

Instructional Limitations and Inclusive Practices in Physical Education for Students with Disabilities

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ABSTRACT: This study determined the level of instructional limitation and the extent of inclusive practices in Physical Education for students with disabilities, as well as the degree of usage of facilities and equipment and their significant relationships. Specifically, it examined instructional limitation in terms of curriculum adaptability, teacher preparedness and training, instructional strategies and teaching methods, and assessment and evaluation practices. It also assessed inclusive practices in terms of student participation and engagement, peer support and social inclusion, accommodation and modification of activities, and classroom management and inclusive learning environment. In addition, it evaluated the degree of usage of facilities and equipment in terms of availability of adapted facilities, accessibility and safety of physical spaces, adequacy of adaptive equipment and materials, and frequency and appropriateness of equipment use during PE classes. A descriptive-correlational research design was employed with 154 respondents. Mean, standard deviation, and Pearson correlation were used for data analysis. Findings revealed that instructional practices in Physical Education were generally rated as “Agree” to “Strongly Agree,” indicating a moderately to highly inclusive instructional environment. Inclusive practices were also generally rated “Agree” to “Strongly Agree,” with classroom management and peer support obtaining the highest ratings. The usage of facilities and equipment was found to be moderately to highly utilized, though some areas still require improvement, particularly in availability and adequacy. The study further revealed significant relationships between instructional limitation variables and inclusive practices, as well as between instructional factors and the degree of usage of facilities and equipment, with all p-values at 0.000. This led to the rejection of all null hypotheses, indicating that instructional practices and resource utilization are strongly interconnected in promoting inclusive Physical Education. The study concludes that improving curriculum adaptability, teacher preparedness, instructional strategies, assessment practices, and access to facilities and equipment will significantly enhance inclusive Physical Education for students with disabilities. It is recommended that schools strengthen teacher training, improve adaptive resources, and further develop inclusive PE programs to ensure equitable participation for all learners.

KEYWORDS: adaptive curriculum, adaptive equipment, assessment practices, inclusive education, inclusive practices, instructional limitation, instructional strategies, Physical Education, students with disabilities, teacher preparedness.

I. INTRODUCTION

Inclusive education has become a cornerstone of equitable and quality learning environments, particularly in the field of Physical Education (PE), where students with disabilities often encounter unique physical, social, and instructional challenges. Globally, inclusion in education is recognized not only as an educational reform agenda but also as a fundamental human right anchored in international declarations and national educational policies. Inclusive PE seeks to ensure that all learners, regardless of physical, sensory, intellectual, or developmental conditions, are given equal opportunities to participate in meaningful physical activities that contribute to their holistic development.

Physical education plays a vital role in promoting not only physical fitness but also socio-emotional growth, teamwork, self-confidence, and social inclusion. According to Ortlinghaus (2024), inclusive PE extends beyond the development of physical abilities and emphasizes the holistic well-being of learners through participation, interaction, and engagement. When effectively implemented, inclusive PE fosters empathy, cooperation, and respect for diversity while enhancing the psychological and emotional well-being of students with disabilities. However, despite these promising objectives, many educational institutions continue to struggle in implementing inclusive PE practices due to limited resources, insufficient teacher preparation, inaccessible facilities, and systemic instructional barriers.

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In the Philippine context, inclusive education is mandated by several national policies and legal frameworks. The 1987 Philippine Constitution recognizes the right of all citizens to quality education and mandates the State to make education accessible to all. Republic Act No. 7277, also known as the Magna Carta for Persons with Disability, ensures that persons with disabilities are provided equal access to education, including opportunities for participation in sports and physical activities. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, highlights learner-centered and inclusive education within the K–12 curriculums. Furthermore, Republic Act No. 11650, also known as the Inclusive Education Act, strengthens institutional support for learners with disabilities by promoting inclusive learning resource centers and specialized educational assistance. The Department of Education through DepEd Order No. 72, s. 2009, also institutionalized inclusive education as a strategy to increase participation rates and improve access to quality education among learners with special needs.

Within the local context of the Division of Catanduanes, the implementation of inclusive Physical Education (PE) was challenged by limited financial resources, inadequate infrastructure, and varying levels of awareness regarding disability inclusion. Teachers experienced difficulties in adapting PE activities due to insufficient training, limited adaptive equipment, and inadequate institutional support. Additionally, large class sizes, curriculum constraints, and inaccessible sports facilities hindered the effective participation of students with disabilities. Despite these challenges, some schools implemented localized strategies to support inclusive PE. These conditions highlighted the need to examine the instructional limitations, inclusive practices, and the usage of facilities and equipment as the basis for developing a localized intervention program.

Moreover, although international literature extensively discusses adaptive teaching strategies and inclusive PE practices, there remains a limited body of empirical research specific to the Philippine setting, particularly in rural area such as Catanduanes. Existing studies often fail to account for the unique cultural, infrastructural, and curricular realities encountered by Filipino educators (Ortlinghaus, 2024; Reyes & Santos, 2023). Similarly, the role of community participation, local government support, parent involvement, and grassroots initiatives in sustaining inclusive PE programs remains underexplored (Jardinez & Natividad, 2024; Garcia & Lim, 2022). Furthermore, there is a scarcity of correlational studies examining the relationship between instructional limitations and the implementation of inclusive practices in physical education. Most studies treat these variables independently without investigating how challenges such as limited teaching adaptability, inadequate resources, and insufficient institutional support directly influence the success of inclusive PE programs (Lee & Park, 2022; Villanueva & Torres, 2024; Block et al., 2021). Addressing these research gaps is essential in developing localized interventions and evidence-based educational reforms.

Hence, this study seeks to examine the instructional limitations and inclusive practices in physical education for students with disabilities in the Division of Catanduanes. Specifically, it aims to determine the instructional barriers encountered by PE teachers, assess the inclusive practices currently implemented in schools, and analyze the relationship between instructional limitations and inclusive educational practices. Through this investigation, the study intends to contribute to the development of a localized intervention plan or program that promotes equitable, sustainable, and meaningful inclusive physical education.

Research Question

Providing quality Physical Education (PE) for students with disabilities required addressing instructional limitations, implementing inclusive practices, and ensuring the availability and appropriate use of facilities and equipment. Understanding how these factors interacted was essential in promoting equitable and effective inclusive Physical Education. Hence, this study aimed to determine the level of instructional limitations, the extent of inclusive practices, and the degree of usage of facilities and equipment in Physical Education for students with disabilities in the Division of Catanduanes. It also sought to examine the significant relationships among these variables as the basis for developing a localized intervention program. Specifically, this study sought to answer the following questions:

1. What is the level of instructional limitation in Physical Education for students with disabilities in terms of:
 - 1.1 curriculum adaptability;
 - 1.2 teacher preparedness and training;
 - 1.3 instructional strategies and teaching methods; and
 - 1.4 assessment and evaluation practices?
2. What is the extent of inclusive practices in Physical Education for students with disabilities in terms of:
 - 2.1 student participation and engagement;
 - 2.2 peer support and social inclusion;
 - 2.3 accommodation and modification of activities; and
 - 2.4 classroom management and inclusive learning environment?
3. What is the degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of:

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- 3.1 availability of adapted facilities;
 - 3.2 accessibility and safety of physical spaces;
 - 3.3 adequacy of adaptive equipment and materials; and
 - 3.4 frequency and appropriateness of equipment use during PE classes?
4. Is there a significant relationship between the level of instructional limitation and the extent of inclusive practices in Physical Education for students with disabilities?
5. Is there a significant relationship between the extent of inclusive practices in Physical Education and the degree of usage of facilities and equipment in Physical Education for students with disabilities?
6. Is there a significant relationship between the level of instructional limitation and degree of usage of facilities and equipment in Physical Education for students with disabilities?
7. What localized intervention program or plan may be proposed to promote and enhance inclusive Physical Education for students with disabilities?

II. SCOPE AND LIMITATION OF THE STUDY

This study focused on determining the level of instructional limitations, extent of inclusive practices, and degree of usage of facilities and equipment in Physical Education for students with disabilities in the Division of Catanduanes during School Year 2026–2027. The study was conducted in selected schools within Zone 1 and Zone 2 of the Division of Catanduanes. The respondents were Junior High School Physical Education teachers handling Grades 7 to 10 classes with students with disabilities. The students with disabilities covered in the study included those with physical disabilities and other types of disabilities that affected their participation and performance in Physical Education and required appropriate accommodations, modifications, or inclusive interventions.

The study employed a quantitative descriptive-correlational research design. The descriptive component was used to determine the level of instructional limitations, extent of inclusive practices, and degree of usage of facilities and equipment, while the correlational component was used to determine whether significant relationships existed among these variables. This design was appropriate because the study sought to examine the existing conditions and relationships among the identified variables without manipulating them.

The respondents were selected through purposive sampling, a non-probability sampling technique. This sampling technique was used because the study specifically required Physical Education teachers who had direct experience teaching classes that included students with disabilities. Only teachers who met the established inclusion criteria were included as respondents in the study.

The study covered three major areas. First, instructional limitations were examined in terms of curriculum adaptability, teacher preparedness and training, instructional strategies and teaching methods, and assessment and evaluation practices. Second, inclusive practices in Physical Education were assessed in terms of student participation and engagement, peer support and social inclusion, accommodation and modification of activities, and classroom management and inclusive learning environment. Third, the usage of facilities and equipment was examined in terms of availability of adapted facilities, accessibility and safety of physical spaces, adequacy of adaptive equipment and materials, and frequency and appropriateness of equipment use during Physical Education classes. The study also determined the significant relationships among the three major variables as bases for the development of a localized intervention program.

Data were gathered using a researcher-made, structured questionnaire with Likert-scale items. The instrument was administered only to qualified Physical Education teacher-respondents within the identified locale. The study focused exclusively on Physical Education and did not include instructional practices, barriers, facilities, or equipment related to other academic subjects.

The study was delimited to the selected schools in Zones 1 and 2 of the Division of Catanduanes and to Physical Education teachers who handled classes with students with disabilities. It did not include teachers who did not teach classes involving students with disabilities, students as respondents, or schools outside the identified zones. The study was also limited to the identified dimensions of instructional limitations, inclusive practices, and facilities and equipment usage. Other possible instructional barriers, such as administrative, financial, parental, technological, or community-related barriers, were not examined unless they were directly reflected in the identified variables of the study. Likewise, the study did not assess the personal teaching methodologies or practices of teachers in regular classes that did not include students with disabilities.

Furthermore, the study did not attempt to diagnose or classify the disabilities of students, evaluate individual student medical conditions, or measure students' academic performance in subjects other than Physical Education. The findings were based on the perceptions and responses of the qualified Physical Education teachers and were therefore interpreted within the context of

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the selected schools, respondents, variables, and School Year 2026–2027. The results served as the basis for proposing a localized intervention program aimed at promoting and enhancing inclusive Physical Education for students with disabilities in the Division of Catanduanes.

FRAMEWORK

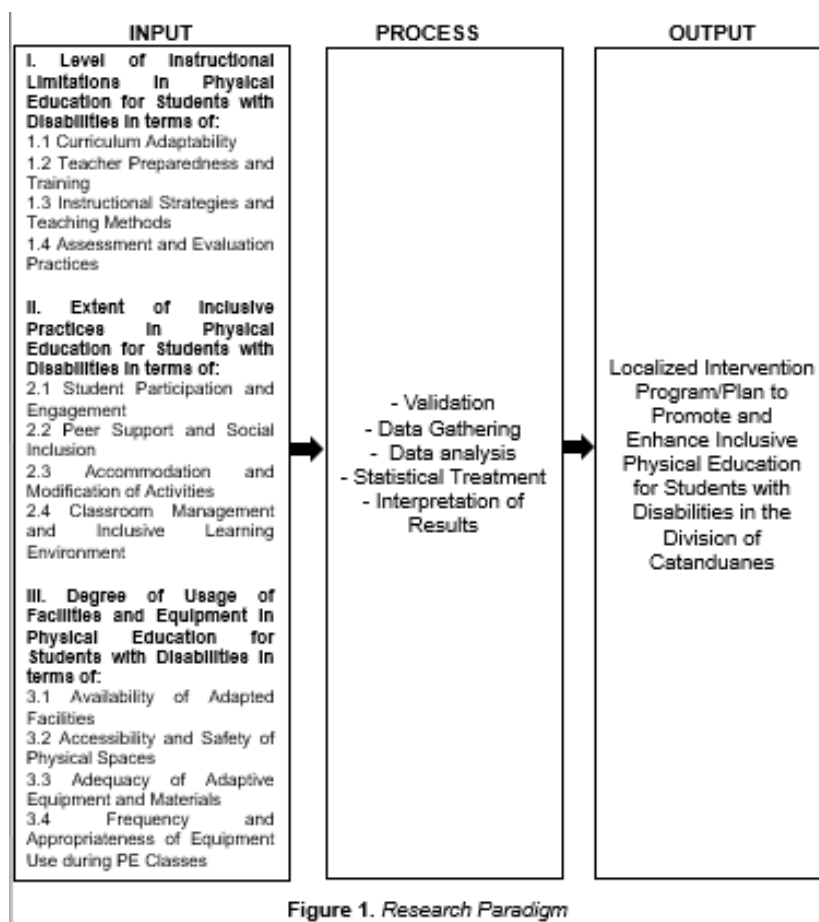


Figure 1. Research Paradigm

This study utilized the Input-Process-Output (IPO) Model to present the conceptual framework that guided the investigation of instructional limitations, inclusive practices, and the usage of facilities and equipment in Physical Education for students with disabilities in the Division of Catanduanes. The framework illustrates the systematic process employed by the researcher in gathering, analyzing, and interpreting data to determine the existing conditions and relationships among the identified variables. The findings of the study served as the basis for developing a localized intervention program aimed at promoting and enhancing inclusive Physical Education for students with disabilities.

The Input consists of the essential components considered in the study, including: (1) the level of instructional limitations in Physical Education in terms of curriculum adaptability, teacher preparedness and training, instructional strategies and teaching methods, and assessment and evaluation practices; (2) the extent of inclusive practices in Physical Education in terms of student participation and engagement, peer support and social inclusion, accommodation and modification of activities, and classroom management and inclusive learning environment; and (3) the degree of usage of facilities and equipment in Physical Education in terms of availability of adapted facilities, accessibility and safety of physical spaces, adequacy of adaptive equipment and materials, and frequency and appropriateness of equipment use during PE classes.

The Process involves the procedures undertaken by the researcher, including data gathering through the administration of questionnaires, organization and analysis of collected data, and statistical interpretation to determine the levels of the identified variables and the significant relationships among instructional limitations, inclusive practices, and facilities and equipment utilization.

The Output of the study is the proposed localized intervention program/plan designed to address identified instructional limitations, strengthen inclusive practices, and improve the utilization of facilities and equipment in Physical Education. This intervention aims to support teachers and schools in creating a more accessible, supportive, and inclusive learning environment for students with disabilities in the Division of Catanduanes.

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Research Design

This study utilized a descriptive-correlational quantitative research design. The descriptive method was employed to determine the level of instructional limitations, the extent of inclusive practices, and the degree of usage of facilities and equipment in Physical Education for students with disabilities in the Division of Catanduanes. The correlational method was used to examine the significant relationships among these variables.

According to Bhandari (2020), quantitative research involves the systematic collection and analysis of numerical data to identify patterns, measure variables, evaluate relationships, and generalize findings to a larger population. In this study, quantitative data were gathered through a structured survey questionnaire administered to the respondents.

The descriptive-correlational design was appropriate because it enabled the researcher to describe the existing conditions of instructional limitations, inclusive practices, and the use of facilities and equipment in inclusive Physical Education without manipulating any variables. It also allowed the researcher to determine whether significant relationships exist among these variables. The findings of the study served as the basis for developing a localized intervention program to enhance the implementation of inclusive Physical Education for students with disabilities in the Division of Catanduanes.

As explained by Caparas (2023), descriptive-correlational research is used to describe current conditions and examine the relationships among variables without altering the natural setting. This design is appropriate for studies that seek to understand existing educational practices and determine associations among identified variables.

Research Instrument

A researcher-made questionnaire was used as the main data-gathering tool to assess the instructional limitations, inclusive Physical Education practices, and usage of facilities and equipment for students with disabilities in the Division of Catanduanes. The questionnaire was designed in alignment with the study's Statement of the Problem and consisted of three parts corresponding to the major variables of the study.

Part I assessed the level of instructional limitations in terms of curriculum adaptability, teacher preparedness and training, instructional strategies and teaching methods, and assessment and evaluation practices. Part II assessed the extent of inclusive practices in terms of student participation and engagement, peer support and social inclusion, accommodation and modification of activities, and classroom management and inclusive learning environment. Part III assessed the degree of usage of facilities and equipment in terms of availability of adapted facilities, accessibility and safety of physical spaces, adequacy of adaptive equipment and materials, and frequency and appropriateness of equipment use during Physical Education classes. The data gathered from the three parts were used to determine the relationships among the identified variables and served as the basis for the proposed localized intervention program.

A four-point Likert scale was used to rate the statements in the questionnaire. A score of 4 (3.26–4.00) was described as Agree and interpreted as Very High Level, Very High Extent, or Very High Degree, depending on the variable measured. A score of 3 (2.51–3.25) was described as Agree and interpreted as High Level, High Extent, or High Degree. A score of 2 (1.76–2.50) was described as Disagree and interpreted as Low Level, Low Extent, or Low Degree, while a score of 1 (1.00–1.75) was described as Disagree and interpreted as Very Low Level, Very Low Extent, or Very Low Degree. The Agree/Disagree descriptions were retained for consistency with the presentation of results in Chapter 4, while the interpretation provided the specific meaning of the responses in terms of the level of instructional limitations, extent of inclusive practices, and degree of usage of facilities and equipment.

Data Gathering

The process of data collection involved systematically gathering and measuring information on variables relevant to the study to address the stated research questions, test hypotheses, and evaluate outcomes. The study began with the preparation and approval of the research proposal. Upon receiving approval, the researcher proceeded with the necessary steps to implement the data-gathering procedures outlined in the methodology.

The primary instrument utilized in this study was a structured survey questionnaire designed in a Likert-scale format. This questionnaire was divided into two parts. Part I assessed the instructional barriers encountered in inclusive physical education, specifically in terms of teaching adaptability and resource availability. Part II evaluated the inclusive education practices implemented by PE teachers, with emphasis on student engagement and the achievement of learning outcomes.

Prior to data collection, the researcher secured permission by submitting a letter of request to the Schools Division Superintendent of the Division of Catanduanes, who issued recommendation letters for the conduct of the study. These were attached to the request submitted to the school supervisor. Thereafter, letters requesting approval to conduct the study and administer the questionnaires were sent to the principals of the participating schools.

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Additionally, separate letters were provided to the teacher-respondents requesting their cooperation and assuring them that all information collected would be treated with the highest level of confidentiality and used solely for academic purposes.

Once the data collection was completed, the researcher classified, statistically analyzed, interpreted, and presented the results in quantitative form. The findings were used to draw conclusions and formulate recommendations. Finally, the research output was compiled, finalized, and presented to the panel of examiners for evaluation.

Statistical Treatment

The data gathered from the respondents were organized, tabulated, and analyzed using appropriate statistical tools. Mean was used to determine the level of instructional limitations, extent of inclusive practices, and degree of usage of facilities and equipment in Physical Education for students with disabilities. The mean scores were interpreted using the four-point Likert scale established in the research instrument.

Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine whether significant relationships existed among the three major variables of the study. Specifically, Pearson r was used to test the relationship between (1) instructional limitations and inclusive practices, (2) inclusive practices and usage of facilities and equipment, and (3) instructional limitations and usage of facilities and equipment. The null hypotheses were tested at the 0.05 level of significance.

The statistical treatment was therefore limited to Mean and Pearson r , consistent with the descriptive and correlational nature of the study. No t-test or other test of significant difference was employed because the study did not examine differences between demographic or categorical groups.

III. RESULTS

This chapter presents the analysis and interpretation of the data. The findings are organized according to the statement of the problem to determine the level of instructional limitation, the extent of inclusive practices, and the degree of usage of facilities and equipment in Physical Education for students with disabilities. Furthermore, this chapter discusses the significant relationships among the variables included in the study using appropriate statistical tools and interpretations.

1. What is the level of instructional limitation in Physical Education for students with disabilities in terms of:

Table 1.1. Level of instructional limitation in Physical Education for students with disabilities in terms of curriculum adaptability

Indicators	Mean	VI
1. The PE curriculum is adapted to accommodate students with disabilities.	3.12	A
2. Lesson plans include activities suitable for different ability levels.	3.26	SA
3. Learning outcomes in PE consider the needs of students with disabilities.	3.18	A
4. PE activities allow flexibility for students with diverse skills.	3.35	SA
5. The curriculum provides alternatives for students unable to perform certain exercises.	3.18	A
General Assessment	3.22	A

Legend:

3.25 – 4.00 Strongly Agree (SA)	2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D)	1.00 – 1.74 Strongly (SD)

The findings revealed that the respondents generally agreed that the Physical Education curriculum demonstrates adaptability for students with disabilities, as reflected by the overall mean score of 3.22 with a verbal interpretation of “Agree.” This indicates that instructional practices in Physical Education moderately address inclusivity and accommodate the needs of learners with disabilities. Among the indicators, “PE activities allow flexibility for students with diverse skills” obtained the highest mean score of 3.35, verbally interpreted as “Strongly Agree.” This suggests that flexibility in conducting activities is highly evident in PE instruction. Similarly, “Lesson plans include activities suitable for different ability levels” received a mean score of 3.26, also interpreted as “Strongly Agree,” indicating that teachers recognize the importance of differentiated instruction in meeting students’ varying abilities. Meanwhile, the indicators “The PE curriculum is adapted to accommodate students with disabilities” (3.12), “Learning outcomes in PE consider the needs of students with disabilities” (3.18), and “The curriculum provides alternatives for students unable to perform certain exercises” (3.18) were all verbally interpreted as “Agree.” These findings imply that although efforts are being made to adapt the curriculum and provide accommodations for students with disabilities, certain instructional limitations still exist in fully addressing their diverse needs.

The results imply that schools and Physical Education teachers are making positive efforts toward inclusive education through flexible activities and differentiated lesson planning. However, the overall assessment also indicates that some limitations remain

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in designing fully adaptive curricula and in providing sufficient alternatives for students with disabilities. This suggests the need for continuous teacher training on adaptive PE strategies, enhancement of instructional materials, and stronger institutional support for inclusive education. Improving curriculum adaptability may help increase participation, confidence, and engagement among students with disabilities, thereby promoting equal learning opportunities in Physical Education.

Recent studies support the importance of curriculum adaptability and inclusive practices in Physical Education. According to Blanco and Valenzuela (2024), inclusive PE environments require flexibility, adaptive teaching strategies, and proper preparation to ensure meaningful participation of students with disabilities as discussed in *Frontiers in Sports and Active Living*. Likewise, Sharma et al. (2024) emphasized that teacher readiness and adaptive instructional practices significantly influence the success of inclusive Physical Education programs in *International Journal of Multidisciplinary Research and Growth Evaluation*. Furthermore, Kumar and Singh (2024) stated that curriculum modification and activity adaptation are essential in promoting active participation and confidence among students with disabilities in PE classes in *Innovations in Sports Science*.

Table 1.2. Level of instructional limitation in Physical Education for students with disabilities in terms of teacher preparedness and training

Indicators	Mean	VI
6. PE teachers have received training on inclusive teaching strategies.	3.12	A
7. Teachers are confident in instructing students with disabilities.	3.04	A
8. Teachers are able to modify lessons to match students' abilities.	3.42	SA
9. Teachers provide clear instructions to accommodate different learning needs.	3.39	SA
10. Teachers regularly seek ways to improve their inclusive PE practices.	3.40	SA
General Assessment	3.27	SA

Legend:

3.26 – 4.00 Strongly Agree (SA)	2.50 – 3.24 Agree (A)
1.76 – 2.49 Disagree (D)	1.00 – 1.74 Strongly (SD)

The findings revealed that the respondents generally strongly agreed that teachers demonstrate preparedness and training in handling students with disabilities in Physical Education, as reflected by the overall mean score of 3.27 with a verbal interpretation of “Strongly Agree.” This indicates that teachers show a high level of commitment and competence in implementing inclusive practices in PE classes. Among the indicators, “Teachers are able to modify lessons to match students’ abilities” obtained the highest mean score of 3.42, verbally interpreted as “Strongly Agree.” This suggests that teachers are highly capable of adjusting instructional activities to suit the diverse abilities of students with disabilities. Likewise, “Teachers regularly seek ways to improve their inclusive PE practices” received a mean score of 3.40, while “Teachers provide clear instructions to accommodate different learning needs” garnered a mean score of 3.39, both verbally interpreted as “Strongly Agree.” These findings indicate that teachers are proactive in enhancing their teaching approaches and ensuring that instructions are understandable and accessible to all learners. Meanwhile, the indicators “PE teachers have received training on inclusive teaching strategies” (3.12) and “Teachers are confident in instructing students with disabilities” (3.04) were verbally interpreted as “Agree.” These results imply that while teachers generally exhibit preparedness and inclusive teaching practices, there are still limitations in formal training opportunities and in building teachers’ confidence in handling students with disabilities.

The results imply that teachers play a significant role in promoting inclusive education in Physical Education through lesson modification, clear instruction, and continuous professional improvement. However, the moderate ratings on teacher training and confidence suggest the need for more specialized seminars, workshops, and professional development programs focused on inclusive PE strategies. Strengthening teachers’ knowledge and confidence in handling students with disabilities may further improve the quality of instruction and ensure more effective participation of all learners in PE activities.

Recent studies support the importance of teacher preparedness and training in inclusive Physical Education. According to Haegele, Zhu, and Holland (2023), teachers who receive professional development in adaptive and inclusive PE are more capable of creating supportive learning environments for students with disabilities, as discussed in *Frontiers in Sports and Active Living*. Similarly, Sharma and Sokal (2024) emphasized that teacher confidence and instructional competence significantly influence the success of inclusive education practices in PE classes in *Education Sciences*. Furthermore, Alhumaid and Khoo (2024) highlighted that continuous teacher training and professional support improve teachers’ ability to adapt lessons and address diverse student needs effectively in inclusive PE settings, as presented in *International Journal of Disability, Development and Education*.

Table 1.3. Level of instructional limitation in Physical Education for students with disabilities in terms of instructional strategies and teaching methods

Indicators	Mean	VI
11. Teachers use different teaching strategies to accommodate students with disabilities.	3.43	SA
12. PE lessons include visual, verbal, and hands-on demonstrations to support learning.	3.53	SA
13. Teachers adjust their teaching pace based on students' abilities.	3.48	SA
14. Teachers provide individualized guidance during PE activities.	3.32	SA
15. Innovative methods (games, group activities, adaptive exercises) are used to engage all students.	3.48	SA
General Assessment	3.44	SA

Legend: 3.25 – 4.00 Strongly Agree (SA)
1.75 – 2.49 Disagree (D) 2.50 – 3.24 Agree (A)
1.00 – 1.74 Strongly (SD)

The findings revealed that the respondents strongly agreed that instructional strategies and teaching methods in Physical Education are effectively implemented to accommodate students with disabilities, as reflected by the overall mean score of 3.44 with a verbal interpretation of “Strongly Agree.” This indicates that teachers consistently apply inclusive instructional approaches that support the participation and learning of students with diverse abilities in PE classes. Among the indicators, “PE lessons include visual, verbal, and hands-on demonstrations to support learning” obtained the highest mean score of 3.53, verbally interpreted as “Strongly Agree.” This suggests that teachers highly utilize varied instructional techniques to address different learning styles and needs. Similarly, “Teachers adjust their teaching pace based on students’ abilities” and “Innovative methods (games, group activities, adaptive exercises) are used to engage all students” both received a mean score of 3.48, indicating that adaptive and engaging teaching practices are strongly evident in PE instruction. Furthermore, “Teachers use different teaching strategies to accommodate students with disabilities” garnered a mean score of 3.43, while “Teachers provide individualized guidance during PE activities” received a mean score of 3.32, both verbally interpreted as “Strongly Agree.” These findings imply that teachers are highly committed to ensuring inclusive participation by using varied and student-centered teaching methods.

The results imply that effective instructional strategies and adaptive teaching methods greatly contribute to the successful inclusion of students with disabilities in Physical Education. The consistent use of demonstrations, individualized guidance, and innovative activities helps create a more supportive and engaging learning environment. These findings also suggest that teachers possess a strong understanding of differentiated instruction and inclusive pedagogy. However, continuous enhancement of teaching strategies through professional development and access to adaptive resources may further strengthen inclusive practices and improve learning experiences for students with disabilities.

Recent studies support the importance of adaptive instructional strategies in inclusive Physical Education. According to Haegele and Maher (2024), the use of varied teaching methods such as visual demonstrations, peer support, and individualized instruction significantly improves participation and engagement among students with disabilities in PE classes, as discussed in *Frontiers in Sports and Active Living*. Similarly, Block, Klavina, and Grenier (2023) emphasized that differentiated teaching strategies and adaptive activities help promote inclusive learning environments and enhance students’ physical and social development in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*.

Table 1.4. Level of instructional limitation in Physical Education for students with disabilities in terms of assessment and evaluation practices

Indicators	Mean	VI
16. Assessment methods are adapted to measure the abilities of students with disabilities.	3.31	SA
17. Teachers provide alternative ways to demonstrate learning in PE (e.g., modified tasks).	3.40	SA
18. Evaluation criteria are fair and consider students' individual capabilities.	3.43	SA
19. Teachers give constructive feedback to support improvement for all students.	3.51	SA
20. Students with disabilities are assessed on progress rather than only on performance.	3.30	SA
General Assessment	3.39	SA

Legend: 3.25 – 4.00 Strongly Agree (SA)
1.75 – 2.49 Disagree (D) 2.50 – 3.24 Agree (A)
1.00 – 1.74 Strongly (SD)

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The findings revealed that the respondents strongly agreed that assessment and evaluation practices in Physical Education are appropriately implemented to accommodate students with disabilities, as reflected by the overall mean score of 3.39 with a verbal interpretation of “Strongly Agree.” This indicates that teachers apply inclusive and flexible assessment practices that recognize the diverse abilities and progress of students with disabilities. Among the indicators, “Teachers give constructive feedback to support improvement for all students” obtained the highest mean score of 3.51, verbally interpreted as “Strongly Agree.” This suggests that constructive feedback is highly evident in PE classes and is considered essential in supporting students’ growth and participation. Similarly, “Evaluation criteria are fair and consider students’ individual capabilities” received a mean score of 3.43, while “Teachers provide alternative ways to demonstrate learning in PE (e.g., modified tasks)” garnered a mean score of 3.40, both verbally interpreted as “Strongly Agree.” These findings indicate that teachers recognize the importance of fairness and flexibility in evaluating students with disabilities. Furthermore, “Assessment methods are adapted to measure the abilities of students with disabilities” received a mean score of 3.31, while “Students with disabilities are assessed on progress rather than only on performance” obtained a mean score of 3.30, both verbally interpreted as “Strongly Agree.” These results imply that teachers value student improvement and use adaptive assessment methods to ensure inclusive evaluation practices in PE instruction.

The results imply that inclusive assessment and evaluation practices play a vital role in promoting equal learning opportunities for students with disabilities in Physical Education. By providing alternative assessment methods, fair evaluation criteria, and constructive feedback, teachers help create a supportive learning environment that focuses on student growth and participation rather than solely on physical performance. These findings further suggest that teachers are aware of the importance of differentiated assessment in inclusive education. However, continuous training and access to adaptive assessment tools may further strengthen teachers’ ability to evaluate students fairly and effectively according to their individual needs and capabilities.

Recent studies support the significance of inclusive assessment practices in Physical Education. According to Haegele, Lieberman, and Zhu (2024), adaptive assessment methods and individualized evaluation strategies help improve participation, confidence, and learning outcomes among students with disabilities in PE classes, as discussed in *Frontiers in Sports and Active Living*. Similarly, Grenier and Lieberman (2023) emphasized that fair and flexible evaluation practices allow students with disabilities to demonstrate learning based on their capabilities and progress rather than standardized performance measures in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that inclusive assessment practices, including constructive feedback and differentiated evaluation, are essential in ensuring equitable and meaningful learning experiences for students with disabilities, as presented in UNESCO Inclusive Education Resources.

2. What is the extent of inclusive practices in Physical Education for students with disabilities in terms of:

Table 2.1. *Extent of inclusive practices in Physical Education for students with disabilities in terms of student participation and engagement*

Indicators	Mean	VI
1. Students with disabilities actively participate in all PE activities.	2.77	A
2. Students are encouraged to try new PE activities regardless of ability.	3.25	SA
3. PE activities are designed to include students with diverse abilities.	3.26	SA
4. Students with disabilities are given equal opportunities to contribute in team activities.	3.22	A
5. Teachers promote active involvement of all students in PE lessons.	3.49	SA
General Assessment	3.20	A

Legend: 3.26 – 4.00 Strongly Agree (SA)
1.76 – 2.49 Disagree (D) 2.50 – 3.24 Agree (A)
1.00 – 1.74 Strongly (SD)

The findings revealed that the respondents generally agreed that inclusive practices in Physical Education promote student participation and engagement among students with disabilities, as reflected by the overall mean score of 3.20 with a verbal interpretation of “Agree.” This indicates that students with disabilities are moderately included and engaged in PE activities, although some challenges in full participation may still exist. Among the indicators, “Teachers promote active involvement of all students in PE lessons” obtained the highest mean score of 3.49, verbally interpreted as “Strongly Agree.” This suggests that teachers consistently encourage participation and engagement among all learners regardless of ability. Similarly, “PE activities are designed to include students with diverse abilities” received a mean score of 3.26, while “Students are encouraged to try new PE activities regardless of ability” garnered a mean score of 3.25, both verbally interpreted as “Strongly Agree.” These findings

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indicate that inclusive and encouraging practices are evident in PE instruction. Meanwhile, “Students with disabilities are given equal opportunities to contribute in team activities” obtained a mean score of 3.22, verbally interpreted as “Agree,” while “Students with disabilities actively participate in all PE activities” received the lowest mean score of 2.77, also interpreted as “Agree.” These results imply that although inclusive opportunities are provided, some students with disabilities may still experience limitations in fully participating in all PE activities.

The results imply that teachers and schools are making positive efforts to foster participation and engagement among students with disabilities through inclusive activities and encouragement. However, the lower rating on students’ active participation suggests that barriers such as physical limitations, lack of adaptive equipment, or insufficient individualized support may still affect full involvement in PE activities. This highlights the need for more adaptive programs, supportive learning environments, and collaborative strategies that ensure all students can participate meaningfully and confidently in Physical Education.

Recent studies support the importance of student participation and engagement in inclusive Physical Education. According to Haegele and Zhu (2024), active participation in PE significantly contributes to the physical, emotional, and social development of students with disabilities, particularly when teachers use inclusive and supportive instructional practices, as discussed in *Frontiers in Sports and Active Living*. Similarly, Block and Obrusnikova (2023) emphasized that equal participation opportunities and adaptive activities improve engagement and confidence among students with disabilities in inclusive PE settings in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that inclusive PE programs should encourage active involvement and collaboration among all learners to promote equity, participation, and social inclusion in schools, as presented in UNESCO Inclusive Education Resources.

Table 2.2. Extent of inclusive practices in Physical Education for students with disabilities in terms of peer support and social inclusion

Indicators	Mean	VI
6. Peers assist students with disabilities during PE activities.	3.30	SA
7. Inclusive practices promote teamwork among all students.	3.44	SA
8. Students show respect for classmates with disabilities.	3.42	SA
9. Students with disabilities feel socially accepted in PE classes.	3.27	SA
10. Group activities are organized to encourage interaction among all students.	3.44	SA
General Assessment	3.37	SA

Legend: 3.25 – 4.00 Strongly Agree (SA)
1.75 – 2.49 Disagree (D) 2.50 – 3.24 Agree (A)
1.00 – 1.74 Strongly (SD)

The findings revealed that the respondents strongly agreed that peer support and social inclusion are evident in Physical Education classes for students with disabilities, as reflected by the overall mean score of 3.37 with a verbal interpretation of “Strongly Agree.” This indicates that inclusive practices in PE effectively foster positive social interaction, teamwork, and acceptance among students. Among the indicators, “Inclusive practices promote teamwork among all students” and “Group activities are organized to encourage interaction among all students” both obtained the highest mean score of 3.44, verbally interpreted as “Strongly Agree.” These findings suggest that collaborative activities are highly emphasized in PE classes to strengthen social relationships and inclusivity. Similarly, “Students show respect for classmates with disabilities” received a mean score of 3.42, indicating that respect and positive attitudes toward students with disabilities are strongly evident among peers. Furthermore, “Peers assist students with disabilities during PE activities” garnered a mean score of 3.30, while “Students with disabilities feel socially accepted in PE classes” obtained a mean score of 3.27, both verbally interpreted as “Strongly Agree.” These results imply that students with disabilities generally experience supportive peer relationships and social acceptance within the PE environment.

The results imply that inclusive practices in Physical Education contribute significantly to building supportive peer relationships and promoting social inclusion among students with disabilities. Teamwork, peer assistance, and collaborative activities help create a positive and inclusive learning environment where students feel respected and accepted. These findings also suggest that PE classes provide opportunities for students to develop social skills, empathy, and cooperation regardless of ability. However, sustaining strong peer support systems and ensuring consistent inclusive interactions remain essential to further strengthen students’ sense of belonging and participation in PE activities.

Recent studies support the importance of peer support and social inclusion in inclusive Physical Education. According to Haegele and Maher (2024), positive peer interaction and collaborative learning activities improve the social experiences and participation of students with disabilities in PE classes, as discussed in *Frontiers in Sports and Active Living*. Similarly, Grenier and

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Yeaton (2023) emphasized that teamwork and peer-assisted activities help foster acceptance, confidence, and meaningful social engagement among students with disabilities in inclusive PE settings in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that inclusive education practices promoting peer interaction and mutual respect are essential in developing equitable and socially supportive school environments, as presented in UNESCO Inclusive Education Resources.

Table 2.3. *Extent of inclusive practices in Physical Education for students with disabilities in terms of accommodation and modification of activities*

Indicators	Mean	VI
11. PE activities are modified to match the physical capabilities of students.	3.31	SA
12. Alternative exercises are provided for students who cannot perform certain activities.	3.42	SA
13. Teachers adjust rules or equipment to allow participation of students with disabilities.	3.43	SA
14. Students with disabilities are allowed to work at their own pace during PE activities.	3.27	SA
15. Activities are designed to reduce physical barriers for students with disabilities.	3.22	A
General Assessment	3.33	SA

Legend: 3.25 – 4.00 Strongly Agree (SA)
1.75 – 2.49 Disagree (D) 2.50 – 3.24 Agree (A)
1.00 – 1.74 Strongly (SD)

The findings revealed that the respondents strongly agreed that accommodation and modification of activities in Physical Education are evident for students with disabilities, as reflected by the overall mean score of 3.33 with a verbal interpretation of “Strongly Agree.” This indicates that teachers generally implement adaptive strategies that allow students with disabilities to participate meaningfully in PE activities. Among the indicators, “Teachers adjust rules or equipment to allow participation of students with disabilities” obtained the highest mean score of 3.43, verbally interpreted as “Strongly Agree.” This suggests that modifying rules and using adaptive equipment are highly practiced strategies in PE instruction. Similarly, “Alternative exercises are provided for students who cannot perform certain activities” received a mean score of 3.42, indicating that teachers actively provide substitute activities to ensure continuous participation. “PE activities are modified to match the physical capabilities of students” obtained a mean score of 3.31, while “Students with disabilities are allowed to work at their own pace during PE activities” received a mean score of 3.27, both interpreted as “Strongly Agree.” These findings imply that teachers are generally responsive to the diverse physical needs of learners by adjusting instruction and allowing flexibility in performance. However, “Activities are designed to reduce physical barriers for students with disabilities” obtained the lowest mean score of 3.22, interpreted as “Agree,” suggesting that while accommodations are present, some environmental or structural barriers may still exist in PE settings.

The results imply that Physical Education teachers are actively implementing accommodations and modifications to support the participation of students with disabilities. The use of modified rules, alternative exercises, and individualized pacing demonstrates a strong commitment to inclusive education. However, the slightly lower rating in reducing physical barriers suggests the need for further improvement in facility design, equipment availability, and environmental accessibility to fully support inclusive participation. Strengthening these areas can enhance equity and ensure that all students have equal opportunities to engage in Physical Education activities.

Recent studies support the importance of accommodations and activity modifications in inclusive Physical Education. According to Haegele and Lieberman (2024), modifying rules, equipment, and tasks is essential in ensuring meaningful participation of students with disabilities in PE programs, as discussed in *Frontiers in Sports and Active Living*. Similarly, Block and Obrusnikova (2023) emphasized that individualized accommodations and adaptive strategies significantly improve engagement and skill development among students with disabilities in inclusive PE environments in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that reducing physical and instructional barriers through adaptive practices is critical in achieving equitable participation in Physical Education, as presented in UNESCO Inclusive Education Resources.

Table 2.4. *Extent of inclusive practices in Physical Education for students with disabilities in terms of classroom management and inclusive learning environment*

Indicators	Mean	VI
16. PE teachers organize activities to ensure all students, including those with disabilities, are actively involved.	3.40	SA
17. Classroom rules and routines promote respect and inclusion for students with disabilities.	3.43	SA
18. Teachers manage the class in a way that prevents bullying or exclusion of students with disabilities.	3.49	SA
19. The learning environment allows students with disabilities to participate safely and confidently.	3.48	SA
20. Teachers foster a positive and supportive atmosphere where all students feel valued.	3.53	SA
General Assessment	3.47	SA

Legend:
3.25 – 4.00 Strongly Agree (SA)
1.75 – 2.49 Disagree (D)
2.50 – 3.24 Agree (A)
1.00 – 1.74 Strongly (SD)

The findings revealed that the respondents strongly agreed that classroom management and the creation of an inclusive learning environment in Physical Education are effectively practiced for students with disabilities, as reflected by the overall mean score of 3.47 with a verbal interpretation of “Strongly Agree.” This indicates that PE teachers consistently establish a supportive, respectful, and inclusive atmosphere that encourages the participation of all learners regardless of ability. Among the indicators, “Teachers foster a positive and supportive atmosphere where all students feel valued” obtained the highest mean score of 3.53, verbally interpreted as “Strongly Agree.” This suggests that students strongly perceive PE classes as welcoming and encouraging environments. Similarly, “Teachers manage the class in a way that prevents bullying or exclusion of students with disabilities” received a mean score of 3.49, indicating that classroom management practices effectively promote safety and inclusivity. “The learning environment allows students with disabilities to participate safely and confidently” obtained a mean score of 3.48, also interpreted as “Strongly Agree,” reflecting that students feel secure and supported during PE activities. Furthermore, “Classroom rules and routines promote respect and inclusion for students with disabilities” received a mean score of 3.43, while “PE teachers organize activities to ensure all students, including those with disabilities, are actively involved” obtained a mean score of 3.40. These results imply that teachers actively structure classroom environments and activities to encourage inclusion, respect, and participation among all learners.

The results imply that effective classroom management plays a crucial role in fostering an inclusive learning environment in Physical Education. Teachers’ ability to promote respect, prevent exclusion, and maintain a safe and supportive atmosphere contributes significantly to the participation and confidence of students with disabilities. These findings further suggest that inclusive classroom practices are well-established in PE settings; however, continuous reinforcement of anti-bullying strategies and inclusive policies is still essential to sustain a positive learning environment and ensure that all students feel equally valued and engaged.

Recent studies support the importance of inclusive classroom management in Physical Education. According to Haegele and Sutherland (2024), positive classroom environments that emphasize respect, safety, and inclusion significantly enhance participation and social interaction among students with disabilities in PE settings, as discussed in *Frontiers in Sports and Active Living*. Similarly, Lieberman and Houston-Wilson (2023) emphasized that structured and supportive classroom management strategies are essential in preventing exclusion and promoting equitable participation in adapted PE programs in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that safe, inclusive, and supportive learning environments are fundamental to ensuring meaningful participation of students with disabilities in Physical Education and other school activities, as presented in UNESCO Inclusive Education Resources.

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3. What is the degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of:

Table 3.1. Degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of availability of adapted facilities

Indicators	Mean	VI
1. Adaptive facilities (ramps, accessible courts, etc.) are available in PE areas.	3.03	A
2. Facilities are sufficient to accommodate students with disabilities.	2.78	A
3. Classrooms and gym areas are arranged to allow safe movement.	3.05	A
4. Facilities support different physical abilities and mobility needs.	2.96	A
5. PE facilities are maintained and functional for inclusive use.	2.92	A
General Assessment	2.95	A

Legend: 3.25 – 4.00 Strongly Agree (SA)
1.75 – 2.49 Disagree (D) 2.50 – 3.24 Agree (A)
1.00 – 1.74 Strongly (SD)

The findings revealed that the degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of availability of adapted facilities was generally rated as “Agree,” with a general mean of 2.95. This indicates that adapted facilities are moderately available in PE areas, but they are not yet fully sufficient to meet all the needs of students with disabilities.

Specifically, respondents agreed that adaptive facilities such as ramps and accessible courts are available in PE areas ($M = 3.03$), indicating that some inclusive infrastructure is already in place. They also agreed that classrooms and gym areas are arranged to allow safe movement ($M = 3.05$), suggesting that efforts have been made to ensure safety and accessibility during PE activities. In addition, facilities were rated as supporting different physical abilities and mobility needs ($M = 2.96$), and PE facilities are maintained and functional for inclusive use ($M = 2.92$), both interpreted as “Agree,” showing that existing facilities are generally usable but still require improvement in quality and consistency. However, the lowest mean was observed in the sufficiency of facilities to accommodate students with disabilities ($M = 2.78$), indicating that the quantity and adequacy of available facilities remain a concern.

Overall, the results imply that while schools have made efforts to provide adapted and accessible PE facilities, the level of availability is still not fully adequate. This suggests that improvements are needed in increasing the number of accessible facilities and enhancing their quality and functionality to better support inclusive Physical Education. Strengthening infrastructure development and ensuring proper maintenance of PE spaces will help promote safer, more inclusive, and more effective participation of students with disabilities in Physical Education activities.

Recent literature supports these findings. According to Haegle and Lieberman (2024), accessible school environments are a foundational requirement for meaningful participation of students with disabilities in Physical Education, as inadequate facilities often limit engagement and skill development. Similarly, Block and Taliaferro (2023) emphasized that the availability and maintenance of adapted facilities directly influence the quality of inclusive PE programs, particularly in ensuring safety and participation. Furthermore, UNESCO (2024) highlighted that improving school infrastructure and ensuring accessible learning environments are essential components of inclusive education, as they promote equity and participation for all learners in Physical Education settings.

Table 3.2. Degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of accessibility and safety of physical spaces

Indicators	Mean	VI
6. PE spaces are safe for all students, including those with disabilities.	2.96	A
7. Pathways and activity areas are accessible to students with mobility limitations	3.03	A
8. Safety measures are in place for students using adaptive equipment.	3.17	A
9. Students with disabilities can independently access PE facilities.	2.88	A
10. Emergency procedures consider the needs of students with disabilities	3.18	A
General Assessment	3.04	A

Legend: 3.25 – 4.00 Strongly Agree (SA)
1.75 – 2.49 Disagree (D) 2.50 – 3.24 Agree (A)
1.00 – 1.74 Strongly (SD)

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The findings revealed that the degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of accessibility and safety of physical spaces was generally rated as “Agree,” with a general mean of 3.04. This indicates that PE environments are generally perceived as safe and accessible, although there are still aspects that need further improvement to fully support independent and inclusive participation.

Specifically, respondents agreed that PE spaces are safe for all students, including those with disabilities ($M = 2.96$), indicating that basic safety measures are in place during PE activities. They also agreed that pathways and activity areas are accessible to students with mobility limitations ($M = 3.03$), suggesting that some efforts have been made to ensure physical accessibility in school environments. In addition, safety measures for students using adaptive equipment received a higher mean ($M = 3.17$), reflecting stronger implementation of safety protocols when specialized equipment is used. Emergency procedures were also rated highest ($M = 3.18$), indicating that schools have considered the needs of students with disabilities in safety planning. However, the lowest mean was obtained in students with disabilities’ ability to independently access PE facilities ($M = 2.88$), suggesting that independence and full accessibility remain areas for improvement.

Overall, the results imply that while schools have made efforts to ensure safety and accessibility in Physical Education environments, full independence and universal access for students with disabilities are not yet fully achieved. This suggests the need for further improvements in infrastructure design, mobility support systems, and accessibility planning to ensure that all students can participate in PE activities without barriers.

Recent studies support these findings. Haegele and Lieberman (2024) emphasized that safe and accessible physical environments are essential for inclusive Physical Education, as they directly influence participation and independence of students with disabilities. Similarly, Block and Obrusnikova (2023) highlighted that accessibility features such as safe pathways, adaptive safety measures, and emergency preparedness significantly improve inclusion and participation in PE settings. Furthermore, UNESCO (2024) stressed that ensuring accessibility and safety in school environments is a core requirement for inclusive education, as it enables equitable participation and reduces barriers for learners with disabilities.

Table 3.3. Degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of adequacy of adaptive equipment and materials

Indicators	Mean	VI
11. Sufficient adaptive equipment (balls, mats, etc.) is available.	2.83	A
12. Equipment is appropriate for students with varying abilities.	2.95	A
13. Equipment is regularly checked for safety and functionality.	3.06	A
14. Students with disabilities are allowed to use specialized equipment as needed.	3.10	A
15. Teachers know how to properly use adaptive equipment to support participation.	3.26	SA
General Assessment	3.04	A
Legend: 3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A) 1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly (SD)		

The findings revealed that the degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of adequacy of adaptive equipment and materials was generally rated as “Agree,” with a general mean of 3.04. This indicates that adaptive equipment is moderately available and usable in PE classes, but there are still limitations in quantity and consistency that need to be addressed to fully support inclusive Physical Education.

Specifically, respondents agreed that sufficient adaptive equipment such as balls, mats, and other materials is available ($M = 2.83$), although this obtained the lowest mean, suggesting that availability is still limited and needs improvement. They also agreed that equipment is appropriate for students with varying abilities ($M = 2.95$), indicating that existing materials are generally suitable for inclusive use. In addition, equipment is regularly checked for safety and functionality ($M = 3.06$), reflecting that maintenance practices are in place to ensure usability. Students with disabilities are allowed to use specialized equipment as needed ($M = 3.10$), showing that access to adaptive tools is supported in PE classes. Moreover, teachers’ knowledge in properly using adaptive equipment received the highest mean ($M = 3.26$), interpreted as “Strongly Agree,” indicating strong teacher competence in handling adaptive materials to support student participation.

Overall, the results imply that while teachers are generally capable and adaptive equipment is used appropriately, the availability of sufficient resources remains a key limitation. This suggests that improving the supply of adaptive equipment and ensuring consistent access across PE classes are necessary to strengthen inclusive Physical Education practices and enhance student participation.

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Recent studies support these findings. According to Haegele and Lieberman (2024), the availability and proper use of adaptive equipment are essential in promoting participation and skill development among students with disabilities in Physical Education. Similarly, Block and Taliaferro (2023) emphasized that adequate and appropriate adaptive materials significantly improve inclusion and learning outcomes in PE settings. Furthermore, UNESCO (2024) highlighted that providing sufficient assistive and adaptive resources is a critical component of inclusive education, ensuring equitable access and meaningful participation for all learners.

Table 3.4. Degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of frequency and appropriateness of equipment use during PE classes

Indicators	Mean	VI
16. Adaptive equipment is frequently used during PE lessons.	3.10	A
17. Equipment is integrated into most PE activities.	3.16	A
18. Students with disabilities receive proper instruction on using equipment.	3.13	A
19. Equipment is adjusted to meet students' physical abilities.	3.17	A
20. Use of adaptive equipment enhances students' participation and learning.	3.30	SA
General Assessment	3.17	A

Legend: 3.25 – 4.00 Strongly Agree (SA)
1.75 – 2.40 Disagree (D)

2.50 – 3.24 Agree (A)
1.00 – 1.74 Strongly (SD)

The findings revealed that the respondents generally agreed that the frequency and appropriateness of equipment use during Physical Education classes for students with disabilities are moderately evident, as reflected by the overall mean score of 3.17 with a verbal interpretation of “Agree.” This indicates that while adaptive equipment is present and utilized in PE instruction, its use is not yet fully maximized across all activities. Among the indicators, “Use of adaptive equipment enhances students’ participation and learning” obtained the highest mean score of 3.30, verbally interpreted as “Strongly Agree.” This suggests that respondents strongly recognize the positive impact of adaptive equipment on students’ engagement and learning outcomes. Meanwhile, “Equipment is adjusted to meet students’ physical abilities” (3.17), “Equipment is integrated into most PE activities” (3.16), “Students with disabilities receive proper instruction on using equipment” (3.13), and “Adaptive equipment is frequently used during PE lessons” (3.10) were all interpreted as “Agree.” These findings imply that although adaptive equipment is available and generally used in PE classes, its frequency and integration into instruction remain moderate, indicating room for improvement in consistent utilization and accessibility.

The results imply that adaptive equipment plays an important role in supporting participation and enhancing learning experiences for students with disabilities in Physical Education. However, the moderate level of usage suggests that schools may face limitations in resources, availability of specialized equipment, or teacher familiarity with adaptive tools. Strengthening the provision and regular integration of adaptive equipment, along with teacher training on its effective use, may further enhance inclusivity and improve student engagement in PE activities.

Recent studies support the importance of adaptive equipment in inclusive Physical Education. According to Haegele and Lieberman (2024), the consistent use of adapted equipment significantly improves participation, skill development, and motivation among students with disabilities in PE settings, as discussed in *Frontiers in Sports and Active Living*. Similarly, Block and Taliaferro (2023) emphasized that properly selected and frequently used adaptive equipment enhances accessibility and learning outcomes in inclusive PE programs in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that the availability and appropriate use of assistive and adaptive equipment are essential components of inclusive education, ensuring equitable participation of students with disabilities in Physical Education, as presented in UNESCO Inclusive Education Resources.

4. Is there a significant relationship between the level of instructional limitation and the extent of inclusive practices in Physical Education for students with disabilities?

Table 4.1. Significant relationship between the level of instructional limitation and the extent of inclusive practices in Physical Education for students with disability in terms of Curriculum Adaptability

Level of Instructional Limitation in Physical Education for Students with Disabilities	Inclusive Practices in Physical Education for Students with Disabilities	R-value	N	P-value	Remarks	Decision
Curriculum Adaptability	Student participation and engagement	0.695	154	0.000	Significant	Reject the Ho
	Peer support and social inclusion	0.591	154	0.000	Significant	Reject the Ho
	Accommodation and modification of activities	0.632	154	0.000	Significant	Reject the Ho
	Classroom management and inclusive learning environment	0.538	154	0.000	Significant	Reject the Ho

The findings revealed that there is a significant relationship between the level of instructional limitation in Physical Education and the extent of inclusive practices for students with disabilities. This is supported by the obtained p-value of 0.000 across all variables, which is lower than the 0.05 level of significance, leading to the rejection of the null hypothesis. This indicates that instructional limitations are significantly associated with how inclusive practices are implemented in PE classes.

Specifically, curriculum adaptability showed a strong positive relationship with student participation and engagement ($r = 0.695$), indicating that when the curriculum is more adaptable, students with disabilities are more likely to actively participate and engage in PE activities. A moderate positive relationship was also found between curriculum adaptability and peer support and social inclusion ($r = 0.591$), suggesting that flexible curriculum design contributes to improved social interaction and acceptance among peers. In addition, curriculum adaptability was significantly related to accommodation and modification of activities ($r = 0.632$), highlighting that a more adaptable curriculum is associated with better implementation of modified tasks and inclusive strategies. Lastly, curriculum adaptability showed a moderate positive relationship with classroom management and inclusive learning environment ($r = 0.538$), indicating that instructional flexibility also supports better classroom organization and a more inclusive and supportive PE environment.

Overall, the results imply that instructional limitations in curriculum design play a crucial role in shaping the effectiveness of inclusive practices in Physical Education. When curriculum adaptability is strengthened, inclusive practices such as participation, peer support, activity modification, and classroom management are also improved. This suggests that addressing instructional limitations can significantly enhance the inclusivity of PE programs for students with disabilities by promoting more flexible, supportive, and responsive teaching environments.

Recent studies support these findings. According to Haegele and Sutherland (2024), curriculum flexibility is strongly associated with higher participation and better social inclusion outcomes for students with disabilities in Physical Education, as discussed in *Frontiers in Sports and Active Living*. Similarly, Block and Obrusnikova (2023) emphasized that instructional adaptability significantly influences the effectiveness of inclusive PE practices, particularly in promoting engagement and peer interaction in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that inclusive curriculum design is a key factor in ensuring equitable participation and meaningful learning experiences for students with disabilities in Physical Education, as presented in *UNESCO Inclusive Education Resources*.

Table 4.2. Significant relationship between the level of instructional limitation and the extent of inclusive practices in Physical Education for students with disability in terms of Teacher Preparedness and Training

Level of Instructional Limitation in Physical Education for Students with Disabilities	Inclusive Practices in Physical Education for Students with Disabilities	R-value	N	P-value	Remarks	Decision
Teacher Preparedness and Training	Student participation and engagement	0.730	154	0.000	Significant	Reject the Ho
	Peer support and social inclusion	0.757	154	0.000	Significant	Reject the Ho
	Accommodation and modification of activities	0.730	154	0.000	Significant	Reject the Ho
	Classroom management and inclusive learning environment	0.698	154	0.000	Significant	Reject the Ho

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The findings revealed that there is a significant relationship between teacher preparedness and training and the extent of inclusive practices in Physical Education for students with disabilities. This is supported by the p-value of 0.000, which is lower than the 0.05 level of significance; thus, the null hypothesis is rejected. This indicates that teachers' preparedness and training are strongly associated with how effectively inclusive practices are implemented in PE classes.

Specifically, teacher preparedness and training showed a strong positive relationship with student participation and engagement ($r = 0.730$), indicating that better-trained and more prepared teachers are more effective in encouraging active participation of students with disabilities. A stronger relationship was found between teacher preparedness and peer support and social inclusion ($r = 0.757$), suggesting that when teachers are well-prepared, they are more successful in fostering teamwork, respect, and social acceptance among students. Likewise, teacher preparedness and training were significantly related to accommodation and modification of activities ($r = 0.730$), implying that trained teachers are more capable of adjusting lessons, rules, and activities to meet diverse learner needs. Lastly, a strong positive relationship was also found with classroom management and inclusive learning environment ($r = 0.698$), indicating that teacher preparedness contributes to safer, more structured, and more inclusive PE classrooms.

Overall, the results imply that teacher preparedness and training play a crucial role in the successful implementation of inclusive practices in Physical Education. When teachers are well-trained and confident in inclusive strategies, they are more likely to promote participation, enhance peer interaction, implement appropriate accommodations, and maintain a supportive learning environment. Strengthening teacher training programs in inclusive Physical Education is therefore essential to improving the quality and effectiveness of instruction for students with disabilities.

Recent studies support these findings. According to Haegele and Lieberman (2024), teacher training and professional development are strongly linked to improved inclusive PE outcomes, particularly in student engagement and social inclusion, as discussed in *Frontiers in Sports and Active Living*. Similarly, Block and Taliaferro (2023) emphasized that well-prepared teachers are more effective in adapting instruction and promoting inclusive participation in PE classes in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that teacher training is a key factor in achieving inclusive education goals, as it enhances instructional competence and supports equitable learning opportunities for all students, as presented in UNESCO Inclusive Education Resources.

Table 4.3. Significant relationship between the level of instructional limitation and the extent of inclusive practices in Physical Education for students with disabilities in terms of Instructional Strategies and Teaching Methods

Level of Instructional Limitation in Physical Education for Students with Disabilities	Inclusive Practices in Physical Education for Students with Disabilities	R-value	N	P-value	Remarks	Decision
Instructional Strategies and Teaching Methods	Student participation and engagement	0.733	154	0.000	Significant	Reject the Ho
	Peer support and social inclusion	0.858	154	0.000	Significant	Reject the Ho
	Accommodation and modification of activities	0.908	154	0.000	Significant	Reject the Ho
	Classroom management and inclusive learning environment	0.868	154	0.000	Significant	Reject the Ho

The findings revealed that there is a significant relationship between instructional strategies and teaching methods and the extent of inclusive practices in Physical Education for students with disabilities. This is supported by the p-value of 0.000, which is lower than the 0.05 level of significance; hence, the null hypothesis is rejected. This indicates that the way teachers deliver instruction and apply teaching methods is strongly associated with how inclusive Physical Education practices are implemented.

Specifically, instructional strategies and teaching methods showed a strong positive relationship with student participation and engagement ($r = 0.733$), indicating that varied and appropriate teaching strategies significantly enhance the involvement of students with disabilities in PE activities. A very strong relationship was found with peer support and social inclusion ($r = 0.858$), suggesting that effective instructional methods promote teamwork, cooperation, and positive peer interactions among students. Likewise, the strongest relationship was observed between instructional strategies and accommodation and modification of activities ($r = 0.908$), indicating that effective teaching methods are highly linked to the successful adaptation of activities to meet diverse learner needs. Furthermore, a very strong positive relationship was also found with classroom management and inclusive learning environment ($r = 0.868$), showing that effective instructional strategies contribute significantly to maintaining a structured, respectful, and inclusive PE classroom environment.

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Overall, the results imply that instructional strategies and teaching methods are a critical factor in ensuring inclusive Physical Education practices for students with disabilities. When teachers employ varied, adaptive, and student-centered strategies, inclusive outcomes such as participation, peer interaction, activity modification, and positive classroom environment are greatly enhanced. This highlights the importance of strengthening instructional skills and promoting innovative teaching approaches to further improve inclusivity in PE programs.

Recent studies support these findings. According to Haegele and Sutherland (2024), differentiated instructional strategies are strongly associated with higher engagement and inclusion of students with disabilities in Physical Education, as discussed in *Frontiers in Sports and Active Living*. Similarly, Block and Obrusnikova (2023) emphasized that effective teaching methods, including adaptive and student-centered approaches, significantly improve participation and social inclusion in PE settings in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that innovative and inclusive instructional strategies are essential for ensuring equitable learning opportunities and meaningful participation in Physical Education for all learners, as presented in UNESCO Inclusive Education Resources

Table 4.4. Significant relationship between the level of instructional limitation and the extent of inclusive practices in Physical Education for students with disabilities in terms of Assessment and Evaluation Practices

Level of Instructional Limitation in Physical Education for Students with Disabilities	Inclusive Practices in Physical Education for Students with Disabilities	R-value	N	P-value	Remarks	Decision
Assessment and Evaluation Practices	Student participation and engagement	0.754	154	0.000	Significant	Reject the Ho
	Peer support and social inclusion	0.844	154	0.000	Significant	Reject the Ho
	Accommodation and modification of activities	0.899	154	0.000	Significant	Reject the Ho
	Classroom management and inclusive learning environment	0.878	154	0.000	Significant	Reject the Ho

The findings revealed that there is a significant relationship between assessment and evaluation practices and the extent of inclusive practices in Physical Education for students with disabilities. This is supported by the p-value of 0.000, which is lower than the 0.05 level of significance; therefore, the null hypothesis is rejected. This indicates that how teachers assess and evaluate students is strongly associated with the level of inclusivity observed in Physical Education classes.

Specifically, assessment and evaluation practices showed a strong positive relationship with student participation and engagement ($r = 0.754$), indicating that fair and adaptive assessment methods contribute to greater involvement of students with disabilities in PE activities. A very strong relationship was also found with peer support and social inclusion ($r = 0.844$), suggesting that inclusive evaluation practices encourage cooperation, respect, and positive peer interactions. Likewise, a very strong relationship was observed between assessment practices and accommodation and modification of activities ($r = 0.899$), implying that flexible assessment methods are closely linked with the effective adaptation of PE tasks to suit learners' abilities. Furthermore, the strongest relationship was found with classroom management and inclusive learning environment ($r = 0.878$), indicating that fair and supportive evaluation systems contribute significantly to maintaining a positive, safe, and inclusive PE classroom environment.

Overall, the results imply that assessment and evaluation practices are a crucial component of inclusive Physical Education. When teachers use flexible, fair, and student-centered assessment methods, they enhance participation, strengthen peer relationships, support activity modification, and improve classroom inclusivity. This highlights the importance of developing inclusive assessment strategies that consider students' individual abilities and progress rather than focusing solely on performance outcomes.

Recent studies support these findings. According to Haegele and Lieberman (2024), inclusive and adaptive assessment practices are strongly linked to improved participation and learning outcomes for students with disabilities in Physical Education, as discussed in *Frontiers in Sports and Active Living*. Similarly, Block and Grenier (2023) emphasized that flexible evaluation approaches enhance equity, engagement, and social inclusion in PE settings in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that inclusive assessment is essential in ensuring equitable learning opportunities and meaningful participation for all learners in Physical Education, as presented in UNESCO Inclusive Education Resources.

5. Is there a significant relationship between the extent of inclusive practices in Physical Education and the degree of usage of facilities and equipment in Physical Education for students with disabilities?

Table 5.1. Significant relationship between the extent of inclusive practices in Physical Education and the degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of Student Participation and Engagement

Inclusive Practices in Physical Education for Students with Disabilities	Degree of Usage of Facilities and Equipment in Physical Education for Students with Disabilities	R-value	N	P-value	Remarks	Decision
Student Participation and Engagement	Availability of adapted facilities	0.688	154	0.000	Significant	Reject the Ho
	Accessibility and safety of physical spaces	0.677	154	0.000	Significant	Reject the Ho
	Adequacy of adaptive equipment and materials	0.579	154	0.000	Significant	Reject the Ho
	Frequency and appropriateness of equipment use during PE classes	0.637	154	0.000	Significant	Reject the Ho

The findings revealed that there is a significant relationship between the extent of inclusive practices in Physical Education and the degree of usage of facilities and equipment for students with disabilities. This is supported by the p-value of 0.000, which is lower than the 0.05 level of significance; thus, the null hypothesis is rejected. This indicates that the availability, accessibility, and use of facilities and equipment are significantly associated with how effectively inclusive practices are implemented in Physical Education.

Specifically, inclusive practices in terms of student participation and engagement showed a strong positive relationship with the availability of adapted facilities ($r = 0.688$), indicating that when facilities are more adapted, students with disabilities are more likely to actively participate in PE activities. A similarly strong relationship was found with accessibility and safety of physical spaces ($r = 0.677$), suggesting that safe and accessible environments promote greater inclusion and engagement. Meanwhile, a moderate positive relationship was observed with adequacy of adaptive equipment and materials ($r = 0.579$), implying that sufficient equipment contributes to better implementation of inclusive practices, although improvements are still needed in this area. Lastly, frequency and appropriateness of equipment use during PE classes showed a positive relationship ($r = 0.637$), indicating that more consistent and suitable use of equipment enhances inclusive participation in Physical Education.

Overall, the results imply that inclusive practices in Physical Education are significantly influenced by the availability and effective use of facilities and equipment. When schools provide accessible spaces, adequate adaptive materials, and frequently utilize appropriate equipment, students with disabilities are more likely to participate actively and meaningfully in PE activities. This highlights the importance of improving physical resources and ensuring their proper utilization to strengthen inclusive education practices.

Recent studies support these findings. According to Haegele and Lieberman (2024), accessible facilities and appropriate adaptive equipment are essential in promoting participation and inclusion of students with disabilities in Physical Education, as discussed in *Frontiers in Sports and Active Living*. Similarly, Block and Taliaferro (2023) emphasized that well-equipped and accessible PE environments significantly enhance engagement and learning outcomes for students with disabilities in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that the provision of accessible facilities and adaptive resources is a key requirement for achieving inclusive education and ensuring equitable participation in Physical Education, as presented in UNESCO Inclusive Education Resources.

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Table 5.2. Significant relationship between the extent of inclusive practices in Physical Education and the degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of Peer Support and Social Inclusion

Inclusive Practices in Physical Education for Students with Disabilities	Degree of Usage of Facilities and Equipment in Physical Education for Students with Disabilities	R-value	N	P-value	Remarks	Decision
Peer Support and Social Inclusion	Availability of adapted facilities	0.531	154	0.000	Significant	Reject the Ho
	Accessibility and safety of physical spaces	0.574	154	0.000	Significant	Reject the Ho
	Adequacy of adaptive equipment and materials	0.503	154	0.000	Significant	Reject the Ho
	Frequency and appropriateness of equipment use during PE classes	0.629	154	0.000	Significant	Reject the Ho

The findings revealed that there is a significant relationship between peer support and social inclusion and the degree of usage of facilities and equipment in Physical Education for students with disabilities. This is supported by the p-value of 0.000, which is lower than the 0.05 level of significance; therefore, the null hypothesis is rejected. This indicates that the availability, accessibility, and utilization of PE facilities and equipment are significantly associated with the level of peer interaction, support, and social inclusion experienced by students with disabilities.

Specifically, peer support and social inclusion showed a moderate positive relationship with the availability of adapted facilities ($r = 0.531$), suggesting that better-equipped environments contribute to improved peer interaction and inclusion. A slightly stronger relationship was found with accessibility and safety of physical spaces ($r = 0.574$), indicating that safe and accessible PE environments encourage respectful interaction and social acceptance among students. Meanwhile, adequacy of adaptive equipment and materials showed a moderate relationship ($r = 0.503$), implying that sufficient resources help support inclusive peer engagement, although improvements are still needed. Lastly, frequency and appropriateness of equipment use during PE classes showed the strongest relationship among the indicators ($r = 0.629$), suggesting that regular and proper use of adaptive equipment enhances opportunities for teamwork, cooperation, and social inclusion.

Overall, the results imply that peer support and social inclusion in Physical Education are significantly influenced by the quality and utilization of facilities and equipment. When PE environments are accessible, well-equipped, and properly utilized, students with disabilities are more likely to experience positive peer relationships, teamwork, and social acceptance. This highlights the importance of improving physical resources and ensuring their consistent use to strengthen inclusive and socially supportive PE environments.

Recent studies support these findings. According to Haegele and Sutherland (2024), accessible and well-equipped PE environments promote stronger peer relationships and social inclusion among students with disabilities, as discussed in *Frontiers in Sports and Active Living*. Similarly, Block and Obrusnikova (2023) emphasized that adequate facilities and adaptive equipment foster teamwork, cooperation, and social development in inclusive Physical Education settings in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that accessible learning environments and appropriate use of equipment are essential in promoting inclusive education and ensuring positive social participation of students with disabilities in Physical Education, as presented in UNESCO Inclusive Education Resources.

Table 5.3. Significant relationship between the extent of inclusive practices in Physical Education and the degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of Accommodation and Modification of Activities

Inclusive Practices in Physical Education for Students with Disabilities	Degree of Usage of Facilities and Equipment in Physical Education for Students with Disabilities	R-value	N	P-value	Remarks	Decision
Accommodation and Modification of Activities	Availability of adapted facilities	0.496	154	0.000	Significant	Reject the Ho
	Accessibility and safety of physical spaces	0.602	154	0.000	Significant	Reject the Ho
	Adequacy of adaptive equipment and materials	0.553	154	0.000	Significant	Reject the Ho
	Frequency and appropriateness of equipment use during PE classes	0.676	154	0.000	Significant	Reject the Ho

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The findings revealed that there is a significant relationship between accommodation and modification of activities and the degree of usage of facilities and equipment in Physical Education for students with disabilities. This is supported by the p-value of 0.000, which is lower than the 0.05 level of significance; thus, the null hypothesis is rejected. This indicates that the availability, accessibility, and use of PE facilities and equipment are significantly associated with how effectively teachers accommodate and modify activities for students with disabilities.

Specifically, accommodation and modification of activities showed a moderate positive relationship with the availability of adapted facilities ($r = 0.496$), suggesting that better availability of modified spaces supports instructional adjustments in PE. A stronger relationship was observed with accessibility and safety of physical spaces ($r = 0.602$), indicating that safe and accessible environments are important in enabling teachers to implement activity modifications effectively. Likewise, adequacy of adaptive equipment and materials showed a moderate positive relationship ($r = 0.553$), implying that sufficient resources support the implementation of appropriate accommodations for students with disabilities. The strongest relationship was found with frequency and appropriateness of equipment use during PE classes ($r = 0.676$), suggesting that regular and suitable use of adaptive equipment greatly enhances the ability of teachers to modify activities and ensure meaningful participation.

Overall, the results imply that accommodation and modification of activities in Physical Education are significantly influenced by the quality and utilization of facilities and equipment. When schools provide accessible spaces, adequate adaptive materials, and frequently use appropriate equipment, teachers are better able to modify PE activities to suit the diverse needs of students with disabilities. This highlights the importance of strengthening physical resources and ensuring their consistent use to improve inclusive instructional practices.

Recent studies support these findings. According to Haegele and Lieberman (2024), accessible environments and adaptive equipment are essential in enabling effective activity modification and inclusive participation in Physical Education, as discussed in *Frontiers in Sports and Active Living*. Similarly, Block and Taliaferro (2023) emphasized that appropriate facilities and equipment significantly support teachers in adapting activities and improving learning outcomes for students with disabilities in PE settings in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that accessible infrastructure and adaptive resources are critical components of inclusive education, enabling meaningful participation and effective instructional modification in Physical Education, as presented in UNESCO Inclusive Education Resources.

Table 5.4. Significant relationship between the extent of inclusive practices in Physical Education and the degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of Classroom Management and Inclusive Learning Environment

Inclusive Practices in Physical Education for Students with Disabilities	Degree of Usage of Facilities and Equipment in Physical Education for Students with Disabilities	R-value	N	P-value	Remarks	Decision
Classroom Management and Inclusive Learning Environment	Availability of adapted facilities	0.464	154	0.000	Significant	Reject the Ho
	Accessibility and safety of physical spaces	0.555	154	0.000	Significant	Reject the Ho
	Adequacy of adaptive equipment and materials	0.485	154	0.000	Significant	Reject the Ho
	Frequency and appropriateness of equipment use during PE classes	0.602	154	0.000	Significant	Reject the Ho

The findings revealed that there is a significant relationship between classroom management and inclusive learning environment and the degree of usage of facilities and equipment in Physical Education for students with disabilities. This is supported by the p-value of 0.000, which is lower than the 0.05 level of significance; thus, the null hypothesis is rejected. This indicates that the availability, accessibility, and utilization of PE facilities and equipment are significantly associated with how effectively teachers manage classrooms and create inclusive learning environments.

Specifically, classroom management and inclusive learning environment showed a moderate positive relationship with the availability of adapted facilities ($r = 0.464$), suggesting that the presence of appropriate facilities supports better organization and inclusion in PE classes. A stronger relationship was found with accessibility and safety of physical spaces ($r = 0.555$), indicating that safe and accessible environments contribute to effective classroom management and a more inclusive learning atmosphere. Likewise, adequacy of adaptive equipment and materials showed a moderate positive relationship ($r = 0.485$), implying that sufficient resources help teachers maintain order and inclusivity during PE activities. The strongest relationship was observed with

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frequency and appropriateness of equipment use during PE classes ($r = 0.602$), suggesting that consistent and proper use of adaptive equipment enhances classroom organization, safety, and inclusiveness.

Overall, the results imply that classroom management and inclusive learning environments in Physical Education are significantly influenced by the quality and utilization of facilities and equipment. When PE spaces are accessible, safe, and supported by adequate and frequently used adaptive equipment, teachers are better able to maintain structured, respectful, and inclusive classrooms. This highlights the importance of improving physical resources and ensuring their proper use to strengthen classroom management and promote inclusive learning.

Recent studies support these findings. According to Haegele and Lieberman (2024), accessible and well-equipped PE environments contribute to better classroom management and more inclusive learning experiences for students with disabilities, as discussed in *Frontiers in Sports and Active Living*. Similarly, Block and Obrusnikova (2023) emphasized that adequate facilities and adaptive equipment help teachers maintain structured, safe, and inclusive PE classrooms in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that inclusive physical environments and appropriate learning resources are essential for effective classroom management and equitable participation in Physical Education, as presented in UNESCO Inclusive Education Resources.

6. Is there a significant relationship between the level of instructional limitation and degree of usage of facilities and equipment in Physical Education for students with disabilities?

Table 6.1. Significant relationship between the level of instructional limitation and degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of Curriculum Adaptability

Level of Instructional Limitation in Physical Education for Students with Disabilities	Degree of Usage of Facilities and Equipment in Physical Education for Students with Disabilities	R-value	N	P-value	Remarks	Decision
Curriculum Adaptability	Availability of adapted facilities	0.665	154	0.000	Significant	Reject the Ho
	Accessibility and safety of physical spaces	0.721	154	0.000	Significant	Reject the Ho
	Adequacy of adaptive equipment and materials	0.679	154	0.000	Significant	Reject the Ho
	Frequency and appropriateness of equipment use during PE classes	0.748	154	0.000	Significant	Reject the Ho

The findings revealed that there is a significant relationship between the level of instructional limitation in Physical Education, specifically curriculum adaptability, and the degree of usage of facilities and equipment for students with disabilities. This is supported by the p-value of 0.000, which is lower than the 0.05 level of significance; thus, the null hypothesis is rejected. This indicates that curriculum adaptability is significantly associated with how facilities and equipment are made available, accessed, and utilized in Physical Education classes.

Specifically, curriculum adaptability showed a strong positive relationship with the availability of adapted facilities ($r = 0.665$), suggesting that more flexible and inclusive curricula are associated with better provision of suitable PE environments. A stronger relationship was observed with accessibility and safety of physical spaces ($r = 0.721$), indicating that when the curriculum is adaptable, schools are more likely to ensure safer and more accessible PE environments for students with disabilities. Likewise, a strong positive relationship was found with adequacy of adaptive equipment and materials ($r = 0.679$), implying that curriculum flexibility is linked to the availability of appropriate learning resources. The strongest relationship was observed with frequency and appropriateness of equipment use during PE classes ($r = 0.748$), suggesting that adaptable curricula strongly influence the consistent and effective use of adaptive equipment in PE instruction.

Overall, the results imply that curriculum adaptability plays a crucial role in the effective utilization of facilities and equipment in Physical Education for students with disabilities. When the curriculum is flexible and inclusive, schools are more likely to provide accessible environments, adequate adaptive resources, and consistent use of equipment, all of which support meaningful participation. This highlights the importance of strengthening curriculum design to ensure it aligns with available resources and promotes inclusive Physical Education practices.

Recent studies support these findings. According to Haegele and Lieberman (2024), curriculum flexibility is strongly linked to improved access to facilities and adaptive equipment use in Physical Education for students with disabilities, as discussed in *Frontiers in Sports and Active Living*. Similarly, Block and Obrusnikova (2023) emphasized that inclusive curriculum design enhances the effective use of resources and improves participation in PE settings in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that aligning curriculum with accessible

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facilities and adaptive resources is essential for achieving inclusive education and ensuring equitable participation in Physical Education, as presented in UNESCO Inclusive Education Resources.

Table 6.2. Significant relationship between the level of instructional limitation and degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of Teacher Preparedness and Training

Level of Instructional Limitation in Physical Education for Students with Disabilities	Degree of Usage of Facilities and Equipment in Physical Education for Students with Disabilities	R-value	N	P-value	Remarks	Decision
Teacher Preparedness and Training	Availability of adapted facilities	0.541	154	0.000	Significant	Reject the Ho
	Accessibility and safety of physical spaces	0.634	154	0.000	Significant	Reject the Ho
	Adequacy of adaptive equipment and materials	0.595	154	0.000	Significant	Reject the Ho
	Frequency and appropriateness of equipment use during PE classes	0.743	154	0.000	Significant	Reject the Ho

The findings revealed that there is a significant relationship between teacher preparedness and training and the degree of usage of facilities and equipment in Physical Education for students with disabilities. This is supported by the p-value of 0.000, which is lower than the 0.05 level of significance; thus, the null hypothesis is rejected. This indicates that teachers' preparedness and training are significantly associated with how facilities and equipment are provided, accessed, and utilized in Physical Education classes for students with disabilities.

Specifically, teacher preparedness and training showed a moderate positive relationship with the availability of adapted facilities ($r = 0.541$), suggesting that better-trained teachers are more aware of and supportive of the need for appropriate PE facilities. A stronger relationship was found with accessibility and safety of physical spaces ($r = 0.634$), indicating that trained and prepared teachers are more likely to promote safe and inclusive physical environments. Likewise, a moderate positive relationship was observed with adequacy of adaptive equipment and materials ($r = 0.595$), implying that teacher preparedness is associated with improved use and provision of appropriate learning resources. The strongest relationship was found with frequency and appropriateness of equipment use during PE classes ($r = 0.743$), suggesting that well-prepared teachers are more effective in consistently and properly utilizing adaptive equipment to support inclusive instruction.

Overall, the results imply that teacher preparedness and training play a vital role in the effective utilization of facilities and equipment in Physical Education for students with disabilities. When teachers are well-trained and confident in inclusive practices, they are more likely to support accessible environments, advocate for adequate resources, and ensure proper use of adaptive equipment. This highlights the importance of continuous professional development and specialized training programs to strengthen inclusive Physical Education practices.

Recent studies support these findings. According to Haegele and Lieberman (2024), teacher training is strongly linked to improved use of adaptive facilities and equipment in inclusive Physical Education settings, as discussed in *Frontiers in Sports and Active Living*.

Similarly, Block and Taliaferro (2023) emphasized that well-prepared teachers are more effective in utilizing resources and creating inclusive PE environments for students with disabilities in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that teacher professional development is essential for ensuring effective use of facilities and equipment and promoting inclusive education in Physical Education, as presented in UNESCO Inclusive Education Resources.

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Table 6.3. Significant relationship between the level of instructional limitation and degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of Instructional Strategies and Teaching Methods

Level of Instructional Limitation in Physical Education for Students with Disabilities	Degree of Usage of Facilities and Equipment in Physical Education for Students with Disabilities	R-value	N	P-value	Remarks	Decision
Instructional Strategies and Teaching Methods	Availability of adapted facilities	0.425	154	0.000	Significant	Reject the Ho
	Accessibility and safety of physical spaces	0.516	154	0.000	Significant	Reject the Ho
	Adequacy of adaptive equipment and materials	0.456	154	0.000	Significant	Reject the Ho
	Frequency and appropriateness of equipment use during PE classes	0.659	154	0.000	Significant	Reject the Ho

The findings revealed that there is a significant relationship between instructional strategies and teaching methods and the degree of usage of facilities and equipment in Physical Education for students with disabilities. This is supported by the p-value of 0.000, which is lower than the 0.05 level of significance; therefore, the null hypothesis is rejected. This indicates that the way teachers design and implement instructional strategies is significantly associated with how PE facilities and equipment are utilized to support inclusive education.

Specifically, instructional strategies and teaching methods showed a moderate positive relationship with the availability of adapted facilities ($r = 0.425$), suggesting that effective teaching approaches are linked to better utilization and awareness of appropriate PE spaces. A stronger relationship was found with accessibility and safety of physical spaces ($r = 0.516$), indicating that inclusive teaching strategies contribute to safer and more accessible PE environments. Likewise, a moderate positive relationship was observed with adequacy of adaptive equipment and materials ($r = 0.456$), implying that instructional strategies influence the appropriate selection and use of available resources. The strongest relationship was found with frequency and appropriateness of equipment use during PE classes ($r = 0.659$), suggesting that effective teaching methods are strongly associated with consistent and appropriate use of adaptive equipment in PE instruction.

Overall, the results imply that instructional strategies and teaching methods play an important role in the effective utilization of facilities and equipment in Physical Education for students with disabilities. When teachers apply varied, adaptive, and student-centered instructional approaches, they are more likely to maximize the use of available resources and promote inclusive participation. This highlights the need for continuous enhancement of teaching strategies to ensure that PE environments are fully accessible and supportive of learners with diverse abilities.

Recent studies support these findings. According to Haegele and Lieberman (2024), effective instructional strategies are closely linked to improved use of adaptive facilities and equipment in inclusive Physical Education, as discussed in *Frontiers in Sports and Active Living*. Similarly, Block and Obrusnikova (2023) emphasized that student-centered and adaptive teaching methods enhance resource utilization and participation in PE settings for students with disabilities in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that innovative instructional practices are essential for maximizing the use of facilities and equipment and ensuring inclusive learning in Physical Education, as presented in UNESCO Inclusive Education Resources.

Table 6.4. Significant relationship between the level of instructional limitation and degree of usage of facilities and equipment in Physical Education for students with disabilities in terms of Assessment and Evaluation Practices

Level of Instructional Limitation in Physical Education for Students with Disabilities	Degree of Usage of Facilities and Equipment in Physical Education for Students with Disabilities	R-value	N	P-value	Remarks	Decision
Assessment and Evaluation Practices	Availability of adapted facilities	0.562	154	0.000	Significant	Reject the Ho
	Accessibility and safety of physical spaces	0.625	154	0.000	Significant	Reject the Ho
	Adequacy of adaptive equipment and materials	0.551	154	0.000	Significant	Reject the Ho
	Frequency and appropriateness of equipment use during PE classes	0.647	154	0.000	Significant	Reject the Ho

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The findings revealed that there is a significant relationship between assessment and evaluation practices and the degree of usage of facilities and equipment in Physical Education for students with disabilities. This is supported by the p-value of 0.000, which is lower than the 0.05 level of significance; thus, the null hypothesis is rejected. This indicates that the way teachers assess and evaluate students is significantly associated with how PE facilities and equipment are provided, accessed, and utilized in inclusive Physical Education.

Specifically, assessment and evaluation practices showed a moderate positive relationship with the availability of adapted facilities ($r = 0.562$), suggesting that inclusive assessment practices are linked to better provision and use of appropriate PE environments. A stronger relationship was found with accessibility and safety of physical spaces ($r = 0.625$), indicating that fair and adaptive evaluation systems are associated with safer and more accessible PE settings. Likewise, a moderate positive relationship was observed with adequacy of adaptive equipment and materials ($r = 0.551$), implying that effective assessment practices support the appropriate use and availability of learning resources. The strongest relationship was found with frequency and appropriateness of equipment use during PE classes ($r = 0.647$), suggesting that inclusive assessment methods are closely associated with consistent and suitable use of adaptive equipment in PE instruction.

Overall, the results imply that assessment and evaluation practices play an important role in the effective utilization of facilities and equipment in Physical Education for students with disabilities. When teachers apply fair, flexible, and student-centered assessment methods, they are more likely to optimize the use of PE resources and promote inclusive participation. This highlights the importance of developing inclusive assessment systems that align with available facilities and adaptive equipment to strengthen Physical Education programs.

Recent studies support these findings. According to Haegele and Lieberman (2024), inclusive assessment practices are strongly associated with improved use of adaptive facilities and equipment in Physical Education for students with disabilities, as discussed in *Frontiers in Sports and Active Living*. Similarly, Block and Grenier (2023) emphasized that flexible and adaptive evaluation strategies enhance the effective utilization of PE resources and improve learning outcomes in inclusive settings in *Palaestra Journal of Sport, Physical Education and Recreation for Those with Disabilities*. Furthermore, UNESCO (2024) highlighted that inclusive assessment is essential for ensuring equitable access to facilities and equipment, thereby supporting meaningful participation in Physical Education, as presented in UNESCO Inclusive Education Resources.

7. What localized intervention program or plan may be proposed to promote and enhance inclusive Physical Education for students with disabilities?

Proposed Intervention Program

Instructional Limitations and Inclusive Practices in Physical Education for Students with Disabilities

Program Title: **"Inclusive Move: Strengthening Instruction and Participation in Physical Education for Students with Disabilities"**

Rationale

This intervention program is developed in response to the identified instructional limitations and the current state of inclusive practices in Physical Education (PE) for students with disabilities. The findings of the study reveal that while inclusive efforts are already evident in schools, several areas still require strengthening to ensure that all learners are given equal opportunities to participate meaningfully in PE activities.

In particular, instructional limitations were observed in terms of curriculum adaptability, teacher preparedness and training, instructional strategies and teaching methods, and assessment and evaluation practices. These limitations suggest that some PE teachers may not yet be fully equipped with the necessary knowledge, skills, and resources to effectively deliver inclusive instruction. As a result, students with disabilities may experience challenges in accessing appropriate learning experiences that match their needs and abilities.

Furthermore, the extent of inclusive practices—although generally positive—still shows variability in student participation and engagement, peer support and social inclusion, accommodation and modification of activities, and classroom management and inclusive learning environments. This indicates that inclusivity in PE is not yet fully consistent across all classes and learning contexts, and there is still a need to strengthen strategies that promote active involvement and social integration of learners with disabilities.

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In addition, the degree of usage of facilities and equipment highlights issues related to the availability, accessibility, adequacy, and frequency of use of adaptive resources. Although schools are making efforts to provide appropriate facilities and equipment, limitations in resources and utilization practices may still hinder the full implementation of inclusive Physical Education.

Given these findings, the intervention program aims to systematically address these gaps by strengthening teacher capacity through professional development, improving curriculum flexibility, enhancing instructional and assessment strategies, and maximizing the use of available facilities and adaptive equipment. It also emphasizes the importance of creating a supportive and inclusive learning environment where students with disabilities can actively participate, collaborate with peers, and develop their physical and social skills.

Ultimately, this program seeks to bridge the gap between existing instructional practices and the ideal standards of inclusive Physical Education. By doing so, it aims to foster a more equitable, accessible, and engaging PE environment that supports the holistic development of all learners, regardless of their abilities.

General Objective

The program generally aims to strengthen the implementation of inclusive Physical Education for students with disabilities in the Division of Catanduanes by enhancing teacher competence, improving instructional practices, promoting student participation, and ensuring the appropriate availability, accessibility, and utilization of facilities and adaptive equipment.

Key Area / Component	Objectives	Activities / Strategies	Persons Involved	Time Frame	Budget Allocation	Expected Output / Outcome
1. Teacher Capacity Building Program	Enhance teachers' knowledge and skills in inclusive PE instruction and adaptive strategies.	Conduct seminars and workshops on inclusive PE, disability awareness, adaptive teaching strategies, and hands-on use of adaptive equipment; establish peer mentoring.	School Heads, PE Teachers, Invited Trainers	January–February 2027	P30,000	Improved teacher preparedness, knowledge, and instructional competence in inclusive PE.
2. Inclusive Curriculum Enhancement	Improve curriculum adaptability and flexibility in PE instruction.	Review and revise PE learning activities; integrate Universal Design for Learning (UDL) principles; develop differentiated and adaptive PE activities.	Curriculum Planners, PE Teachers, School Heads	March–April 2027	P15,000	More flexible and inclusive PE learning activities appropriate for diverse learners.
3. Instructional Strategies Development	Strengthen the implementation of inclusive teaching strategies.	Implement cooperative learning, peer-assisted activities, task modification, visual aids, demonstrations, and adaptive instructional approaches.	PE Teachers, Students	May–June 2027	P10,000	Increased student participation, engagement, and inclusion in PE activities.
4. Inclusive Assessment Practices	Improve fairness and inclusivity in assessment and evaluation.	Develop performance-based and modified assessment activities; utilize	PE Teachers	July–August 2027	P5,000	More equitable, flexible, and student-centered assessment practices.

		individualized assessment, self-assessment, and peer assessment.				
5. Facilities and Equipment Improvement Program	Improve accessibility, safety, availability, and utilization of PE facilities and adaptive equipment.	Conduct facility assessment and safety checks; provide or procure adaptive equipment; maintain existing facilities; establish proper equipment scheduling and utilization procedures.	School Heads, LGU-Administrators, PE Department	September–October 2027	P50,000	Improved accessibility, safety, availability, and utilization of PE facilities and adaptive equipment.
6. Student Engagement and Inclusion Activities	Promote active participation and social inclusion among students with disabilities.	Conduct inclusive sports activities, buddy systems, cooperative group activities, and adapted recreational events.	PE Teachers, Students, School Clubs	November 2027	P15,000	Increased student participation, engagement, confidence, and positive peer relationships.
7. Monitoring and Evaluation	Assess the implementation and effectiveness of the intervention program.	Conduct classroom observations, feedback surveys, progress monitoring, documentation, and evaluation of program outcomes.	School Heads, PE Teachers, Research Team	December 2027	P7,000	Documented program results and recommendations for continuous improvement of inclusive PE practices.

This chapter presented the summary of the study’s major findings, the conclusions drawn from the analyzed data, and the recommendations formulated based on the results. It synthesizes the key outcomes regarding the level of instructional limitation, the extent of inclusive practices, and the degree of usage of facilities and equipment in Physical Education for students with disabilities.

This study examined the level of instructional limitations, extent of inclusive practices, and degree of usage of facilities and equipment in Physical Education for students with disabilities, as well as the significant relationships among these variables. Based on the results, the following findings were summarized:

1. The level of instructional limitations in Physical Education for students with disabilities was evident in terms of curriculum adaptability, teacher preparedness and training, instructional strategies and teaching methods, and assessment and evaluation practices.
2. The extent of inclusive practices in Physical Education for students with disabilities was evident in terms of student participation and engagement, peer support and social inclusion, accommodation and modification of activities, and classroom management and inclusive learning environment.

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3. The degree of usage of facilities and equipment in Physical Education for students with disabilities was evident in terms of availability of adapted facilities, accessibility and safety of physical spaces, adequacy of adaptive equipment and materials, and frequency and appropriateness of equipment use during Physical Education classes.
4. There was a significant relationship between the level of instructional limitations and the extent of inclusive practices in Physical Education for students with disabilities, resulting in the rejection of the corresponding null hypothesis.
5. There was a significant relationship between the extent of inclusive practices and the degree of usage of facilities and equipment in Physical Education for students with disabilities, resulting in the rejection of the corresponding null hypothesis.
6. There was a significant relationship between the level of instructional limitations and the degree of usage of facilities and equipment in Physical Education for students with disabilities, resulting in the rejection of the corresponding null hypothesis.
7. Based on the identified instructional limitations, inclusive practices, and facility and equipment needs, a localized intervention program was proposed to promote and enhance inclusive Physical Education for students with disabilities in the Division of Catanduanes. The proposed program focused on strengthening teacher capacity, improving inclusive instructional practices, enhancing the availability and appropriate use of adaptive facilities and equipment, and providing appropriate support mechanisms for students with disabilities.

Based on the findings of the study, the following conclusions were drawn:

1. Physical Education instruction demonstrated a generally positive level of inclusivity; however, certain instructional limitations remained, particularly in areas requiring greater adaptability to the needs of students with disabilities.
2. Teachers demonstrated preparedness, utilized instructional strategies, and applied assessment practices that supported the implementation of inclusive Physical Education.
3. Inclusive practices involving student participation, peer support, accommodation and modification of activities, and classroom management were generally evident and positively implemented.
4. The availability, accessibility, adequacy, and appropriate use of facilities and equipment contributed significantly to supporting inclusive Physical Education and facilitating the participation and engagement of students with disabilities.
5. The significant relationship between instructional limitations and inclusive practices indicated that instructional conditions were associated with the implementation of inclusive Physical Education practices.
6. The significant relationship between instructional limitations and the degree of usage of facilities and equipment indicated that instructional conditions were associated with how facilities and resources were utilized in inclusive Physical Education.
7. The significant relationship between inclusive practices and the degree of usage of facilities and equipment indicated that appropriate facilities and equipment were important in supporting the implementation of inclusive Physical Education practices.
8. Based on the findings of the study, the proposed localized intervention program provided a responsive framework for addressing the identified instructional limitations and strengthening inclusive practices, facilities, equipment, and support mechanisms for students with disabilities. The program served as the proposed output of the study and may guide schools and concerned stakeholders in improving the delivery of inclusive Physical Education in the Division of Catanduanes.

Based on the findings and conclusions of the study, the following recommendations are offered:

1. PE Faculty Members should strengthen and continuously improve their instructional strategies, teaching methods, and classroom management practices to better address the needs of students with disabilities and promote greater inclusivity in Physical Education classes.
2. Students with disabilities should be provided with appropriate intervention programs, accommodations, and support mechanisms that will encourage active participation, engagement, and social inclusion in Physical Education activities.
3. School Heads should provide guidance, supervision, and support to PE teachers by implementing programs, seminars, and policies that enhance inclusive practices and address the challenges encountered in teaching students with disabilities.
4. School Administrator should continuously improve school procedures, facilities, and institutional support systems to ensure accessible, safe, and inclusive learning environments for students with disabilities.
5. Local Government Units (LGUs) Administrator should collaborate with schools in providing adequate resources, adaptive facilities, and equipment, as well as support programs that will improve the quality and inclusiveness of Physical Education for students with disabilities.

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6. Future Researchers are encouraged to conduct similar studies in broader contexts or include additional variables related to inclusive education, student outcomes, and adaptive Physical Education practices to further enrich the existing body of knowledge.

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