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Teacher's Strategies for Physical Education for Learners with Physical Impairment in Philippines Elementary Education

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ABSTRACT

Physical activity encompasses all forms of bodily movement, whether undertaken during leisure, for transportation, or as part of occupational tasks (World Health Organization: WHO, 2024b). It includes not just planned exercise but any physical movement powered by skeletal muscles that uses energy. Some individuals, however, are born with physical disabilities, while others acquire them later in life due to accidents, illnesses, or medical conditions. The researchers collected data using multiple holistic case studies. Physical Education, considered an essential part of holistic development of student in the Philippines. The findings of the study emphasize that teachers who adopt inclusive teaching practices—such as adjusting activities and providing individualized guidance—play a significant role in encouraging the participation of learners with physical impairments. Moreover, educators who have received training in inclusive physical education are more likely to implement strategies that effectively support learners with disabilities. The results also highlight that successful teaching in inclusive physical education requires a range of approaches. These include the teacher's knowledge, attitudes, and collaborative methods. To ensure meaningful participation, teachers must be equipped with appropriate skills, understanding, and positive dispositions toward learners with physical impairments. Such insights can inform the design of teacher training programs and policy initiatives aimed at strengthening inclusive practices in physical education.

Keywords: Physical Education, Physical Disabilities, Philippines,

1. INTRODUCTION

Physical activity encompasses all forms of bodily movement, whether undertaken during leisure, for transportation, or as part of occupational tasks ((World Health Organization: WHO, 2024b). It includes not just planned exercise but any physical movement powered by skeletal muscles that uses energy. Some individuals, however, are born with physical disabilities, while others acquire them later in life due to accidents, illnesses, or medical conditions. These impairments are often long-term and affect mobility, stamina, or dexterity, limiting physical functioning (Berg, 2020). Such conditions can reduce an individual's ability to perform basic movements like walking, standing, or using their arms and hands, and may interfere with muscle control.

This reality presents challenges for teachers in physical education classes. They must decide whether to include learners with impairments in the same activities, provide alternatives, or exempt them altogether. Importantly, physical impairment is not simply about the condition itself but about how it influences everyday life.

In the Philippines, Physical Education, considered an essential part of student development. The curriculum includes fitness, games, sports, rhythms, and dance, organized across four quarters of the SY (Department of Education, 2019). More than just a subject, PE is mandated by the Constitution as a way to promote active, healthy lifestyles and prepare students to be alert and responsible citizens. Schools are therefore required to provide programs in physical education. A program that gives all children the skills and knowledge needed to sustain lifelong health and well-being.

Statement of the Problem

This study generally aims to explore teachers, teaching physically impaired learners involved in a physical education activity in an inclusive class.

The study's goal is to achieve the following objectives in particular:

1. How do teachers of an inclusive class involve learners with physical impairment in their physical education class?
2. What are the strategies, and modifications used in involving these learners?

2. METHODOLOGY

The methodology of this study is presented in this chapter. In no particular order, it contains the research design, research locale, participants of the study, research instrument, data gathering procedures, ethical considerations and data analysis.

Research Design

The researchers collected data using multiple holistic case studies. A multiple holistic case study is a research methodology in which several instrumental, bounded cases are examined using multiple methods. In this approach, the researchers will mainly conduct an interview, and voice recording and take up important information based on observations and participant's responses.

Research Locale

This study will be carried out in the NCS SPED Center.

Participants of the Study

Purposive sampling is used in determining the participants of this study. The subject teaches children with physical impairment in an inclusive class, particularly in NCS SPED Center. The prospect is currently teaching in a sixth-grade class. The researchers included questions related to modifications, strategies, and involvement of physically impaired students in an inclusive class.

Research Instrument

This study will use multiple sources in gathering the data. In attaining the desired objectives, the researchers will utilize observation, interview, and document analysis as research instruments.

Data Gathering Procedure

This study used a semi-structured interview guide to gather data. The researcher will make an approval letter addressed to the school principal to allow the researchers to do research. Permission from both parents and teachers is also sought. After is interpreting the data.

The subject of this study is teachers handling children with physical impairment in an inclusive class, particularly in NCS SPED Center. The researchers included questions related to modifications, strategies, and involvement of physically impaired learners in an inclusive class.

Ethical Consideration

The researchers will keep participants names and their responses in conducting the interview confidentiality. Regardless of their views and opinions, the researchers will maintain the attributes of good communication and will consider the interviewee's response and are not allowed to add or contradict the possible answers. The researchers make sure that the interviews will be conducted in a private room where the researchers and the participant are only present. Each interview will be recorded for review purposes.

3. RESULTS AND DISCUSSION

This chapter presents the results, discussion, and data collected from the participant using the semi-structured interview. Results are presented about the research objectives.

Involvement of Learners with Physical Impairment in Physical Class

Table 1 - Question and Answer, and Theme of Involvement of Learners with Physical Impairment in Physical Class

Question and Answer	Theme
How do teachers of an inclusive class involve learners with physical impairment in their physical education class?	
Participant A. I don't see the learner having a physical impairment because he acts like a normal child without a disability.	Teacher's Knowledge and Attitude
Participant B. Through the learners' strengths and not on the disability. Because I can see that the learner is actively engaging with the physical activities that I prepared for the class.	
Participant C. When it comes to teaching, I can't see any hindrances because he actively participates in every physical activity in the class.	
Participant D. I provide the necessary support to ensure that all learners are included despite the learner's disability.	Modifying Activities
Participant E. I used assistive devices to ensure that my learners can participate in various activities.	

Theme 1: Teacher's Knowledge and Attitude

Three out of the five participants stated the teacher's knowledge and attitude place a prominent role in involving learners with physical impairment in physical education class. Furthermore, teachers' knowledge and attitudes toward teaching learners with physical impairment were critical in creating an inclusive learning environment and improving learning outcomes.

Theme 2: Modifying Activities

The second identified theme is modifying activities. Modifying activities were described by two out of five participants. The two participants mentioned modifying activities in involving learners with physical in their physical education class. Participants shared the following responses:

"I used necessary support to help my learners" - Participant D

"I used assistive devices" – Participant E

Strategies and Modifications Used in Involving Learners with Physical Impairment**Table 2 - Question and Answer and Theme of Strategies and Modifications Used in Involving Learners with Physical Impairment**

Question and Answer	Theme
What are the strategies and modifications used in involving these learners?	
Participant A. In teaching my class, I used collaborative teaching that involve learners working together on learning tasks to ensure that everyone participates.	Collaborative Teaching
Participant C. I used accessible teaching materials that can help my learners in collaborating with their peers.	
Participant E. In my class, I pair learners with physical impairment with peers who have similar interests or skills to work collaboratively on class activities.	
Participant B. I used different instructions to cater to the unique learning needs of learners with physical impairments.	Differentiated Instructions
Participant D. Breaking learning instruction from complex to manageable steps.	

Theme 1: Collaboration

Collaboration with learners was perceived as significant to the success of inclusive physical activities. Three out of five participants used a collaborative teaching strategy to cater to the needs of the learner.

Theme 2: Differentiated Instruction

The teachers employed differentiated instruction by modifying the curriculum, teaching methods, and assessment to meet diverse learner needs. This approach was used by two participants out of five and was found to be effective in promoting learner engagement, participation, and achievement.

Discussion

Physical education is an essential part of a student's education. It helps students to stay healthy, learn teamwork skills, and have fun. Additionally, planning teaching strategies is one of the challenging tasks for all teachers, especially those who are handling children with special needs. Teachers should have a lot of strategies for teaching and involving children with physical impairment for them for that they are included.

Moreover, modifying teaching strategy meets the diverse needs of learners with physical impairment. The teacher's knowledge, skills, and attitudes were critical in creating an inclusive learning environment and improving learning outcomes. Differentiated instruction was an essential component of inclusive physical activities. Furthermore, collaborative teaching was found to be efficient in promoting learner engagement, participation, and achievement.

4. CONCLUSIONS, AND RECOMMENDATIONS

Conclusion

The findings of the study emphasize that teachers who adopt inclusive teaching practices—such as adjusting activities and providing individualized guidance—play a significant role in encouraging the participation of learners with physical impairments. Moreover, educators who have received training in inclusive physical education are more likely to implement strategies that effectively support learners with disabilities.

The results also highlight that successful teaching in inclusive physical education requires a range of approaches. These include the teacher's knowledge, attitudes, and collaborative methods. To ensure meaningful participation, teachers must be equipped with appropriate skills, understanding, and positive dispositions toward learners with physical impairments. Such insights can inform the design of teacher training programs and policy initiatives aimed at strengthening inclusive practices in physical education.

Recommendation

Considering the data findings, the following are recommended and proposed:

- **Activity Adaptation:** Teachers should adjust physical activities to make them more inclusive. This may involve using adaptive equipment, modifying the environment, or revising rules and requirements to better suit the abilities of learners.
- **Collaborative Teaching Approaches:** Group work and peer collaboration can be effective in fostering participation. Teachers may assign tasks that pair learners according to their strengths and challenges, intentionally promoting diversity, cooperation, and social interaction.
- **Professional Training in Inclusive Physical Education:** Ongoing training programs can help teachers understand the learners' specific needs with physical impairments. Such professional development equips educators with effective strategies to create supportive and inclusive learning environments.

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