Clarke to determine the qualitative data related to the practices and challenges encountered in implementing Inclusive Physical Education. This approach was used to identify patterns and themes within the data, providing deeper insight into the respondents' experiences. As Fuchs (2023) highlights, thematic analysis is a widely used method in social sciences research for analyzing qualitative data. This study followed a step-by-step guide to conducting thematic analysis manually, emphasizing the importance of understanding this process for researchers aiming to grasp the nuances involved.

Familiarization. After collecting qualitative data through a semi-structured oral interview, the spoken responses were transcribed. The researchers then review the transcript, highlighting key statements from respondents that directly address the given questions.

Coding. To simplify the essential parts of the responses from Physical Education teachers, a coding system was developed. Initially, codes were generated based on notable features within the data. The researchers then organized relevant data under each assigned code.

Generating Themes. The coded data were categorized into potential themes. These themes were formed subjectively, guided by concepts that broadly encompass the codes while considering prior readings and the researcher's understanding of the generated data. All relevant data were then gathered under each theme.

Defining and Naming Themes. To enhance the accuracy of the data analysis, two language experts assisted in validating the initially generated codes and themes. During this phase, the researchers, along with

two other analysts, refined the details of each theme and identify overall patterns in the content. Codes and themes were evaluated to ensure they effectively represent the data within the context of mathematics. Clear definitions for each theme were then established.

Writing Up. The final stage involved constructing the analysis by explaining each code that appears saturated, reflected in at least 25% of the responses. To strengthen the analysis, the researcher will incorporate vivid and compelling examples from the transcribed data. Relevant literature and previous studies were also integrated to further substantiate the claims and analysis.

Results and Discussion

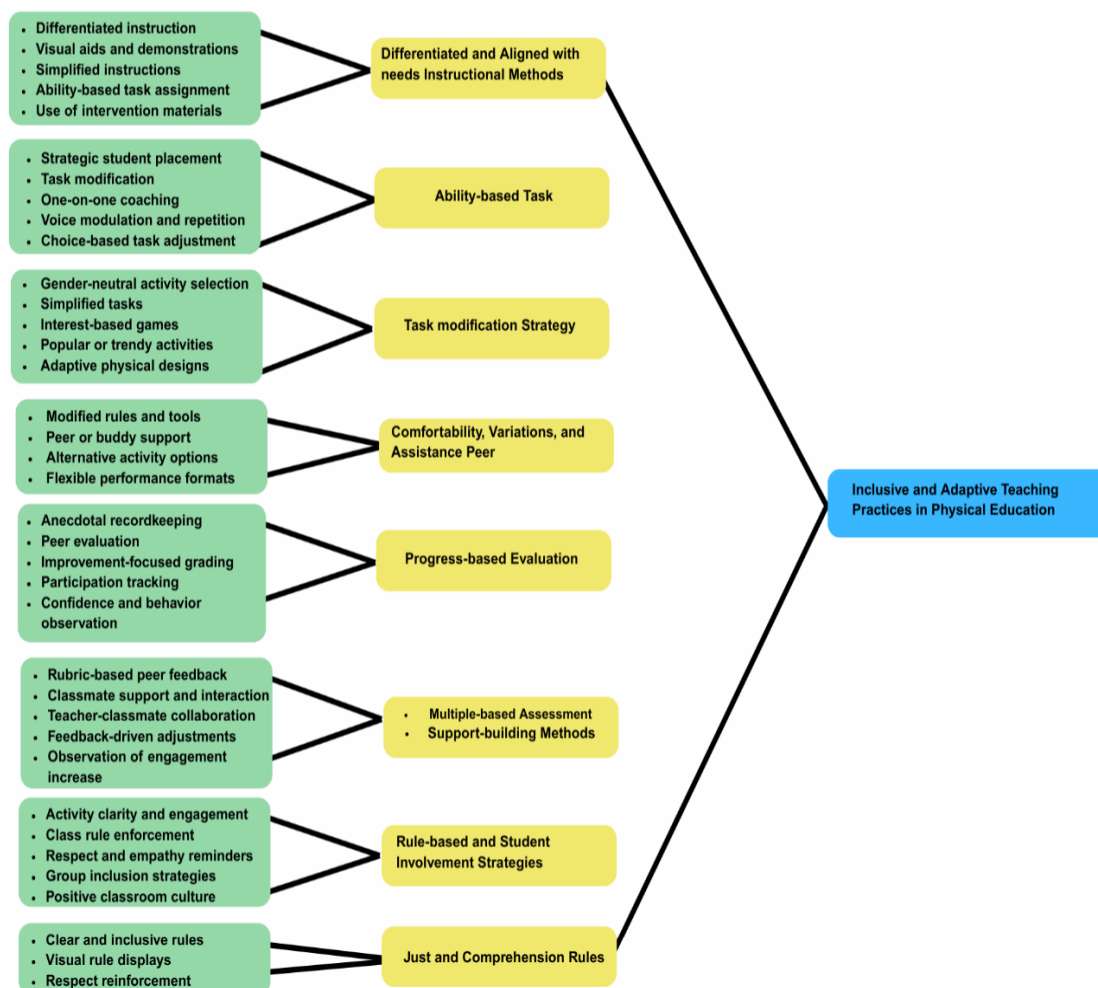
Theme 1. Inclusive and Adaptive Teaching Practices in Physical Education

Inclusive and adaptive teaching practices are the foundation of equitable Physical Education (PE) environments, ensuring that all students, regardless of ability, can meaningfully participate and achieve success. In a typical PE class, students have different strengths, weaknesses, and ways of learning. Some may have physical limitations, others may struggle with attention or vision, and some may learn better with visuals or hands-on activities. Because of these differences, teachers need to adjust how they teach to make sure every student can join the activities and enjoy learning.

This theme focuses on how teachers change or modify their lessons, tasks, materials, and assessments to fit the needs of all learners. It also includes how they give support, make rules fair, and create a safe and respectful classroom. These teaching practices are not about lowering standards but about finding different paths for students to reach the same learning goals. The goal is to make sure that no one is left out and that all students, regardless of ability, can learn, grow, and feel proud of their achievements. This kind of teaching does not just help students with disabilities; it makes the whole class more respectful, flexible, and supportive. Everyone learns the value of teamwork, patience, and understanding.

Figure 2. *Inclusive and Adaptive Teaching Practices in Physical Education Differentiated and Aligned with Needs Instructional Methods*

Teachers adjust their teaching methods based on each student's needs and abilities. In PE, not all students can do the same activities in the same way. Some may have trouble seeing, hearing, or moving, so teachers use different methods like giving simpler instructions, using pictures or demonstrations, or breaking tasks into smaller steps. This is called differentiated instruction. Teachers also choose activities that students can handle based on what they are good at and what they need help with. Some students may need special materials or extra time. These changes help students with disabilities take part in the same lessons as their classmates.



“We apply new strategies, like game-based learning, and I usually use different instructions or what is called differentiated instruction, depending on the student's abilities. I think of alternative ways for the students to do the activities based on their capabilities.” (Teacher 2)

“I use simple instructions, visuals, and demonstrations. Sometimes I break down the activity into smaller steps. I also give extra time or support when needed.” (Teacher 5)

“I give them activities that are appropriate for their abilities. Because if I really make them do the same things as the regular class, they truly won't be able to do the activities properly.” (Teacher 3)

These responses show that teachers understand every student is different and needs different types of help in PE. They don't expect all students to do the same thing in the same way. Instead, they adjust how they teach so that each student can learn and join in. Instead, they give extra help when needed, use pictures or actions to explain lessons, and change the tasks so students can still join and learn. This helps differently-abled students feel included and succeed in class.

The teachers' responses show that they change how they teach based on what each student can do.

They use game-based learning, give simple instructions, show demonstrations, break activities into small steps, and adjust tasks so students can join and succeed. These practices match the findings of Li (2024), who said that using different teaching methods based on students' needs helps them join and enjoy PE more. Quizana and Espiritu (2023) also found that using tools like visual aids, peer help, and extra support works well in special education classes, just like how the teachers in the present study use extra time and easier instructions. Mihajlovic and Meier (2023) added that when regular and special education teachers work together, they can plan better lessons for all students. While the earlier studies looked at different school settings, they all agree on one thing: teaching should be flexible and based on what each student needs. These findings show that when teachers adjust how they teach, more students feel included and can take part in PE activities.

Ability-based Task. Teachers make changes in activities depending on the physical and learning needs of their students. They do not expect all students to perform at the same level. Instead, they think about each student's unique condition, strengths, and limitations, and use that as a guide in assigning tasks. This includes giving easier versions of tasks, using alternative movements, or offering individual choices. The focus is not on making everyone do the same thing, but on making sure everyone is included and given a fair chance to participate. This approach helps students feel valued and encourages them to take part, knowing that their tasks are within their ability.

"For students with visual impairments, I immediately ask them so I can place them in front" (Teacher 2)

"In our PE class, like today, I have a student who only has one leg, so of course I can't let him do the same activities as the regular students. Instead of making him run, I ask him to do other activities like taking his pulse or doing push-ups, but not in the same way as the others." (Teacher 3)

"To accommodate differently abled students, we have to adjust our instructional delivery depending on their needs." (Teacher 4)

The responses show that teachers are thoughtful and flexible when planning PE activities. They understand that not all students can do the same tasks, so they adjust the lesson to fit each student's abilities. Instead of forcing students to keep up with the class, they find ways for them to participate differently, whether by using other body parts, changing the pace, or offering choices. These changes help students feel safe and respected. It also shows that teachers care not just about finishing the lesson but about helping every student feel included. This kind of approach helps build students' confidence and encourages them to keep trying, even if they face challenges.

Teachers shared how they adjust their lessons to fit each student's needs, like placing a student with visual impairment at the front or giving alternative tasks to a student with one leg. These practices connect well with the findings of Balamad et al. (2023), which showed that having access to the right resources helps teachers deliver lessons that fit each learner's needs, especially in inclusive classrooms. This is important because the teachers in this study adjusted lessons not only based on disability but also based on available supports, like space and time. Cayabyab (2023) also pointed out that a teacher's skills and preparedness have a strong effect on how well they can adjust their teaching. Teachers who are trained in inclusive education are more confident in changing instructions, which supports how participants in this study adapted activities depending on individual abilities. Additionally, Sari et al. (2023) emphasized that support and training help teachers build positive attitudes and confidence toward inclusion. While these studies are not limited to PE, they all show how important it is for teachers to be flexible and prepared. These findings show that when teachers care about making lessons fit each student, it helps create a safe, fair, and respectful space for learning.

Task Modification Strategy. Task modification means changing the activity to make it easier, safer, or more comfortable for students with different needs. In PE, teachers often change the rules, movements, or equipment so that students with disabilities can still take part. They may also give options to choose how to do the activity.

These changes are not meant to lower expectations but to make sure the activity is fair and meaningful for everyone. Teachers try to keep the goal of the lesson the same while letting students reach it in different ways. This helps students stay involved, motivated, and confident.

"I choose activities, first and foremost, based on gender. The activity should not be gender-biased" (Teacher 2)

"If I have students with poor eyesight, we shouldn't set standards the same as those for regular students. I will just let them do what they are really capable of." (Teacher 3)

"I choose activities that can be played by everyone... I ask students what they like and try to include those" (Teacher 5)

These responses show how teachers thoughtfully modify tasks to match students' abilities and interests. They do not just adjust the difficulty, but also consider what students enjoy or relate to. Some focus on simplifying activities, while others create new versions of games to suit a student's condition—whether it's vision problems, mobility issues, or learning needs. By doing this, teachers help students feel successful, motivated, and included. This strategy shows respect for the student's individuality and builds a learning environment that's both supportive and engaging.

Teachers shared that they choose activities based on students' abilities, interests, and even gender to make sure everyone can join and feel included. This matches the study of Holland et al. (2022), who found that letting students help decide on activity changes and adjusting lessons based on individual needs helps prevent students from feeling left out. The use of student voice and flexibility in planning supports the way teachers in this study ask students what they like and adjust accordingly.

Similarly, Lucero et al. (2023) highlighted the use of culturally relevant and adaptable activities to keep students interested and active, which is just like choosing games that are simple, fair, and fun for everyone. Meanwhile, Bhat (2023) pointed out that using different teaching strategies and tools makes it easier for students with special needs to take part and enjoy class. These studies all support the idea that when teachers match lessons to what students can do and enjoy, it helps them feel motivated, respected, and included. These findings prove that thoughtful and flexible teaching is key to keeping all students engaged in PE, especially those with different learning or physical needs.

Comfortability, Variations, and Assistance Peer. It focuses on how teachers make students feel comfortable during PE by allowing different ways of doing the activity and giving support through classmates. When students feel safe, respected, and supported, they are more likely to participate. Teachers understand that students with disabilities might feel shy, unsure, or uncomfortable, so they give choices in how to do tasks and allow students to go at their own pace. Group work and one-on-one support from classmates or teachers make students feel more at ease and motivated. These strategies allow students to participate in ways that suit them, helping them gain confidence while staying connected to the class.

"First, I will ask the student if they feel comfortable with the activity. If they say they can't do it, that's when I will create an alternative activity that they are capable of doing." (Teacher 1)

"In my class, I don't just give activities that feel like they're confined or restricted. In our PE topic, if the task is a reflection, they can either write an essay or draw the volleyball court with measurements — they can choose between those options." (Teacher 3)

"I will include the differently abled student in the group activities and make sure that there are somebody in the group that will assist help and guide the learner's need from the group." (Teacher 4)

These responses show that teachers pay close attention to the comfort and confidence of their students. They allow flexible ways to complete tasks and check if students feel okay with the activity. Giving choices, adjusting movement, and including peer support make it easier for differently abled students to participate fully.

This also shows that teachers value student voice and well-being, not just task completion. These thoughtful adjustments help build a safe and encouraging environment where all students feel accepted and motivated to try their best.

Creating activities that match students' needs and preferences is a key part of inclusive teaching. This is seen in how teachers offer choices, check if students are comfortable, and include peer support during group tasks. These practices align with Holland et al. (2022), who found that involving students in adjusting activities helps them feel safer and more willing to participate. Allowing students to choose between writing or drawing is similar to what Lucero et al. (2023) suggested—giving different ways to show learning can boost motivation and inclusion. Meanwhile, assigning a peer to assist a differently abled student reflects the findings of Masongsong et al. (2023), who emphasized the value of collaboration and support systems in keeping students engaged. These studies confirm that flexible, student-centered strategies not only support learning but also help students feel accepted and confident in class.

Progress-based Evaluation. This sub-theme focuses on how teachers assess students with disabilities by looking at their personal growth and effort, instead of comparing them to others. Teachers use different strategies, like observation, peer evaluation, and personalized feedback, to track improvement over time. The goal is to highlight each student's progress, no matter how small, and to understand their challenges so that support can be provided. This approach helps students feel encouraged and valued, as their efforts, not just their performance, are recognized.

"What we need here is an anecdotal record because we have to closely monitor each student's progress, behavior, and actions over time... By documenting their efforts and responses through anecdotal records, we can observe even small improvements, adjust activities as needed, and provide the necessary support to ensure their inclusion and development in PE." (Teacher 1)

"I conduct peer evaluations... I assess the student, especially those with disabilities or difficulties, by focusing on their improvement rather than comparing them to others." (Teacher 2)

"Based from the response of the learners through my activities given to her or him I can recommend that learner's progress to the advisor of speed for advancement." (Teacher 4)

These responses show that teachers care more about a student's progress than how they compare to others. They look at changes in participation, confidence, and effort over time. Teachers pay attention to mood, behavior, and even social interactions, especially for students who may feel left out. By doing this, they can see and celebrate even small improvements. This approach helps students feel successful and supported, knowing that their effort is seen and appreciated. It also allows teachers to adjust activities based on real needs and progress.

Teachers in this study mentioned using anecdotal records, peer assessments, and individualized progress monitoring, which reflects the ideas shared by Gibson (2024). Gibson emphasized the value of purposeful feedback and tracking student development over time, especially for students with disabilities. This is also supported by Morris et al. (2019), who found that using flexible and personalized assessment methods helps students feel more supported and allows teachers to recognize small but meaningful improvements. The use of tools like anecdotal records, as mentioned by teachers, aligns with the structured methods discussed by Šilonová et al. (2024), who showed that well-designed assessment tools can identify barriers and help improve inclusion. In addition, Øen et al. (2024) highlighted how combining emotional support with constructive feedback builds a safe environment for students to grow. These studies confirm that using fair, personalized, and supportive assessment methods helps students feel successful and valued and encourages their participation and confidence in PE.

Multiple-based Assessment. This sub-theme focuses on how teachers use different methods to assess the

progress of students with disabilities. They do not rely on only one form of evaluation like written tests or physical tasks. Instead, they combine peer feedback, teacher observations, and progress tracking to get a full understanding of each student's improvement. This allows teachers to fairly measure a student's effort, growth, and participation rather than focusing only on performance. Using multiple types of assessments makes the evaluation process fairer and more supportive for students with different needs.

"Yes, of course, we always need peer feedback from the students because each child has different abilities. Sometimes, we need to adjust our activities accordingly. There might be students who excel in certain areas, like what Howard Gardner mentioned— different types of intelligence. Some might be strong in bodily-kinesthetic intelligence, while others may not be. So, we need to adjust the activities in a way that meets everyone halfway, ensuring that all students regardless of their abilities or disabilities can participate in the activity." (Teacher 1)

"Yes, I do use peer feedback. Of course, I use a rubric for the peer feedback and tally the results. When the outcome is good, I go over it with the student one by one, because if the feedback from their classmates is consistent, it's more likely that it's accurate and correct." (Teacher 2)

"For us teachers with differently abled students, feedback from the co-teacher of the said learners is really important from the assessment of progress and development process." (Teacher 5)

These responses show that teachers make sure they assess students using different ways, not just through physical performance. They value the opinion of classmates through peer feedback, use observation to track changes, and even rely on co-teacher input for a fuller view of student progress. This makes assessment more accurate, fair, and supportive, especially for students who might struggle with traditional PE activities.

Using peer and co-teacher feedback, along with rubrics and careful observation, helps teachers assess students more completely and fairly, especially in inclusive PE classes. This approach reflects the ideas shared by Øen et al. (2024), who found that open and balanced feedback systems help create a safe and respectful learning environment. Arias et al. (2023) emphasized that input from peers improves teaching strategies and strengthens inclusive practices. Feedback from co-teachers, as noted by Gibson (2024), helps teachers understand and support differently abled students more effectively. Morris et al. (2019) also showed that flexible assessment tools, like peer evaluations, boost student confidence and motivation. Together, these studies highlight that using multiple feedback sources creates a more accurate and inclusive assessment process.

Support-building Methods. This sub-theme focuses on how teachers create strong emotional and social support for differently-abled students during PE classes. They do this by encouraging classmates to help each other, making sure students do not feel left out, and building a positive atmosphere where everyone is valued. Support comes from teachers, classmates, and sometimes even parents or co-teachers. These methods help students feel more confident, more willing to try, and more connected to their classmates.

"Let's encourage their classmates to guide them so they can also experience what it's like to do what a regular student does. We also need to ensure the participation of their classmates, because if the student feels like they are alone, it will be even harder for them to keep up with their peers, and the flow of their learning won't be as smooth. The involvement of the parent, teacher, and student is also important to make the evaluation process easier — in that way, no one will be left behind." (Teacher 3)

"Yes. One time, I asked a student to say something nice about their classmate with a physical impairment after a group activity. It helped build confidence. I know my assessment works when the student becomes more active and excited to join." (Teacher 5)

These responses show that teachers put strong effort into making sure students feel supported by their

classmates and the whole school community. Encouraging peer assistance and positive comments helps build the student's confidence and belongingness. It also ensures that students with disabilities do not feel isolated, making PE a safe and enjoyable experience for everyone.

Promoting peer support and involving the school community in assessment helps create a more inclusive and supportive environment in PE. This reflects the findings of Øen et al. (2024), who emphasized that balancing emotional support with feedback helps build a safe space where students feel valued. Encouraging classmates to give positive feedback, as mentioned in the findings, aligns with Arias et al. (2023), who highlighted that continuous, inclusive feedback strengthens classroom practices and improves student relationships. Involving parents, teachers, and students in the evaluation process also echoes Gibson (2024), who stressed the importance of collaborative assessment in supporting individual student progress. These studies support the idea that when feedback comes from peers and the wider school community, it boosts student confidence, reduces feelings of isolation, and helps all learners feel part of the group.

Rule-based and Student Involvement Strategies. This sub-theme focuses on how teachers create classroom rules that encourage respect, inclusion, and good behavior, especially for differently-abled students. Teachers know that every student has different behaviors and needs. Because of this, they make sure that rules are explained clearly at the beginning of the school year and throughout PE activities. Teachers also focus on helping students understand the importance of teamwork, respect, and making everyone feel included. These strategies make the classroom a safer, kinder place where differently-abled students feel supported, not left out.

"Since children have different behaviors, especially differently-abled students, I think of activities that will capture the attention of all the students. The activity should ensure that, before you ask them to do it, they have already understood the instructions. This is especially important in today's generation, where their attention span is very short. So, I need to create an activity that will engage them while also providing an opportunity for learning." (Teacher 1)

"By imposing classroom rules at the start of each school year, I set clear expectations from the very beginning so that they know what to do and are encouraged to exhibit good behavior." (Teacher 2)

"Just like what I said, we should never make that child feel excluded. We need to ensure that they are always included in the group because being left out doesn't feel good for a student like that. The connection between the group members is very crucial to make that student feel included." (Teacher 3)

"I make sure that the learners feel that he is part of the group activities. I encourage the learners to participate as long as he or she wants." (Teacher 4)

"I always tell the class that everyone has different strengths. For example, if someone laughs at a student using a cane, I stop the activity and explain why respect is important. I make it clear that our classroom is a safe space." (Teacher 5)

The responses show that teachers put great effort into building a positive and respectful environment where all students, especially those with disabilities, feel safe and welcome. They set clear expectations early, use classroom activities to teach understanding, and quickly address any disrespectful behavior. Teachers also encourage students to see differences as strengths. By creating a space where rules support kindness and teamwork, teachers help every student feel part of the group and able to participate without fear.

Building from the insights shared by the teachers, it is clear that managing classroom behavior with empathy, structure, and inclusion plays a vital role in inclusive physical education. Teachers emphasized the need to explain rules clearly, adjust strategies based on student behavior, and create a classroom culture rooted in respect and safety. These practices reflect the findings of Kristina et al. (2025), who stressed that effective classroom management relies on systematic planning and collaboration. The approach of addressing differences openly and promoting respectful peer behavior aligns with Julianti et al. (2020), who found that teacher

communication and creativity support social inclusion, especially when formal training in inclusive education is limited. Additionally, Cortes et al. (2022) demonstrated that even in virtual settings, managing classroom behavior thoughtfully is key to maintaining student engagement and inclusive participation. These connections support the idea that fairness, consistency, and empathy help create a learning space where all students feel secure and valued.

Just and Comprehension Rules. This sub-theme focuses on making sure that classroom rules are not only fair but also easily understood by all students, including differently-abled students. Teachers make sure that before any activity, students clearly know what is expected of them. They explain the purpose behind each rule and make sure that the rules are easy to follow. This helps prevent confusion and builds a safe and organized learning environment. It also ensures that students with special needs are protected and feel confident in participating because they understand the classroom expectations just like everyone else.

“Before starting the class, I will clearly impose the class rules. But more importantly, I will make sure that students understand the reasons behind these rules, so they see their purpose in keeping the class safe, respectful, and organized.”(Teacher 1)

“First of all, if we’re allowed to post class rules in the classroom, I make sure they’re already posted there. Or sometimes, from the very start of the class, I already let them feel that they should follow the rules. I adjust my approach based on the students’ behavior to meet their needs.”(Teacher 2)

“On the very first day of class, I immediately tell the students that they have a classmate with a disability or who is part of an inclusion program, and that they need to show respect.”(Teacher 3)

“Safe and organized learning space for all students should be observed at all times.”(Teacher 4)

“We make class rules together, like ‘Help each other,’ ‘No pushing,’ and ‘Watch out for classmates using assistive devices.’ If a student breaks a rule, I calmly remind them and explain the reason behind it.”(Teacher 5)

These responses show that teachers understand the importance of fairness and clarity when it comes to classroom rules. They do not just give orders—they explain why rules exist and why they are important for everyone’s safety and respect. This helps students, especially those with disabilities, feel confident and secure because they know exactly what behavior is expected. It also teaches all students the value of respect and understanding, which creates a more supportive and inclusive learning environment.

The responses show that setting clear class rules from the beginning, along with explaining their purpose, strengthens classroom unity and promotes understanding. Teachers shared strategies such as posting rules visibly, involving students in creating them, and calmly reinforcing expectations. This closely aligns with Çayır et al. (2022), who found that establishing clear, consistent rules is essential in inclusive classrooms. Meanwhile, Yeni and Rindaningsih (2023) emphasized that structured and rule-based environments, combined with positive reinforcement, help students with special needs feel supported and safe. By clearly communicating behavioral expectations and modeling respect, teachers foster a culture where all students, regardless of ability, know they belong. These findings collectively highlight that inclusive classroom management is not only about order, but about fostering shared responsibility, dignity, and care.

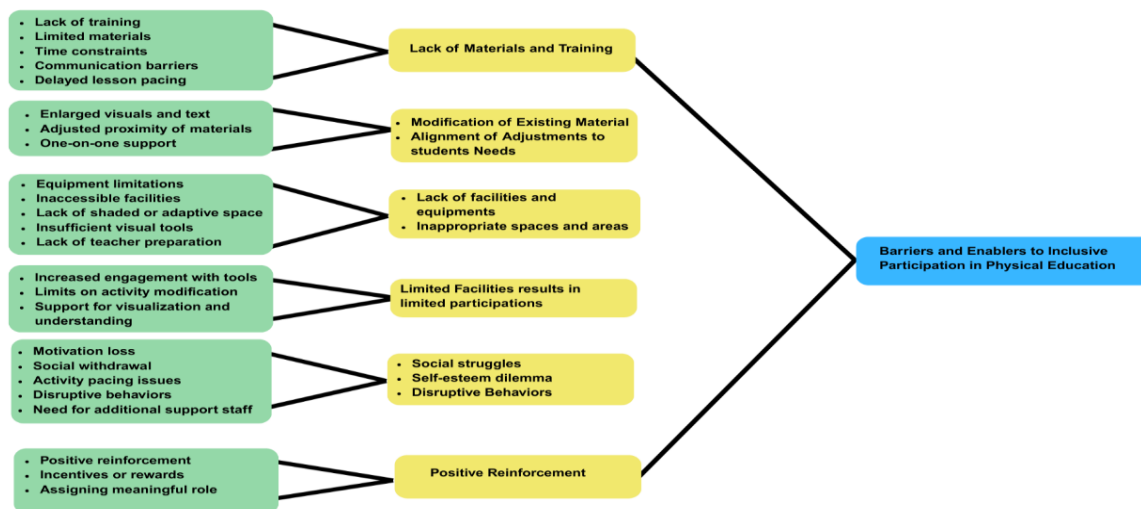
Theme 2. Barriers and Enablers to Inclusive Participation in Physical Education

Inclusive Physical Education (PE) aims to involve all students, regardless of ability. However, making this happen is not always easy. Teachers and students face different barriers that make participation difficult, such as lack of equipment, limited space, not enough teacher training, or social challenges like low self-esteem and peer exclusion. These barriers can prevent students with disabilities from feeling confident and fully joining

PE activities. At the same time, there are "enablers"—positive factors— that help students join and succeed. These include teacher creativity, adjusting activities to fit student needs, building a supportive class environment, and using positive reinforcement.

Recognizing both barriers and enablers is important because it helps teachers find ways to overcome challenges and create PE classes where every student feels capable, respected, and motivated to participate. According to Lucero et al. (2023) and Grenier (2019), identifying both the obstacles and the helping factors is critical to designing inclusive programs that truly meet the needs of all students.

Figure 3. Barriers and Enablers to Inclusive Participation in Physical Education



Lack of Materials and Training. Teachers shared that it is hard to meet the needs of differently-abled students because they lack proper training and materials. Each student has different needs, so teachers must adjust, but making materials and planning special activities takes extra time. Some teachers also said they are not trained in skills like sign language, making it harder to give clear instructions. Without enough tools like big charts or strong markers, or enough time to prepare, it becomes difficult to fully include differently-abled students in PE.

“One main challenge is the lack of training on how to properly modify or create instructional materials that suit the needs of each student...” (Teacher 1)

“I have a student who is deaf, and one of the challenges is that I don’t know how to use sign language...”(Teacher 2)

“For my student who has poor eyesight... I provide hard copies of the module for them...”(Teacher 3)

“Sometimes the adaptation of instructional materials... can delay the lesson of learners.”(Teacher 4)

“Sometimes we lack big visual charts or bright-colored markers... and making extra props takes extra time.”(Teacher 5)

The responses show that many teachers struggle because they are not given the right training or materials to properly support differently-abled students. Even though teachers are trying their best by adjusting lessons and making extra effort, they still feel limited and stressed. They want to create activities that fit each student’s needs, but without proper knowledge and tools, it becomes very hard. This situation makes it difficult to give all students the full chance to join, especially those who need special help. Teachers need real support,

not just experience, to handle inclusive PE better.

In support of the responses, many teachers face challenges in preparing instructional materials due to lack of training and limited resources. These concerns are supported by Tampubolon et al. (2023), who emphasized the need for professional development and flexible teaching strategies in inclusive education. Lapeña et al. (2023) also found that the absence of sufficient resources limits how well teachers can support diverse learners. Although teachers do their best, they often feel overwhelmed and unable to fully meet every student's needs. Mara and Vlad (2024) added that well- designed adaptive materials and mentoring are key to helping learners succeed in inclusive settings. This shows that without proper training and materials, even the most dedicated teachers may struggle to deliver inclusive instruction effectively.

Modification of Existing Material. This sub-theme talks about how teachers change or adjust existing materials so differently-abled students can still participate in PE lessons. Teachers modify PowerPoint presentations, modules, and activity setups to match what students need. They use larger fonts, visual aids, and alternative learning materials so students who cannot fully join physical activities can still imagine and understand the lesson. Teachers also try to create materials that fit the specific learning style of each differently-abled student, whether visual, auditory, or kinesthetic.

"I have a variety of instructional materials that I will use depending on the characteristics of the students. For those with visual impairments or poor eyesight, I usually enlarge the font in my PowerPoint presentations and also in the modules for the student..."(Teacher 1)

"I make sure to use visual materials, especially in my PowerPoint presentations, particularly for my student who is deaf... Luckily, we had a TV at that time, so I presented all my lessons using PowerPoint."(Teacher 2)

"We can include the instructional materials to accommodate the student with difficulties but in a limited scheme only because there are competencies of learning that should be covered for the whole year."(Teacher 4)

The responses show that teachers put a lot of effort into adjusting their materials to fit the needs of differently-abled students. They make small but important changes, like enlarging fonts or adding more visual aids, to make lessons more understandable and accessible. Teachers also provide alternative tasks when students cannot physically perform the original activities. However, they are aware that too much modification can sometimes slow down the coverage of the school's learning goals. This shows that while teachers are trying hard to be inclusive, they are also balancing their responsibility to meet curriculum standards.

In line with the teachers' efforts, some have found ways to modify and deliver materials using tools like enlarged fonts, PowerPoint visuals, or alternate activities. These practices reflect De Borba et al. (2024), who stressed that instructional materials should support both inclusion and learning goals. O et al. (2024) also pointed out that instructional tools help bridge the gap between teachers and students, especially in diverse classrooms. However, teachers noted that frequent modifications can slow lesson pacing and make it harder to meet required competencies. These insights show that while teachers are doing their part, they still need support to manage both inclusion and curriculum demands. This highlights the need for instructional materials that are both inclusive and efficient to ensure balanced teaching and learning.

Alignment of Adjustments to Students' Needs. This sub-theme shows that teachers do not just randomly modify lessons—they first check and understand each differently-abled student's learning needs. Teachers assess whether the student is a visual, auditory, or kinesthetic learner and adjust their instructional methods and materials accordingly. They also make physical adjustments in the environment, like moving equipment closer for students with mobility challenges. Some teachers use a one-on-one approach when needed to provide direct, personalized support. These actions help ensure that the learning experience truly matches each student's strengths and needs.

"I also assess the student first to know what kind of learner they are—whether they are visual, auditory, or bodily kinesthetic—so I can adjust my instructional materials accordingly..." (Teacher 2)

"Because nowadays, there are more hands-on activities, we encourage them to do these... I think that a one-on-one approach is really the solution when it comes to the problems I've encountered with instructional materials." (Teacher 3)

"I use large, bold print and colorful visuals. For the student who walks with difficulty, I put equipment closer to them so they don't need to move too far. I also use cones to mark safe zones where they can rest or take their turn." (Teacher 5)

The responses show that teachers carefully study and respond to the individual needs of differently-abled students. They do not apply one standard method for everyone. Instead, they adjust based on whether the student learns better through seeing, hearing, or doing. Teachers also physically arrange the space to make sure students are comfortable and safe. Sometimes, a one-on-one approach is used to give more direct help. These practices show that true inclusion is not just about allowing participation—it is about making real changes that fit what each differently-abled student needs to learn successfully.

Consistent with the responses, some teachers begin by identifying the students' learning styles, whether visual, auditory, or kinesthetic, so they can adjust accordingly. They also rearrange physical spaces or give one-on-one support to make sure students feel comfortable and safe. These actions reflect Tampubolon et al. (2023b), who promoted universal design and personalized learning strategies to support all students. Likewise, Kristina et al. (2025) emphasized that proper planning, collaboration, and physical adjustments are key parts of effective inclusive teaching. This confirms that inclusion is most successful when teachers actively respond to individual needs through tailored strategies and thoughtful classroom adjustments.

Lack of Facilities and Equipment. This sub-theme focuses on the challenges caused by the lack of proper equipment and resources for differently-abled students in PE. Some teachers shared that even though online resources and personal materials are available, real equipment suited for differently-abled students is often missing. Teachers are expected to conduct PE classes but sometimes have to buy equipment themselves or adjust using regular tools, which are not always safe or effective for differently-abled learners.

"Lack of facilities and equipment is a challenge for PE teachers. You're expected to conduct PE activities, but you don't have the necessary equipment, or the school can't provide them. We often end up buying them ourselves. Also, most of the equipment is not designed for students with disabilities. For example, I had a student with visual impairment who couldn't see the basketball ring, so he wasn't able to shoot." (Teacher 2)
"There are no available resources and facilities for inclusive physical activities. The teacher in this inclusion section has no enough training for this program." (Teacher 4)

The responses show that the lack of proper facilities and adapted equipment makes it harder for differently-abled students to fully participate in PE classes. Teachers want to include everyone, but without the right tools, they are limited in what activities they can offer. Many have to spend their own money or find ways to adjust using regular equipment that may not be suitable. This creates unequal learning experiences where differently-abled students cannot develop their skills as much as they should. It also puts extra pressure on teachers, who feel unsupported in creating an inclusive environment.

Backing up these responses, studies have shown that the lack of inclusive facilities and adapted equipment continues to hinder full participation in physical education. Simorangkir (2021) emphasized that many inclusive schools still lack the infrastructure needed to support differently-abled students effectively. Similarly, Awoma and Gabriel (2017) highlighted that limited PE equipment negatively impacts the quality of instruction and restricts learning opportunities. In addition, Musonda (2023) noted that the burden often falls on

teachers, who are forced to purchase or improvise resources to meet their students' needs.

Inappropriate Spaces and Areas. This sub-theme highlights the difficulty caused by physical spaces that are not suited for inclusive PE activities. Teachers mentioned that although many classrooms now have TVs and better materials for instruction, outdoor spaces often lack shade, enough room, or important visual aids. These issues especially affect differently-abled students who have mobility or visual challenges. Without proper spaces, differently-abled students may get tired faster, feel uncomfortable, or have trouble participating safely in PE activities.

"Actually, there aren't many challenges because most of the resources are already available. It's just a matter of finding accessible resources. Almost everything is already online, especially for PE activities." (Teacher 1)
"Here in Lutucan, it's not really that noticeable or affecting because almost all the classrooms have TVs, and the teachers are capable of creating their own modules. So, the lack of facilities doesn't really have much of an impact." (Teacher 3)

"Sometimes, we don't have enough space or shaded areas. The student who walks slowly gets tired fast when the sun is strong. Also, we don't have extra visual aids like projectors or large posters to help far-sighted learners." (Teacher 5)

The responses show that while classroom resources have improved, many outdoor PE spaces are still not designed for differently-abled students. The lack of shaded areas and enough safe space makes physical activities harder for those who move slowly or get tired easily. The absence of outdoor visual aids also makes it difficult for far-sighted students to follow activities. This limits full participation and can discourage differently-abled students from enjoying or staying active in PE classes. Even if teachers are resourceful indoors, proper outdoor facilities are still needed to support full inclusion.

These observations are echoed by research showing that while classroom resources have improved, outdoor facilities often remain a barrier to full inclusion. Simorangkir (2021) highlighted that many inclusive schools still lack the necessary infrastructure to fully support students with disabilities, particularly in physical education settings. Similarly, Musonda (2023) emphasized that the absence of adequate outdoor spaces, such as shaded areas and proper playfields, can limit participation and cause physical strain for students with mobility challenges. Additionally, Diana et al. (2022) stressed the importance of adaptive visual aids and specialized resources to ensure that all students, including those with visual impairments, can effectively engage in physical activities.

Limited Facilities Result in Limited Participation. This sub-theme explains how the lack of complete facilities and resources limits the participation of differently-abled students in PE. Teachers shared that without proper equipment, safe spaces, or visual tools, it becomes harder to modify activities to fit all learners. As a result, differently-abled students have fewer chances to fully engage in PE tasks. Teachers must be more creative, but even creativity has limits when important tools and spaces are missing. When resources are available, participation improves greatly; when they are missing, students are left out or struggle to participate meaningfully.

"If resources and facilities are lacking, we teachers are limited in how well we can modify activities, ensure safety, and promote full participation — which weakens the overall effectiveness of inclusive PE..." (Teacher 1)

"When resources and equipment are complete, there's a higher chance that students will learn more and that children with disabilities will be more engaged... But because of the lack of resources, their participation becomes limited." (Teacher 2)

"It's a big advantage that we have resources like an LCD or TV because it makes it easier for them to

visualize examples, and they can relate more easily, even if they're unable to perform a physical activity."(Teacher 3)

"Resources and facilities play a big role for the successful implementation of inclusive physical education, but unfortunately we have no available facilities and resources."(Teacher 4)

"Limited materials mean I have to be more creative. If we had better visuals and safer flooring, the student who struggles to walk would feel more comfortable. And the far-sighted student would join easier if instructions were more visible."(Teacher 5)

The responses clearly show that limited resources and facilities directly affect how differently-abled students can participate in PE. Without proper tools like visuals, safe spaces, or adaptive equipment, teachers have to limit activities or make students adjust more than they should. While some teachers try to be creative, this cannot fully replace the importance of complete and proper resources. When good materials like TVs, projectors, or safer sports areas are available, it becomes easier for differently-abled students to understand, join, and enjoy PE activities. Limited facilities create unfair barriers that stop full participation and slow down the success of inclusive education.

Simorangkir (2021) emphasized that inclusive PE cannot be fully successful without adequate facilities and infrastructure, which are necessary to accommodate the different needs of learners. Similarly, Diana et al. (2022) explained that the absence of adapted equipment and safe spaces severely restricts the participation of differently-abled students in physical activities. Musonda (2023) also confirmed that limited facilities directly reduce student engagement and make it harder to deliver inclusive and effective PE programs.

Social Struggles. Social struggles refer to the difficulty differently-abled students experience in building friendships and interacting with classmates during PE classes. Even when teachers provide special attention, like one-on-one sessions, differently-abled students sometimes continue to feel isolated. Teachers pointed out that the real challenge is not just supporting students individually, but also making sure that their classmates respect, accept, and include them. Without a supportive environment from peers, students may feel like outsiders, lose interest, and become even more isolated. Teachers emphasized that respect from classmates is critical because real inclusion cannot be achieved by teacher efforts alone; it must be shared by the whole class.

"Sometimes students with disabilities often have their own world, sometimes even if I say we'll have a one-on-one session, after the session, the real problem still arises. That's why, as I mentioned earlier, respect from their classmates really needs to be practiced, because I know that there's only a 30% chance that it could happen..."(Teacher 3)

The teachers' experiences show that building social inclusion is one of the hardest parts of inclusive PE. Even if a differently-abled student is given individual attention, if the classmates still act differently toward them, the student feels emotionally left out. This highlights that inclusion is more than giving support; it is about changing the class culture. Teachers must teach students to respect differences and practice kindness. Without peer acceptance, differently-abled students may continue to experience loneliness and avoid participating, even when physical barriers are removed. True inclusion only happens when all students feel they belong emotionally and socially, not just physically.

In support of the responses, differently-abled students often struggle emotionally in inclusive PE settings, particularly when they feel different or left out. Teachers observed that low confidence and discouragement can lead students to withdraw from activities, even if modifications are provided. This connects with Jaminal (2019), who found that emotional and relational motivation are key to maintaining student engagement, especially in terms of belonging and participation. Similarly, Çali et al. (2024) emphasized that students feel more engaged when they are in emotionally supportive environments that value inclusion and empathy. When activities are adapted to match students' abilities, their motivation and confidence grow,

reinforcing their sense of self-worth. This confirms that addressing emotional needs is essential for motivating differently-abled students and encouraging long-term engagement in PE.

Self-esteem dilemma. The self-esteem dilemma refers to the emotional challenge differently-abled students face when they feel less capable compared to their classmates. Teachers noticed that these students are often aware of their physical limitations and that this awareness can make them shy, lose motivation, or avoid participating in PE activities. Teachers responded by adjusting the activities, such as slowing down the pace or using smaller groups, to help differently-abled students experience success. This way, students could rebuild their confidence and feel proud of their achievements instead of focusing on their differences. Addressing self-esteem issues is important because it affects not just participation in PE but also the students' overall emotional health and willingness to stay active in school.

"Usually, these are the kinds of students who easily lose confidence and are hard to motivate, because sometimes it's unavoidable for them to feel different. To address this, I give them activities that match their abilities." (Teacher 2)

"The student who has difficulty walking sometimes feels left behind during fast-paced games. I slow down the activity or use small-group tasks." (Teacher 5)

The teachers' experiences highlight that differently-abled students' emotional reactions must be carefully considered in inclusive PE. Students' feelings of sadness, frustration, or embarrassment can lead them to withdraw from activities, which affects not only their physical fitness but also their sense of belonging at school. Adjusting activities to allow students to achieve success — even small achievements — plays a major role in protecting and rebuilding their self-esteem. When differently-abled students feel successful, they are more motivated, feel proud of their progress, and develop a stronger sense of self-worth. If left unaddressed, self-esteem issues can widen the gap between differently-abled students and their peers, making inclusion even harder to achieve.

In support of the responses, teachers recognize that emotional struggles like low self-esteem and lack of motivation are common among differently-abled students in PE. They address this by modifying activities, such as slowing down games or assigning tasks that match each student's ability, to help students feel included and capable. This approach reflects Jaminal's (2019) findings, which showed that motivation and a sense of belonging significantly influence student engagement and participation. Çali et al. (2024) also found that students in supportive environments with autonomy and empathy are more likely to stay involved and motivated. By creating small wins through thoughtful adjustments, teachers help students build confidence and take pride in their progress.

This shows that boosting emotional engagement through simple, ability-matched tasks is essential for strengthening self-worth and sustaining inclusion in PE.

Disruptive Behaviors. Disruptive behaviors in PE refer to times when differently-abled students unintentionally disturb lessons or activities because of their conditions.

Teachers shared that these disruptions, such as losing focus, making noise, or interrupting instructions, should not be seen as misbehavior but as natural challenges that come with their learning needs. Rather than punishing students, teachers explained that showing patience, kindness, and calm guidance is necessary to help the student stay included and feel supported. Managing disruptive behavior with understanding helps build trust, keeps the classroom positive, and encourages the emotional development of differently-abled students.

"There are times that the student with special needs makes distraction to class discussion and delivery of lesson. As teacher I have to address this situation with patience and kind heart." (Teacher 4)

The teachers' experiences show that handling disruptive behavior is a key part of making PE inclusive. Differently-abled students may behave differently because of cognitive, emotional, or sensory differences, and not because they intend to be disruptive. If teachers react with anger or exclusion, it can cause shame and further isolation. By staying patient and supportive, teachers send a message that mistakes and differences are accepted, helping differently-abled students to feel safe and continue learning how to behave appropriately in group settings. This approach not only protects the dignity of the student causing the disruption but also models acceptance and understanding for the entire class.

In line with the teachers' insights, managing disruptive behavior through patience and understanding is an important part of inclusive PE. Teachers shared that reacting harshly to challenging behavior can lead to further isolation, while a kind, patient approach helps students adjust without shame. This approach reflects the findings of Çali et al. (2024), who showed that emotionally safe learning environments boost student participation and cooperation. Mosito (2023) also supported this view, noting that guided participation and respectful teacher responses foster deeper student engagement. When disruptive behavior is met with empathy rather than exclusion, students are more likely to feel safe, learn appropriate behavior, and stay connected with the group. This shows that behavior management in inclusive settings must be rooted in compassion to support both learning and emotional growth.

Positive Reinforcement. Positive reinforcement in PE refers to the strategies teachers use to encourage differently-abled students to participate actively and confidently in activities. Teachers shared that motivation is very important for differently-abled learners, especially because they often feel hesitant or unsure about joining activities. Teachers use different forms of positive reinforcement, such as praising students for their effort, offering small rewards like plus points, giving early breaks, or celebrating small achievements. Positive reinforcement also includes simple actions like assigning leadership roles to differently-abled students, helping them feel important and recognized. By consistently recognizing efforts, not just success, teachers make students feel valued and motivate them to participate more. Positive reinforcement helps differently-abled students build confidence, stay motivated, and experience the joy of inclusion without feeling pressured or compared to others.

"First and foremost, for those with disabilities or difficulties, you really need to motivate them and never make them lose confidence. We need to support the student and be there for them to boost their confidence.

Through motivation, we should ask them if they feel comfortable and how they are feeling..."(Teacher 1)

"Here, I give positive reinforcement or rewards to encourage those who are unwilling to move or difficult to instruct, especially in PE activities that they need to complete or accomplish..."(Teacher 2)

"Plus points are really what the kids want. When you encourage the students, you need to tell them that they will earn plus points... or if not, they might get an earlier water break or an additional 10-minute recess..."(Teacher 3)

"We have to praise and give reward to the participation of learner..."(Teacher 4)

"I give simple roles and praise them. For example, I made the slow-walking student the 'referee' in one game, which made them feel proud..."(Teacher 5)

The responses show that positive reinforcement is a very powerful tool for encouraging differently-abled students to stay active and confident in PE. By focusing on effort rather than just physical ability, teachers help students feel proud of their involvement, even if they cannot perform exactly like others. Tangible rewards, verbal praise, special roles, and celebrating small wins help students see that they are valued members of the class. Positive reinforcement not only boosts the student's mood and confidence but also creates a classroom environment where every small effort is recognized. This approach builds motivation from the inside and supports emotional growth, encouraging differently-abled students to participate consistently, overcome hesitation, and feel connected to the class.

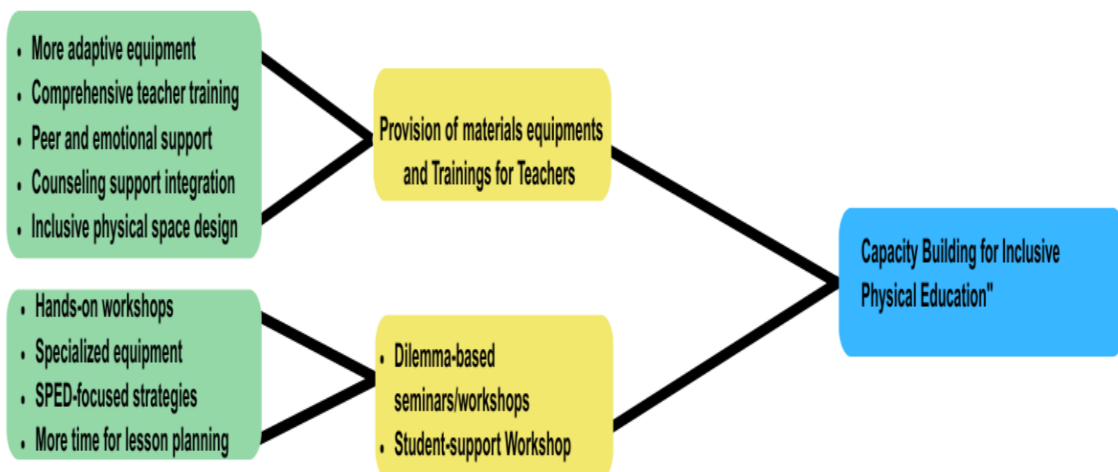
Consistent with teacher practices, positive reinforcement, such as praise, rewards, and special roles, is a powerful motivator for differently-abled students in PE. These strategies help students feel proud of their efforts, even if they perform tasks differently. This aligns with Zeedan (2024), who found that using experiential and personalized learning strategies, such as peer roles and encouragement, improves student engagement and confidence. Jaminal (2019) further confirmed that motivation- based strategies play a vital role in sustaining student participation and building self- esteem. Recognizing small successes helps students stay motivated and feel like valued members of the group. This reinforces that positive reinforcement not only supports participation but also nurtures students' emotional connection to the class.

Theme 3. Capacity Building for Inclusive Physical Education

Building the capacity of teachers and schools is essential to successfully deliver inclusive physical education (PE). Capacity building means giving teachers not only the right mindset but also the proper tools, materials, training, and support systems they need to teach differently-abled students effectively. As Saiz-González et al. (2025) emphasized, the lack of adapted resources and specialized teacher training limits the success of inclusive PE programs. Teachers shared that without enough adapted equipment, visual tools, specialized training, and proper facilities, they find it very hard to adjust lessons meaningfully and encourage active participation. They emphasized that professional development must go beyond general seminars; it should offer dilemma- based workshops that focus on solving real problems teachers face in inclusive PE.

According to Simorangkir (2021), continuous professional development tailored to real classroom challenges strengthens teachers' confidence and skills in inclusive education. Teachers also stressed the need for student-support workshops that teach practical strategies for guiding and encouraging differently-abled learners in social, emotional, and physical aspects. True capacity building is not just about physical resources but also about preparing teachers with confidence, flexibility, and real-world solutions that help them create safe, motivating, and fully inclusive PE environments. The collective responses highlight that inclusion will only succeed if teachers are continuously empowered with the knowledge, skills, and tools they need to handle the diverse needs of all students.

Figure 4. Capacity Building for Inclusive Physical Education



Provision of Materials, Equipment, and Trainings for Teachers. Provision of materials, equipment, and proper training for teachers is very important in making inclusive PE effective and meaningful. Teachers shared that it is not enough to just have passion; they need the right tools, enough training, and continuous support from the school and government. Without enough adapted equipment, visual materials, or specialized training, teachers struggle to fully meet the needs of differently-abled students. Teachers stressed that inclusive PE becomes more successful when schools provide adapted physical education programs, better-designed learning areas, and training on handling different types of disabilities. They also emphasized that collaboration between teachers, guidance counselors, and peers is essential to building a strong support system. When students have both motivated teachers and a friendly peer group, their emotional and social experiences in PE improve greatly.

"We should not make the child feel that they are different... when they have friends with them, aside from the teachers who motivate them, they also have friends who support them emotionally." (Teacher 1)

"The school or the government needs to provide all the necessary equipment to cater to all differently-abled students... Secondly, the government should provide training for PE teachers..." (Teacher 2)

"There should be adapted physical education in school facilities and resources for this program inside the school... enough training for the teacher for adapted PE class." (Teacher 4)

"We need better-designed activity areas, more visual tools, and enough time to prepare inclusive tasks." (Teacher 5)

The teachers' responses show that for true inclusion to happen, teachers must be properly equipped and trained. While passion and dedication help, without the right tools — like adapted equipment, safe spaces, and customized materials — it becomes difficult to create meaningful experiences for differently-abled students. Trainings must be continuous and focused specifically on inclusion techniques, because understanding different types of disabilities and learning how to adjust PE activities are skills that must be developed. When teachers feel supported through materials and education, they are more confident and able to handle the diverse needs of their students, creating a more positive, inclusive PE environment.

In support of the responses, teachers stressed the need for proper training, adapted equipment, and inclusive facilities to effectively implement inclusive PE. This is backed by Lapeña et al. (2023), who found that the lack of materials and school resources limits inclusive education. Tampubolon et al. (2023) emphasized that professional development equips teachers with the right skills to handle diverse student needs. Yeni and Rindaningsih (2023) also noted that teacher readiness, along with structured environments, enhances inclusive classroom practices. The request for training in adapted PE is consistent with these findings. Teachers also highlighted the emotional side of inclusion, pointing out how friendships and encouragement help differently-abled students feel supported. Jaminal (2019) supported this, showing that relationship motivation boosts engagement and participation. These studies show that true inclusion in PE depends on both teacher support systems and emotional connection among students.

Dilemma-Based Seminars/Workshops. Dilemma-based seminars and workshops are training sessions designed to prepare teachers to handle the real-life challenges they face when teaching differently-abled students. Teachers explained that while seminars exist, many focus only on general education or SPED teachers, leaving regular PE teachers without enough guidance. Teachers asked for more intensive workshops — lasting several days — with excellent speakers, both local and international, who can provide deeper knowledge and techniques. They believe that training should focus on solving actual dilemmas encountered in real PE settings, like how to assist a student with mobility challenges or how to modify tasks fairly for all students. They also pointed out that financial and material support should be part of these programs to make the training practical and applicable in real schools.

"Aside from seminars, the training workshops are really important. Also, it's good nowadays to focus on

learning because the trends in education are constantly changing..."(Teacher 1)

"We need strenuous training, maybe a 5-day training workshop... excellent speaker, preferably both international and national..."(Teacher 2)

"Training, seminars, and workshops are important because, in real life, there's really not much of it. All the training these days is focused on normal students..."(Teacher 3)

The responses show that one-time or shallow training sessions are not enough to prepare PE teachers for inclusive education. Teachers want deep, focused, dilemma-based workshops where they can learn practical solutions to the daily problems they face in the classroom. Continuous and realistic training would help teachers feel more prepared, supported, and confident when handling students with different needs. Real-world examples, demonstrations, and problem-solving activities should be part of these workshops to make the training meaningful and useful.

Based on the teachers' responses, effective inclusive PE requires more than just short seminars; it demands hands-on, practical training. Teachers shared that they need longer workshops with real-life examples and expert-led sessions to prepare for everyday challenges in inclusive classrooms. This is supported by Sari et al. (2023), who found that targeted training and professional support help teachers build the confidence needed to teach inclusively. The study highlighted that without proper training, teachers often feel unprepared to meet the needs of differently-abled students. Teachers also expressed that most current training focuses only on typical learners, leaving gaps in inclusive practices. They believe realistic, skills-based training is essential for dealing with real classroom situations. These findings show that deep, practical training is key to helping PE teachers successfully support all learners.

Student-Support Workshops. Student-support workshops refer to training programs that teach teachers how to create activities and support systems that directly help differently-abled students in PE. Teachers explained that while many workshops focus on teaching content, there should also be special workshops focused on practical strategies for supporting students emotionally, socially, and physically. They suggested workshops on assisting students with vision and mobility challenges, using simple but effective visual tools, adapting spaces, and creating supportive peer groups. Teachers stressed that the goal is not only to teach PE activities but also to make sure that differently-abled students feel safe, supported, and included in every lesson.

"Seminar training upgrading office skills and teaching strategies for special teacher for adapted physical education program."(Teacher 4)

"Training about how to assist students with mobility and vision challenges would really help. We also need visual tools like large print charts, and simple equipment for low-impact activities."(Teacher 5)

The responses show that helping differently-abled students succeed requires more than adjusting lessons; it also involves emotional and social support. Student-support workshops can help teachers learn how to design PE lessons that are safe, welcoming, and encouraging for all students, especially those with challenges in mobility, vision, or social skills. These workshops would teach how to use supportive techniques like buddy systems, simple adapted materials, and personalized praise to help differently-abled students feel fully included.

In line with the teachers' suggestions, supporting differently-abled students in PE requires more than just modified activities—it also calls for training that builds social, emotional, and instructional skills. This is supported by Yeni and Rindaningsih (2023), who found that inclusive classroom management is more effective when teachers are well-prepared and use structured, positive strategies. Workshops that focus on emotional support, like buddy systems and personalized praise, can help students feel more secure and included. Teachers also need tools that make learning accessible without making students feel singled out. These suggestions reflect the need for a more holistic approach to inclusion—one that addresses both physical and emotional needs. These findings show that practical, socially focused training helps create inclusive PE environments where all students

can participate and feel valued.

Part IV. Output of the Study

The output of the study is a policy guideline titled Access to Success: Policy Guidelines for Strengthening Inclusive PE. This set of guidelines was developed for schools, Physical Education (PE) teachers, administrators, and allied professionals committed to creating inclusive and equitable PE environments. It emerged in response to the study's findings on the persistent challenges faced by educators, particularly the lack of inclusive instructional materials, inadequate facilities, and difficulties in maintaining engagement among differently-abled learners. The purpose of the policy is to provide clear, structured, and actionable guidance to help schools design and deliver PE programs that are fair, enjoyable, and accessible to all students, regardless of their abilities.

The policy promotes a deepened understanding of inclusive PE by outlining core principles and specific implementation strategies. It includes detailed sections on assessment and individualized planning, curriculum adaptation, instructional techniques, and staff training. Practical examples are embedded throughout the guidelines to help teachers adapt PE activities for students with hearing, visual, or physical impairments. A notable feature of the document is the inclusion of a Physical and Functional Assessment Tool, which helps schools identify student needs and plan appropriately.

The policy also offers sample lesson modifications, classroom strategies, and facility adjustments, ensuring that the content can be directly applied in real school settings.

The document aims to support long-term improvements in inclusive Physical Education by promoting a collaborative, data-informed, and student-centered approach. Teachers are encouraged to engage parents and students in the planning process, apply universal design for learning (UDL) principles, and use low-cost solutions to increase accessibility. Emphasis is placed on peer support, teamwork, and inclusive groupings to foster a sense of belonging. One of the key components of the policy is the creation of a school-based Inclusive PE Action Plan, supported by tools for monitoring and evaluation. Through periodic review and shared responsibility, the policy ensures that inclusive practices are not only implemented but sustained. Ultimately, this policy provides a roadmap for schools to lead inclusive, respectful, and engaging PE programs that recognize and celebrate the diversity of all learners.

Summary of Findings

From the results and discussion, the following findings are presented.

1. Inclusive physical education uses different strategies to support differently-abled students. For instructional delivery, teachers give simple instructions, show examples, and use pictures or videos to help all students understand. They also change the activities to match each student's ability so everyone can join and enjoy the lesson. In using strategies for engaging students, teachers give choices, use group work, and let classmates help each other. They also give praise, small rewards, or special roles to make students feel confident and motivated. For assessment and feedback, teachers look at each student's effort and improvement, not just the final output. They observe students, ask classmates for feedback, and write notes to understand how each one is learning. In classroom management, teachers make clear and fair rules, explain why they are important, and stay calm when problems happen. They remind students to be kind and respectful to differently-abled classmates so that everyone feels safe and welcome.
2. Inclusive physical education faces several challenges when it comes to supporting differently-abled students. In terms of instructional materials, many teachers do not have enough ready-made resources for differently-abled learners. They often need to adjust or create materials on their own, like making

texts bigger or adding pictures, which takes a lot of time and effort. For resources or facilities, they lack proper equipment or safe spaces for inclusive PE. Without the right tools or areas, differently-abled students may not be able to join fully, and teachers sometimes have to use their own money, which is not always possible. When it comes to student engagement, some differently-abled students feel shy or left out, even when teachers try to include them. If classmates don't show support, these students may lose interest or stop joining activities. It is important to build their self-confidence with both teacher guidance and peer acceptance so they feel motivated and included.

3. Teachers shared that inclusive physical education (IPE) needs proper tools, adapted equipment, and enough training to support students with different abilities. They said short seminars are not enough and asked for longer, hands-on workshops that focus on real classroom challenges. Teachers also want training that helps them support students emotionally and socially, not just physically. When teachers feel prepared and students feel included, PE becomes more meaningful and enjoyable for everyone.

Conclusions

The findings of the study have led the present researchers to the following conclusions. After analyzing the data, the current researchers arrived at the following conclusions.

1. Inclusive physical education classes use different strategies that help students with various abilities. Teachers give simple instructions, use pictures or videos, and change activities so everyone can join and enjoy. They encourage teamwork, offer choices, and give praise or rewards to keep students motivated and confident. When checking progress, teachers focus on effort and improvement, not just the final results. Clear rules and reminders about kindness help create a safe and respectful classroom for all students.
2. Despite these efforts, there are still challenges in inclusive physical education. Teachers often do not have enough ready-made materials and must spend time making or adjusting them. They lack proper equipment and safe spaces, which makes it harder for all students to participate fully. Sometimes teachers even spend their own money to get what is needed. Some students feel shy or left out when classmates don't support them, which shows the importance of building a supportive and inclusive community among students.
3. Teachers need more support through better training and proper tools to improve inclusive physical education. Short seminars are not enough; teachers want longer, hands-on workshops that focus on real classroom problems. Training should include ways to support students emotionally and socially, not just physically. When teachers are well-prepared and students feel included, physical education becomes more enjoyable and meaningful for everyone.

Recommendations

Based on the conclusions, the following recommendations are offered:

1. For PE Teachers, they can be given regular training to help them teach differently-abled students. They need more support in learning how to adjust lessons, manage the class, and assess students fairly. Schools should also provide ready-to-use teaching materials and better tools to check student progress. This will help teachers save time and focus more on making learning fun and inclusive for everyone.
2. Differently-Abled Students have the right equipment, safe spaces, and learning tools that fit their needs. They also need emotional support and encouragement from teachers and classmates to feel confident and included. Schools may create programs that help these students feel part of the group and enjoy participating in physical activities.
3. School Administrators have to make sure that teachers have the resources they need for inclusive PE.

This includes good facilities, enough equipment, and training programs. Administrators can also create clear rules and support systems that make the school a welcoming place for all students, no matter their abilities.

4. Future PE Teachers, Colleges and training centers should include lessons about inclusive education in their teaching programs. Future PE teachers need to learn how to handle different situations in the classroom and how to support students with various needs. Practice teaching should also include time spent working with students who have special needs, so new teachers are better prepared.
5. Future Researchers, they can continue studying how inclusion works in PE and how it affects students' learning and feelings. They can look into new ways to make students feel more involved, especially those who often feel left out. More research can help schools understand what works best and improve their programs.
6. Replication in other settings, this study can be done again in other schools or places to see if they face the same problems or have different experiences. By comparing results, we can learn more about how to improve inclusive PE in different areas and communities.
7. Replication Across Subjects, Similar research can also be done in other school subjects like art, music, or science. This will help find out if the same issues and solutions apply in other classes, and it can help schools build better inclusion in all parts of learning, not just PE.

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-The Researchers

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