
Stepping, Striving and Rising: Classroom Experiences of SHS Learners with Orthopedic Special Needs in Physical Education

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ABSTRACT

This study explored the classroom experiences of senior high school learners with orthopedic special needs in Physical Education (PE) at Burauen Comprehensive National High School, Leyte. Using a phenomenological research design, the study focused on understanding the barriers these learners encountered, the strategies they employed to participate effectively, and factors that influenced their engagement in PE activities. Through purposive sampling, in-depth interviews were conducted with Grades 11 and 12 learners who manifested orthopedic conditions affecting mobility. Data were analyzed using Colaizzi's method to identify significant themes related to participation and inclusion. The findings revealed that learners faced physical limitations, inaccessible facilities, and lack of adaptive equipment, which constrained their full engagement in PE. Social inclusion challenges, such as peer bias and limited collaborative opportunities, further affected learners' confidence and participation. Despite these barriers, learners employed coping strategies including requesting activity modifications, collaborating with classmates, practicing independently, and seeking encouragement from teachers. Recognition and positive feedback from peers and educators enhanced motivation and sustained participation. The study highlights the critical role of adaptive PE practices, teacher training, peer support, and accessible facilities in fostering inclusive education. Hence, by supporting learners with orthopedic special needs, the research aligns with Sustainable Development Goal 4, which advocates for inclusive and equitable quality education for all. The findings suggest that inclusive PE requires deliberate strategies to empower every student, enabling meaningful participation, skill development, and holistic growth, thereby bridging policy and practice in the Philippine educational context.

1. Introduction

The integration of inclusive practices in Physical Education (PE) is essential for promoting holistic development among students, encompassing physical fitness, social skills, and emotional well-being. However, students with orthopedic special needs often face barriers that limit their full participation, leading to a disconnect between PE

programs and the unique requirements of these learners (Condello et al., 2021). Limited accessibility, insufficient adaptive equipment and the need for specialized instructional methods often hinder students from fully benefiting from PE, impacting not only their physical engagement but also their sense of belonging and achievement.

In the Philippines, while legislative frameworks such as DepEd Order 72, s. 2009, the K-12 Basic Education Program, Republic Act No. 11650 (Inclusive Education Act), and the Enhanced Basic Education Act of 2013 emphasize inclusive education, practical implementation within PE remains inconsistent (Llego, 2022). Many schools struggle with limited resources, inadequate teacher training, and a lack of adapted equipment, which negatively affects the participation of students with orthopedic special needs. Consequently, these learners may experience reduced opportunities for physical fitness, social interaction, and emotional development, highlighting the need for a more inclusive approach.

Particularly in senior high schools, students with orthopedic special needs encounter challenges in accessing PE that align with their abilities and interests. Their experiences often reflect gaps between policy mandates and the realities of classroom practice, with traditional PE programs focusing primarily on able-bodied students (Barber, 2016). Understanding the lived experiences of these learners is critical to identifying barriers, coping strategies, and factors that contribute to positive or negative PE outcomes.

Given these challenges, this study explored the experiences of senior high school learners with orthopedic special needs within the context of PE. It examined the barriers they faced, the strategies they employed to overcome those challenges and the elements that enhanced or hindered their engagement in PE. Hence, this study aligned with SDG 4 (Quality Education) as this exploration aimed to promote inclusive and equitable learning conditions by generating insights that guide educators and policymakers in developing targeted strategies, such as teacher training in adaptive PE methods, investment in accessible equipment and individualized PE plans tailored to students' abilities.

Ultimately, this study aimed to contribute to a more inclusive PE environment where all students, regardless of physical ability, can participate meaningfully, develop essential life skills, and reach their full potential. Solely, by highlighting the voices of learners with orthopedic special needs, the research advances the objectives of SDG 4, particularly its emphasis on inclusion and equal access to quality education, and informs practices that empower every student to thrive in physical education.

Hence, the study answered the following questions;

1. What were the classroom experiences of senior high school learners with orthopedic special needs in PE?
2. What barriers did these learners encounter in participating in PE activities?
3. What strategies did learners use to overcome these barriers and enhance their participation.

1.1 Theoretical Framework

This study is guided by three theories that explain how senior high school learners with orthopedic special needs participate, adapt, and grow in Physical Education (PE). These are Kolb's Experiential Learning Theory, Situated Learning Theory, and Self-Determination Theory. Together, these theories help show how learners acquire skills through experience, learn from their environment and interactions, and develop motivation and confidence in PE despite their physical challenges.

Meanwhile, Kolb's Experiential Learning Theory (1984) explains that people learn through a cycle of experiencing, reflecting, thinking, and trying again. In the context of PE, learners with orthopedic special needs engage in activities that challenge their abilities, reflect on their performance, and apply strategies to improve participation. For example, learners may attempt modified exercises, observe their progress, and adjust their techniques to achieve better results. This theory highlights how experiential learning allows students to connect theory with practice, develop problem-

solving skills, and gain confidence, while barriers like inaccessible equipment or lack of guidance can hinder this learning process (Kolb, 1984).

More so, Situated Learning Theory (Lave & Wenger, 1991) emphasizes that learning occurs best within real-life communities and through social interactions. For learners with orthopedic special needs, the PE classroom and sports activities become their learning communities, where guidance from teachers, support from peers, and collaborative group activities enhance learning. Positive mentorship and inclusive group engagement help learners feel supported and included, whereas neglect, peer bias, or exclusion can reduce participation and confidence. This theory underscores the importance of a supportive and inclusive PE environment for meaningful learning (Lave & Wenger, 1991).

Further, Self-Determination Theory (Deci & Ryan, 1985) focuses on intrinsic motivation and the basic psychological needs of competence, autonomy, and relatedness. Learners with orthopedic special needs are more likely to engage in PE when they feel capable, have choices in how they participate, and experience social support from teachers and peers. Recognition, constructive feedback, and encouragement increase motivation and sustained participation, while lack of support may lower confidence and willingness to engage (Deci & Ryan, 1985).

These three theories provided a strong foundation for understanding the lived experiences of learners with orthopedic special needs in PE. They explain not only how students develop skills and adapt to challenges, but also how social interaction, environmental support and intrinsic motivation influence participation, engagement and personal growth. Hence, this framework allows the study to examine both the barriers and the strategies that shape inclusive and empowering PE experiences.

2. Literatures

The review of related literature identified key barriers to learners' engagement in Physical Education (PE), including accessibility issues, lack of adaptive equipment, and insufficient teacher preparedness. It also emphasized the role of professional development, inclusive teaching strategies, and institutional support in overcoming these challenges. This background informed the study's exploration of how these factors affected senior high school learners with orthopedic special needs and guided the development of recommendations to improve inclusive practices in PE.

2.1 Barriers to Learners' Participation in Physical Education

Learners with orthopedic special needs often encountered multiple barriers that hindered their full participation in PE. A primary challenge was the lack of accessible facilities and adaptive equipment, which limited opportunities for meaningful physical activity and skill development (Condello et al., 2021). In addition, instructional approaches were often not tailored to meet the diverse abilities of these learners, making it difficult for them to engage fully in class activities. The combination of physical limitations and environmental constraints frequently discouraged participation, leading to social exclusion, reduced motivation, and negative perceptions of PE.

Another significant barrier was the difficulty of translating general PE curricula into activities suitable for learners with orthopedic special needs. Existing PE programs primarily emphasized able-bodied performance, leaving teachers unprepared to modify activities or accommodate students' needs (Li et al., 2021). This disconnect between curriculum design and learners' abilities often resulted in frustration, reduced confidence, and limited engagement among students.

2.2 The Role of Professional Development and Institutional Support

Professional development played a critical role in enabling educators to support learners with orthopedic special needs effectively. Teachers who participated in training focused on adaptive PE strategies were better equipped to modify activities, provide individualized support, and foster inclusive classroom environments (Ventista & Brown, 2023). Similarly, institutional support including access to adaptive equipment, collaboration among staff, and time for planning inclusive lessons such as enhanced teachers' ability to implement effective accommodations (Li & Xu, 2024). Schools that prioritized inclusive PE practices created environments where learners felt encouraged and supported, resulting in increased participation, skill development, and social integration.

2.3 Contextual Factors Affecting Inclusion in PE

Learners' experiences in PE were also influenced by contextual factors, such as school infrastructure, class sizes, and the availability of trained staff. In under-resourced schools, facilities and equipment were often inadequate to meet the needs of learners with orthopedic special needs, limiting their engagement in physical activities (Mustafa & Thi, 2024). Furthermore, large class sizes and diverse learning needs posed challenges in providing individualized attention and support. Learners in these contexts often faced social and professional isolation, with fewer opportunities for peer interaction and collaborative learning. Understanding these contextual factors was essential for identifying effective strategies to enhance inclusivity in PE for learners with orthopedic special needs.

The reviewed literature provided valuable insights that directly informed the current study by highlighting the barriers and facilitators of PE participation for learners with orthopedic special needs. Identifying obstacles such as limited accessibility, insufficient adaptive resources, and gaps in teacher preparedness helped contextualize the experiences of senior high school learners in PE. Moreover, emphasizing the importance of professional development and institutional support offered potential solutions that guided the study's exploration of learners' lived experiences and strategies for promoting inclusion.

2.4 Scope and Limitation

This study focused on the classroom experiences of senior high school learners with orthopedic special needs in Physical Education at Burauen Comprehensive National High School, one of the SPED-implementing schools in Leyte Division, during the school year 2024–2025. The research was conducted within selected SHS classes in the same school, with participants drawn from Grades 11 and 12 PE classes.

The study did not include learners with other types of special needs, nor did it examine the effects of PE participation on academic performance or overall physical fitness outcomes. Furthermore, the research was limited to the perceptions and lived experiences of the learners and did not involve teachers, school administrators, or parents as participants.

3. Research Methodology

This study employed a phenomenological research design as it aimed to explore and describe the lived experiences of senior high school learners with orthopedic special needs in Physical Education at Burauen Comprehensive National High School. This design was appropriate because it focused on capturing the essence of participants' personal experiences, allowing them to articulate their perspectives, challenges, and strategies in their own words. Solely, by highlighting both shared and unique experiences, this approach provided a deeper understanding of the barriers learners faced, leading to a richer and more meaningful interpretation of their experiences in PE.

3.1 Sampling Technique

This study utilized a purposive sampling technique to select senior high school learners with orthopedic special needs in Burauen Comprehensive National High School. This method was appropriate as it allowed the researcher to identify participants who actively participated in Physical Education classes and who could provide valuable insights into their lived experiences. The number of participants was determined based on data saturation, ensuring that a diverse range of experiences was captured.

The inclusion criteria covered learners who were enrolled in Grades 11 and 12 PE classes, manifested orthopedic special needs affecting mobility or physical engagement, and were willing to participate voluntarily. These criteria ensured that participants had relevant experiences to contribute meaningfully to the study.

Meanwhile, the exclusion criteria applied to learners without orthopedic special needs, those not enrolled in PE classes, and those unwilling or unavailable to participate. These measures ensured that the study focused only on learners who could provide firsthand and relevant insights into the challenges, strategies, and experiences associated with participation in Physical Education.

3.2 Data Collection

The data gathering process for this study employed qualitative methods, primarily through one-on-one in-depth interviews. Initially, the researcher obtained approval from the school administrators of Burauen Comprehensive National High School and secured informed consent from the learners as well as parental consent for those who manifested orthopedic special needs.

These individual interviews provided an opportunity to explore in detail the learners' personal experiences in Physical Education, including the barriers they encountered, the strategies they employed to participate, and the factors that influenced their engagement (Condello et al., 2021). The interviews were conducted in person, as the researcher was also a PE teacher at the same school, with all session's audio-recorded with participants' consent.

More so, the data collection process spanned approximately three to four weeks, allowing ample time to conduct the interviews and clarify responses when necessary. Finally, all collected data were securely stored and analyzed qualitatively, enabling the identification of key themes and patterns related to the classroom experiences and participation of learners with orthopedic special needs in Physical Education.

3.3 Ethical Considerations

In conducting this study, several ethical considerations were prioritized to ensure the integrity of the research process and the protection of participants' rights. Informed consent and parental consent were obtained from all learners, ensuring that they and their guardians were fully aware of the study's purpose, procedures, and their right to voluntary participation. Participants were informed that they could withdraw from the study at any time without any negative consequences. All interview data were treated with strict confidentiality; personal identifiers were removed and responses were anonymized to protect the identity of the learners involved. Additionally, privacy was respected, with interviews conducted in private settings within the school to prevent unauthorized access to sensitive information.

Furthermore, audio recording of the interviews only occurred with the explicit consent of the participants and the recordings were securely stored. The researcher ensured that any information shared by the participants was used solely for the purposes of this study and not disclosed to unauthorized individuals. Lastly, the study adhered to ethical guidelines regarding voluntary participation, ensuring that learners' involvement was entirely free from coercion or undue pressure. This approach upheld the ethical principles of respect, integrity, and responsibility throughout the research process.

3.4 Plan for Data Analysis

This study employed a phenomenological research design using Colaizzi's Method to explore and describe the lived classroom experiences of senior high school learners with orthopedic special needs in Physical Education. Colaizzi's approach was particularly suited to this study because it provided a systematic process for analyzing qualitative data and capturing the essence of the participants' experiences.

After conducting in-depth interviews, the researcher carefully transcribed the responses, extracted significant statements, and formulated meanings from these statements. These meanings were then clustered into themes that reflected the essence of the learners' experiences in PE. The themes were organized into an exhaustive description of the phenomenon, which was later validated by returning the findings to the participants to ensure accuracy and credibility.

Through this rigorous process, the study captured both individual and shared experiences of the learners, offering a deeper understanding of the barriers they faced, the strategies they employed, and the factors that influenced their engagement and participation in Physical Education.

4. Results

Theme 1: Physical Limitations & Accessibility Challenges

Learners with orthopedic special needs often faced barriers due to limited physical abilities and the inaccessibility of PE facilities or equipment. These challenges restricted their full participation, leading to feelings of exclusion or frustration (Condello et al., 2021).

The following are participants' experiences:

"Makuri gud kay diri pareho han iba an akon kakayahan ha PE, labi na ha mga mulay nga kinahanglan magdalagan." [It's very difficult because I am not like the others in PE, especially in games that require running.] – SHS1

"Diri available an equipment nga angay ha akon, ngan usahay diri ako nakaka-api ha aktibidad." [The equipment suitable for me is not available, and sometimes I cannot join activities.] – SHS2

"Bisan karuyag ko magpartisipar, makuri gud kay limitado an lugar ngan equipment." [Even if I want to participate, it's difficult because of limited space and equipment.] – SHS3

These barriers limit both physical engagement and social inclusion, emphasizing the need for adaptive equipment and accessible facilities in PE classes.

Sub-theme 1.1: Lack of Adaptive Support

Participants reported that absence of teacher guidance or modified activities further limited their participation:

"Diri ko maaram kun paonan-o magamit an equipment labi na kun waray guidance tikang ha teacher." [I don't know how to use the equipment especially when theres no guidance from the teacher.] – SHS1

"Kun waray modification han activity, diri ako nakasabay ha klase."
[If the activity is not modified, I cannot cope up with the class.] – SHS2

"Makuri mag-ensayo kay diri na-accommodate an akon physical needs."
[Practicing is hard because my physical needs are not accommodated.] – SHS3

Schools should train teachers in adaptive PE strategies and ensure activities are modified to suit all learners' needs.

Theme 2: Social Inclusion & Peer Interaction

Learners also experienced challenges interacting with peers, sometimes feeling left out or underestimated due to their orthopedic condition (Barber, 2016).

"Usahay diri ako ginpapa-api han akon classmates ha team games."
[Sometimes my classmates don't include me in team games.] – SHS1

"Makuri makipag-istorya kay mayda nanamay ha akon kakayahan."
[It's hard to talk to others because some are belittling my abilities.] – SHS2

"Nakaka-feel gud hin kawayay confidence kun diri kinuri-an ka ha activity." [I feel less confident if I encountered difficulties in the activities.] – SHS3

Sub-theme 2.1: Building Peer Support

Learners who received encouragement or collaboration from classmates reported higher engagement:

"Kon nagbulig an akon classmates, mas nalipay ako ngan nakaparticipate gihap." [When my classmates help, I am happier and able to participate.] – SHS1

"Pagka may partner o ka-team, mas masayon an activity para ha akon."
[If I have a partner or team, activities are easier for me.] – SHS2

"Kon supportive an grupo, nakakaya ko gihap mag-perform."
 [If the group is supportive, I can still perform.] – SHS3

Fostering inclusive group activities and peer collaboration enhances learner engagement and confidence.

Theme 3: Motivation & Coping Strategies

Truly, participation in PE can be inconsistent due to environmental or structural constraints, with students from diverse backgrounds struggling to engage regularly in physical activities (Martins et al., 2020).

"Nag-ask ako han teacher nga i-modify an activity para makaparticipate gihap ako." [I asked the teacher to modify the activity so I could still participate.] – SHS1

"Nagtrabaho ako upod han classmates para makasabay ha activity bisan mayda ako gindadara nga maul-ul." [I worked with classmates to keep up with the activity despite my conditions.] – SHS2

"Nagpractice ako ha balay para makasabay ha klase."
 [I practiced at home so I could participate in class.] – SHS3

Sub-theme 3.1: Recognition & Positive Feedback

Learners reported that encouragement from teachers and peers strengthened motivation:

"Kun ginre-recognize an akon effort, mas nalipay ako ngan nagpadayon."
 [When my effort is recognized, I feel happy and continue trying.] – SHS1

"Positive feedback tikang ha teacher nakapadugang motivation ha akon."
 [Positive feedback from the teacher increased my motivation.] – SHS2

"Kon may praise o support, mas nagiging confident ako ha PE."
 [If there is praise or support, I feel more confident in PE.] – SHS3

Recognizing learners’ efforts and celebrating small achievements fosters resilience, motivation, and sustained participation.

Table 1: Timetable

| Target Milestone | Responsible Persons <i>Who will do this step?</i> | Support Needed from: | Timeline <i>When will this step be accomplished?</i> |
|-----------------------------------------------|------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------|
| 1. Finalize Research Proposal and Methodology | John Clark M. Mesias Elizabeth Abinguna | School Administrators, Research Advisors | June1, 2025 June 7, 2025 |
| 2. Obtain Ethical Clearance and Approvals | John Clark M. Mesias Elizabeth Abinguna | DepEd Officials, School Administrators | June 8, 2025 – June 21, 2025 |
| 3. Develop Questions and Interview Tools | John Clark M. Mesias Elizabeth Abinguna | Research Advisors, Colleagues | June 8, 2025 – June 8, 2025 |
| 4. Distribute IGs to Teachers | John Clark M. Mesias Elizabeth Abinguna | School Coordinators, Teachers | June 22, 2025 – June 28, 2025 |
| 5. Conduct One-on-One In-Depth Interviews | John Clark M. Mesias Elizabeth Abinguna | Teachers (Participants), Support Staff for Logistics | July 2, 2025 – July 30, 2025 |
| 6. Transcribe and Organize Data | John Clark M. Mesias Elizabeth Abinguna | Research Assistants | July 31, 2025 – July 13, 2025 |
| 7. Initial Coding and Thematic Identification | John Clark M. Mesias Elizabeth Abinguna | Research Advisors | Aug 14, 2025 – Aug 28, 2025 |
| 8. Refine Themes and Analysis | John Clark M. Mesias Elizabeth Abinguna | Research Advisors, Colleagues | Sept 1, 2025 – Sept 14, 2025 |

| | | | |
|--------------------------------------|--------------------------------------------|------------------------------------|----------------------------------|
| 9. Interpretation of Findings | John Clark M. Mesias Elizabeth Abinguna | Research Advisors, Colleagues | Sept 15, 2025 – Sept 21, 2025 |
| 10. Draft Report and Recommendations | John Clark M. Mesias Elizabeth Abinguna | Research Advisors, Colleagues | Sept 22, 2025 – Oct 4, 2025 |
| 11. Review and Finalize the Report | John Clark M. Mesias Elizabeth Abinguna | Research Advisors, Proofreaders | Oct 5, 2025 – Oct 11, 2025 |
| 12. Submit Final Report | John Clark M. Mesias Elizabeth Abinguna | School Administrators | Oct 11, 2025 – Nov 18, 2025 |
| 13. Present Findings (Optional) | John Clark M. Mesias Elizabeth Abinguna | School Administrators, Teachers | Nov 18, 2025 |

Table 2: Cost Estimates

| Item No. | Expense Category | Description / Breakdown | Quantity / Duration | Unit Cost (₱) | Total Cost (₱) |
|--------------|-------------------------------------|-----------------------------------------------------------|-------------------------|---------------|----------------|
| 1 | Honorarium for Researcher(s) | For actual conduct of research (max 30% of total budget) | 1 researcher x 2 months | 4,500 | 9,000 |
| 2 | Proposal Development | Printing, stationery, internet load for proposal writing | 1 set | 800 | 800 |
| 3 | Ethical Clearance and Approvals | Application fees, communication costs | 1 application | 1,000 | 1,000 |
| 4 | Tool Development | Designing and reproducing interview and survey tools | 1 set | 1,200 | 1,200 |
| 5 | Fieldwork and Data Collection | Transportation and refreshments for interviews/validation | 3 days | 1,500 | 4,500 |
| 6 | Data Transcription and Organization | Transcription services and spreadsheet/data tools | Lump sum | 3,000 | 3,000 |
| 7 | Printing and Report Preparation | Final printing, formatting, and binding of report | 5 copies x 100 pages | 250 | 1,250 |
| 8 | Meals for Validation/FGD | Meals/snacks for 10 participants x 2 sessions | 20 servings | 150 | 3,000 |
| 9 | Communication | Internet and mobile load for coordination | ₱300/month x 2 months | 300 | 600 |
| 10 | Miscellaneous | Reserve for small, unforeseen research-related expenses | Lump sum | — | 5,650 |
| Total | | | | | ₱30,000 |

4.1 Plans for Dissemination and Advocacy

In disseminating the research findings, this study will utilize the Learning Action Cell (LAC) sessions as the main platform for sharing the results with teachers and school leaders at Burauen Comprehensive National High School in Burauen, Leyte. Prior to the sessions, a concise summary of the key findings including identified barriers, coping strategies and inclusive practices in Physical Education (PE) for learners with orthopedic special needs will be prepared and distributed to all participants. This will allow attendees to gain an initial understanding of the study's context and outcomes.

During the LAC sessions, the researcher will present the major themes emerging from the study, highlighting the lived experiences of learners with orthopedic special needs, and the implications for inclusive PE instruction. The session will also include open discussions and collaborative reflections, allowing teachers to share their insights, identify areas for improvement in their current PE practices and co-develop strategies that promote accessibility and inclusivity in classroom and physical activity settings.

Following the sessions, feedback, recommendations and action points gathered from the participants will be consolidated and documented. These inputs will be integrated into the final report to strengthen the practical relevance of the study and guide future initiatives related to inclusive education and adaptive Physical Education. Furthermore, the documentation will be submitted to the school administration and the Schools Division of Leyte to serve as a basis for policy enhancement, teacher training, and capacity-building programs.

Through the use of LAC sessions, which are recognized by the Department of Education as a structured professional learning mechanism, the dissemination process will ensure that the study's results go beyond academic presentation and are translated into meaningful dialogue, reflection, and collective action. This participatory approach not only enhances teacher awareness of inclusive practices but also empowers them to apply the insights gained from the study in their own teaching contexts promoting a more inclusive and responsive learning environment for all students.

5. Conclusion

The study highlighted the classroom experiences of senior high school learners with orthopedic special needs in Physical Education (PE). It identified barriers to participation, including physical limitations, inaccessible facilities, and lack of adaptive support, which affected learners' engagement in class activities. To overcome these challenges, learners employed strategies such as activity modifications, collaboration with peers, and independent practice, allowing them to remain involved despite their limitations. Positive reinforcement from teachers and classmates further enhanced their motivation, confidence, and sustained participation. Overall, the findings underscored the importance of adaptive teaching, inclusive practices, and supportive learning environments, providing valuable guidance for educators and policymakers to implement inclusive PE programs and ensure equitable participation for all learners with special needs.

5.1 Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance the participation, engagement, and overall experience of senior high school learners with orthopedic special needs in Physical Education:

1. Schools should provide regular professional development programs for PE teachers, focusing on adaptive teaching methods, inclusive activity planning, and strategies to accommodate learners with orthopedic challenges. Trained teachers can modify exercises, utilize appropriate equipment, and create a supportive learning environment that fosters participation.
2. Schools must invest in adaptive equipment and ensure PE facilities are accessible to all learners. Modified tools, inclusive layouts, and safe exercise spaces will allow learners with physical limitations to engage fully in activities.
3. Encouraging collaboration and teamwork among students can foster social inclusion, reduce feelings of exclusion, and enhance confidence. Structured group activities, peer mentoring, and cooperative games can help learners with orthopedic special needs feel valued and included.
4. Teachers should design individualized PE plans that consider the unique abilities and limitations of each learner. Providing clear instructions, guidance, and optional modifications ensures that all students can participate meaningfully.

5. Acknowledging learners' efforts, providing constructive feedback, and celebrating small achievements can boost motivation and self-esteem, encouraging sustained participation despite physical challenges.
6. The findings may serve as a guide for school administrators and policymakers to implement inclusive PE programs, integrate adaptive practices into the curriculum, and allocate resources to ensure equitable participation for learners with special needs.

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