

# QUALITY IMPLEMENTATION OF PHYSICAL EDUCATION PROGRAM FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AS BASIS FOR PROGRAM ENHANCEMENT PLAN

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## ABSTRACT

The present study was anchored in the United Nations' SDG 4 – Quality Education, and UNESCO Quality Physical Education (QPE) as worldwide advocacy that promote and ensure the high-quality implementation of Physical Education, which aims to produce physically literate individuals. In connection with this, a global estimate of 80 percent of children in schools do not meet the recommendation of 60 minutes of moderate to vigorous physical activity per day. Highlighted in the report are persons with disability, often noted as least physically active. Anchored from this scenario, this study was conducted to determine the quality implementation of Physical Education program for learners with special educational needs (LSEN). This involved total enumeration of 67 special education teachers (SpET) from the School Division of Cavite Province. A four-point Likert scale was used to gather necessary data. The study found that the quality implementation of the Physical Education program for LSEN was often implemented. Likewise, the design of curriculum was highly implemented. The significant difference in quality implementation of Physical Education program for LSEN when SpET were grouped according to their profile was also determined. The quality implementation of Physical Education for LSEN was the same across age, sex, and highest educational attainment of the respondent. On the other hand, quality implementation of Physical Education for LSEN significantly differed when SpET were grouped according to the number of years in teaching SpEd. It reveals that 1-10 years and 21-30 years were not similar in terms of quality implementation of Physical Education for LSEN. The significant findings of the study may guide the proposed program enhancement.

**Keywords:** Learners with special educational needs, Physical Education, Quality Implementation, Special Education Teachers.

## INTRODUCTION

World Health Organization stated in the current tool kit about promoting physical activity through schools that there is a global estimate showing more than 80 percent of children in schools who do not meet the recommendation of 60 minutes of moderate to vigorous physical activity per day. It also indicates that persons with disability are often noted as the least active, as observed in most countries (WHO, 2021). These scenarios are brought by several factors, such as absence of support and experts; availability, affordability, and

accessibility to safe programs and activities. Engaging in physical activity brings great help in attaining good health and wellness. In educational institutions, Physical Education courses help in promoting physical activity involvement among students, as well as teachers and other stakeholders. Physical activity plays a vital role in everyone, from toddler to older adult, regardless of gender, economic status, marital status, race and nationality, culture, as well as differently abilities.

As per the data of World Health Organization last 2011, there are 15 million children, youth and

adults who have disabilities in the Philippines. In addition, Sen. Sherwin Gatchalian as the chairperson of the Senate Committee on Basic Education, mentioned that there were 126,598 learners with special educational needs enrolled in various Department of Education (DepEd) schools for the School Year 2021-2022.

Previously, the Department of Education in Cavite conducted a sports competition participated by learners with special educational needs. However, not all schools offering programs for special needs were able to participate in the said activity. This scenario may indicate that there are gaps or challenges in the implementation of physical education for LSEN. In school settings, physical education also serves as talent identification and skills development for students. In connection with this, it is necessary to review and determine the quality of implementation of Physical Education programs provided to learners with special educational needs.

Several studies have shown the benefits of physical activity among individuals. The World Health Organization also set a minimum requirement of physical activity across different groups of individuals, which includes those who are differently abled. Santillan et al. (2019) studied adaptive physical education among students with disabilities, who gained confidence and had the opportunity to discover their skills and potentials.

Estrella (2020) studied Adapted Physical Education Program for handicapped students among state universities and colleges. Estrella found that the level of attainment is only moderate in terms of its goals, objectives, and promotion, interpreted as moderately adequate. Various problems were also encountered by the participants in the implementation of the Adapted Physical Education Program. Pastrana (2020) found that physical activity is effective in enhancing the participants self-esteem and self-efficacy. These researchers recommended conducting further studies about physical education and physical activities for persons with disability. Despite limited studies involving physical education among persons with disability, the existing studies are significant driving force to determine the level of quality

implementation of physical education program among grassroot learners with special educational needs. Grassroots programs and development are very vital in the holistic target of physical education. This present study involves the grassroots level and formative years of individuals.

Every community and organization, including public and private, are promoting and advocating for equality and inclusion. This study is another step forward in determining the University's share in the said advocacy for quality implementation of Physical Education Program.

The study determined the quality of implementation of physical education for learners with special educational needs in different schools in Cavite offering or handling learners with special educational needs. Determining the implementation quality guided the development of a program and plan to improve or sustain its execution.

## **METHODOLOGY**

### **Research Design**

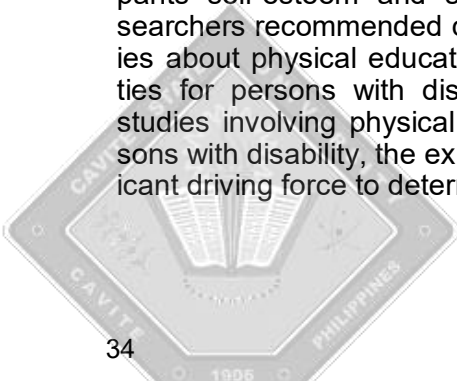
This study used descriptive comparative research design to determine the differences between variables. Particularly, the difference in quality implementation of physical education for learners with special educational needs according to the profile of the SpET was investigated.

### **Research Locale**

This study was conducted in all public elementary schools under the Schools Division Office of Cavite Province. Schools offering programs for learners with special educational needs were part of the study. As of 2022, there are 21 elementary schools offering special education programs for learners with special educational needs (DepEd, SDO of Cavite Province 2022).

### **Participants of the Study**

The participants of the study were the special education teachers handling learners with special educational needs. The following criteria were set in identifying the participants of the study: (1)



special education teacher, (2) from public school, and (3) from Schools Division of Cavite Province. On the other hand, the following special education teachers were not qualified as research participants; (1) from private schools and institution, and (2) from other Schools Division Offices.

**Sampling Technique**

This study employed total enumeration for teachers facilitating Physical Education class for special education. As of 2022, there are total of 67 SpET from various schools under Schools Division of Cavite Province (DepEd SDO of Cavite Province, 2022). The total 67 SpET were included as participants of the study.

**Research Instrument**

For quantitative data, a four-point Likert scale anchored in the Inclusive QPE Policy Matrix from

Quality Physical Education Guidelines for Policy makers (2015) was utilized. Policy questions from the said matrix were modified in the context of this study. Quality Physical Education Guidelines for Policy makers (2015) is available on open access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO).

The instrument is a two-part questionnaire. The first part includes the profile of the participants. The second part determines the level of quality implementation of Physical Education for learners with special educational needs in terms of curriculum, community partnership, teacher education, facilities and funding, and advocacy adapted policy questions from the Quality of Physical Education (McLennan & Thompson, 2015). The Likert scale used in the questionnaire includes the following:

1	Strongly Disagree	Proof for the benchmark statement is not implemented in the school/s
2	Disagree	Proof for the benchmark statement rarely implemented in the school/s
3	Agree	Proof for the benchmark statement is evident and often implemented in the school/s
4	Strongly Agree	Proof for the benchmark statement is very evident and religiously implemented in the school/s

The modified questionnaire was content validated by three experts, including a SpEd specialist, a physical educator, and an administrator in the Department of Physical Education. Internal consistency of the instrument was determined through Cronbach’s alpha. As a result, the instrument had a 0.98 value of Cronbach alpha with an interpretation of excellent internal consistency.

**RESULTS AND DISCUSSION**

Table 1 shows that majority of the SpET in the Schools Division of Cavite Province who served as participants of the study are female, wherein there are 57 of them out of the total 67 participants. This covers 85.07 percent of the total num-

ber of participants. On the other hand, only 14.93 percent or 10 out of 67 participants are male.

These data are similar with the dataset of special education teachers in Legaspi City that was gathered by Elizabeth E. Alfane in 2020. The study was composed of 36 SpET in the city. The study revealed that only 16.7 percent of the SpET in Legaspi City are male or 6 out of 36, while there are 30 female SpET or 83.3 percent. In addition, the same scenario was present in United States of America. In the USA special education teachers 2020 data, female SpET are 86 percent, while only 14 percent are male. This condition reflects that female is the common sex in the field of specialization. Moreover, profession as special edu-

cation teacher is not that attractive to male.

Moreover, Table 1 shows the distribution of participants according to their age. The participants' age ranges from 20 to above 60 years old. They were divided according to the following age groups: 20-29, 30-39, 40-49, 50-59, and 60 and above. Special education teachers from the age group of 30-39 had the highest frequency, wherein 27 out of 67 participants belonged in the said age group. This covers the 40.30 percent of the population. This is followed by the age group of 20-29, with 18 SpET or 26.87 percent, almost one fourth of the total participants. On the other hand, 60 and above age group had the least number of participants. Only one SpET belonged in this age group that covers 1.49 percent of the total number of participants of this study. Given data suggest that most of the SpET in the Division of Cavite Province are young.

Comparing the data with the special education teachers in the United States of America, based on Data USA (2020), the age of the special education teachers in the US had a median of 43.2. This group age only covers 19.40 percent of the participants of this study.

It also reveals the distribution of SpET according to the number of years teaching in SpEd. Data shows that SpET with 5-9 years in teaching SpEd had the greatest number of participants. This covers 38.81 percent or 26 out of 67 participants of the study. It is followed by SpET with 0-4 years of teaching SpEd, with 18 SpET or 26.87 percent of the participants. However, 15-19, and 30 and above teaching years had the least number of SpET, both covering only 1.49 percent of the participants or one for each group. Respectively, 10-14 and 20-24 years of teaching SpEd had 15 or 22.29 percent, and six or 8.96 percent of the participants. Data gathered suggest that most of SpET in the Division of Cavite Province are in their early years of their teaching career in SpEd.

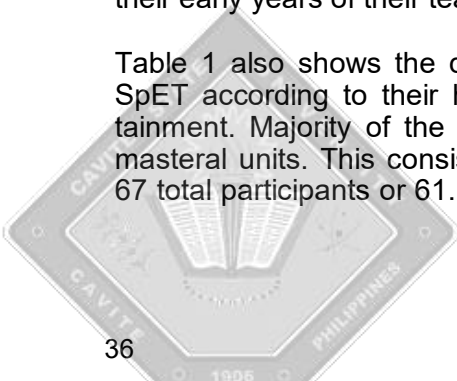
Table 1 also shows the distribution of profile of SpET according to their highest educational attainment. Majority of the SpET participants had masteral units. This consists of 41 SpET among 67 total participants or 61.19 percent. On the other

hand, only one or 1.49 percent among the participants had doctoral units. Moreover, with a very little difference 12 or 17.91 percent, SpET answered that their highest educational attainment was bachelor's degree, and 13 or 19.40 percent of SpET answered masteral degree. Gathered data indicates that SpET in the Division of Cavite Province are thriving for professional development. In contrast with the dataset of SpEd in Legaspi as gathered by Alfane (2020), wherein it was found out that only one SpET had Master's in Education and had doctoral units. On the other hand, 39.0 percent or 14 out of 36 SpET in the said division had Bachelor's degree major in Special Education.

Table 1 further shows the various classification of learners with special needs being handled by special education teacher in the Division of Cavite Province. In this section, participants selected all that applied to them. Most SpET handled learners with learning disability, according to 29 of the participants or 43.28 percent. This is followed by hearing impaired (25), autism spectrum disorder (21), and intellectual disability (19). Moreover, the least four classifications handled by SpET are those with mental disability (3), amputee (2), developmental disability (4), and attention deficit hyperactivity disorder (4). In addition, there are nine SpET who handled learners with cerebral palsy and eight who handled visually impaired. Data reveals that SpET handle not only one disability but diverse needs of learners. In the DepEd order no. 44 series 2021, disability is defined as long term physical, mental, intellectual, behavioral or sensory condition that gives limitations to the physiological and anatomical functions, which may result to very challenging completion of a certain task.

### **Quality Implementation Level of Physical Education Program for Learners with Special Educational Needs**

This section presents and discusses the result determining the quality implementation of Physical Education program for learners with special educational needs. Presentation is divided in terms of curriculum, community partnerships, teacher education, facilities and fundings, and



advocacy.

## Curriculum

This aspect deals with the design and plan of implementation of the program for learners with educational needs. This also includes its accordance with the national and international goals.

Table 2 reveals that in terms of curriculum, benchmark statement number 2, "National strategy is based on principles of equality and inclusion" had the highest mean of 3.48, which indicates that the participants strongly agreed with the said statement. Furthermore, with a very little difference, participants also strongly agreed with the benchmark statement number 3, "Policies promote inclusion and encourage a view of inclusive education as a natural way of working for every teacher"; and number 9, "There is an opportunity to adapt the curriculum to meet specific cultural requirements, and celebrate traditional activities and games", with a mean of 3.43, and 3.46 respectively. These three statements deal with inclusion and various opportunities for the promotion of physical activity.

However, an average response of agree was revealed in benchmark statements number 4, "There is an opportunity for cross sectoral, multi-stakeholder engagement at both a policy and practice level"; and number 5, "There is a clear consensus and shared understanding among policy-makers and practitioners regarding the priorities for physical education for learners with special educational needs". These statements had the lowest mean among the nine benchmark statements, with the mean of 3.25 and 3.16 respectively. This means that these are often implemented but not on a regular basis. It talks about policy and practice in terms of setting priorities and promotion of collaboration with stakeholders for Physical Education curriculum.

Moreover, participants also responded strongly agree in the benchmark statements number 1,6,7, and 8. In general, with the overall mean of 3.36, they strongly agreed that the design of the Physical Education program is in accordance with the national and international goals. This was al-

so interpreted as highly implemented.

The curriculum of Special Education was anchored in the national and international mandates. It is included in the United Nations 17 Sustainable Development Goals, specifically SDG 4 known as Quality Education. This goal targets to ensure the inclusive and equitable quality education and promote lifelong learning opportunities for all. Furthermore, emphasized in Magna Carta for Disabled Persons, also known as RA 7277, Chapter 2 section 12 that there should be access to quality education for persons with disabilities. In support to these mandates, Former President Rodrigo Duterte signed the RA 11650 last 2021. This strengthens the implementation of programs for individuals with special needs in terms of access to quality education. With the broad scope the cited Republic Act, it also includes physical education requirement of the learners with special needs.

Considering various mandates and adapting to change, Department of Education issued an order last November 2021 with regard to the policy guidelines on the provision of educational program and services for learners with disabilities in the K to 12 Basic Education Program. Psychomotor skills are included as one of the targets to be improved. Aside from this, as indicated in Annex 4 of the said order, there are 10 essential adaptive skills and competencies that will help the LSEN in their day-to-day activities. Following are the essential adaptive skills and competencies: self-care/daily living skills, communication skills, self-direction, social skills, leisure skills, home or school living, functional academic, community use, work, and health and safety.

Therefore, this conveys that the SpET clearly see the design of the SpEd curriculum in the Philippines that promotes and aims to provide inclusive and equitable quality education. It also includes the improvement of the psychomotor skills, self-direction, and social skills of learners. However, an opportunity for improvement is present in terms of including Physical Education as one of the priorities in Special Education curriculum, since Physical Education is not included as one of the subjects for learners with special needs.

## Community Partnership

This area focuses on the extent of collaboration, partnerships and role of the community in terms of achieving the quality Physical Education.

Table 3 presents the extent of partnership and collaboration with the stakeholders to achieve the quality Physical Education. Data show that SpET strongly agreed and highly implemented the policy, wherein emphasis was given to the importance of school and community partnership in the promotion of sports, extracurricular, and physical activity participation, as stated in benchmark statement number 1, with the highest mean of 3.40 among all benchmark statements under community partnership. Supporting this result is the DepEd Order no. 44, series of 2021, cited in Advocacy and Partnership section (IX), which states that various level of linkages, collaboration and the likes shall be done. This is to obtain and ensure the sustainability of the programs designed for learners with special educational needs provided that it is well coordinated and in accordance with the national and international mandates.

On the other hand, among the five benchmark statements, statement number 3 got the lowest mean of 2.79, wherein SpET only agreed with the statement about budget allocation for partnership. Moreover, SpET also expressed their agreement on the benchmark statement number 2, 4, and 5, with the mean of 3.06, 2.93, and 3.0 respectively. Generally, the results show that community partnership is often implemented, however, not on a regular basis, having an overall mean of 3.04.

Community partnership is also considered as one of the challenges and issues being faced by special education. This is based on the research conducted by Allan and Martin (2021). They mentioned 13 other challenges in terms of community partnership. They specifically indicated limited support from the stakeholders.

Gross et al. (2015) and Little (2023) recommended that school-community partnership brings great help in providing opportunities and achieving target learning competencies. Some of the

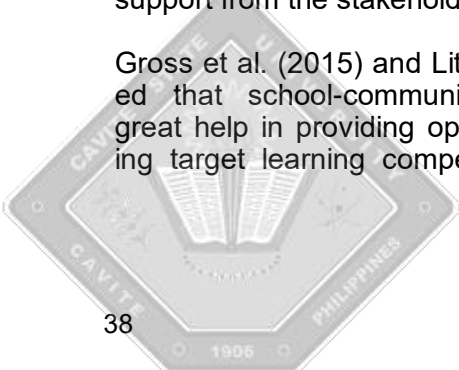
benefits cited are the following: provide continuity of services and programs even after school, allow family members to find various ways to support the student's learning, strengthen programs that may result to improved program quality, and maximizes the resource use, such as facilities, as well as increases the available resources, among others. Various types of partnership were also mentioned such as university, social service, business, non-profit organization, and local municipality.

Every institution has an active collaboration with other agencies. However, when it comes to program targeting the quality implementation of Physical Education for learners with special educational needs, limited to none are involved. Most of the partners or donors are focused on feeding program for the learners. The consolidated data of the responses implies that an additional and strong collaborations with other stakeholders or organizations must be present. Presence of strong partnership with other institution, including other government agencies as well as private organization, can significantly improve and ensure sustainable quality implementation of Physical Education for LSEN. This will bring great help in attaining quality Physical Education for LSEN.

## Teacher Education

This area covers the extent of implementation with regards to the professional development of Physical Education teachers for learners with special educational needs. This also includes the qualification set for hiring special education teachers.

Teachers' professional development is very important in the success of the implementation of Physical Education curricular programs. Table 4 reflects the quality implementation of Physical Education in terms of teacher education in the Division of Cavite Province. The SpET strongly agreed with the first three benchmark statements. Benchmark statement 1, 2, and 3, with the mean of 3.32, 3.54, and 3.28 respectively, deals about the set qualifications and criteria in relation to the selection of hiring special education teachers, and the clear expectations on the role of the



teachers for learners with special educational needs. Special education teachers who responded expressed their strong agreement on the said benchmark statements. This indicates that these statements were highly implemented. Moreover, benchmark number 2 had the highest mean of 3.54.

On the other hand, means of the other benchmark statements show that SpET expressed their agreement. Benchmark statements 4, 5, 6, 7, and 11, with the mean of 2.99, 3.03, 3.04, 3.04, and 2.85 respectively, are about the presence and implementation of Physical Education Teachers Education (PETE). Data gathered reflects that PETE is being implemented, but not on a regular basis. Programs for teacher education is evident, however, program targeting Physical Education is not regularly implemented.

Similarly, benchmark statements 8, 9, and 10 obtained the mean of 3.03, 2.48, and 2.84 respectively, which means that SpET agreed to the said statements and was interpreted as often, but not regularly implemented. These benchmark statements deal with the employment and availability of teachers specialized to handle Physical Education for learners with special educational needs. Furthermore, benchmark statement number 9 had the lowest mean of 2.48. This talks about the presence of the enough teachers specialized in teaching Physical Education for LSEN. Summing up the gathered data, with the overall mean of 3.05, this indicates that teacher education program for SpET is often implemented, but not on a regular basis.

This result is relatively similar with the findings of Allan and Martin (2021), who found that a number of special education teachers in the Division of Ilagan are not enough to cater learners with special educational needs. They also concluded that teachers handling learners with special educational needs do not have special education trainings from their school. In addition, stated by Wrightslaw (2021) that there is an Adapted Physical Education certification for teachers. In United States, Adapted Physical Education National Standards (APENS) exists. One of its goals is ensuring that learners with special educational

needs receives their Physical Education program through certified teachers, those who received and recognized as Certified Adapted Physical Educator (CAPE).

Moreover, a study was conducted by Estrella (2020), wherein it determined the Adapted Physical Education program for handicapped students among state universities in Region 1. Result also revealed that there are challenges when it comes to availability of qualified physical educator for LSEN. This finding is closely similar to the response of SpET in benchmark statement number 9 that deals with adequacy of specialized teachers to teach Physical Education for learners with special educational needs.

In addition, as indicated in DepEd Order No.44 series 2021, the individualized educational plan for learners with special educational needs will be designed and made by the special education teacher. Therefore, the item for SpEd teacher must be given strictly to the qualified and specialized teachers. These data indicate that standards and qualifications of SpET to be hired are clearly set and should be strictly followed. However, opportunity for SpET to attend trainings about Physical Education for LSEN is very limited. In this light, there is a need for the conduct and participation of SpET in trainings and workshop that targets the implementation of quality Physical Education for LSEN, as well as designing an activity appropriate for each learner's needs and ability.

### **Facilities and Funding**

This area deals with the extent of implementation and availability of facilities and funds for physical education of learners with special educational needs. Design of facilities, equipment and budget prioritization is also included.

Facilities and budget allocation are another essential component of the effective and efficient implementation of Physical Education program. Table 5 shows that benchmark statement number 1 had the lowest mean of 2.88. This also reflects the agreement of SpET that policies encourage budgeting, which supports quality Physical Education provisions for learners with special education-

al needs. However, this is not implemented on a regular basis. Furthermore, although benchmark statement number 4, “Learning environments provided are safe and healthy”, had the highest mean of 3.13, it was still interpreted as often, but not regularly implemented. Remaining benchmark statements for facilities and funding also revealed often but not regularly implemented. Table 5 shows the overall mean of 3.01. It was interpreted that facilities and funding were often implemented, but not on a regular basis.

These findings are supported by Allan and Martin (2021) who studied the challenges and issues in special education. They concluded that facilities and funding include the following: special education teachers experience financial constraint in teaching special education, materials needed in teaching SpEd classes are inadequate, and available infrastructure is not designed to cater learners with special educational needs, similar to the findings of Estrella (2020). His study revealed that one of the challenges for Adaptive Physical Education in State Universities in Region 1 is the high cost of the program, which requires availability of facilities and equipment especially designed for LSEN. These facilities and equipment are essential to be able to meet the demands and needs of the learners.

Furthermore, it was reported last 2022 that there is zero budget for special education in 2023. Although Department of Education proposed a P532 million for SpEd program, it was not included in NEP (Bautista & Domingo, 2022; dela Peña, 2023). Budget were allocated, however, prioritization is also to be considered. Most of the SpEd center initially prioritize the assessment of the learners, wherein the budget will also be coming from the SpEd fund. Remaining funds, if there is any, will now be used for other programs and projects for SpEd. In addition, budget for Special Education program of each school or also known as SpEd fund depends on the number of the learners with special educational needs enrolled. The fewer the enrollees, the lower the SpEd fund will be given. Moreover, priority of the fund utilization was given to the assessment of the learners, which is considered to be expensive. In terms of facilities and equipment,

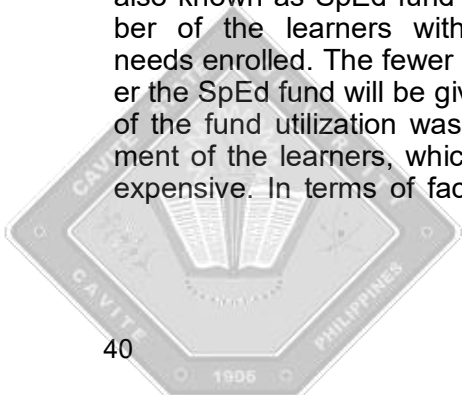
there are available for utilization, but not all institution offers complete and appropriately designed equipment for the needs of the learners. Most of the time, SpET improvise for them to be able to implement physical activity.

### **Advocacy**

This area is about the extent of promotion and information dissemination with regard to importance and implementation of Physical Education for learners with special educational needs. It involves monitoring and implementation of the program, as well as conducting researches for the continuous improvement of Physical Education for LSEN. Emphasis given to Physical Education as subject is also included in this area.

Initiatives in promotion and information drive to further achieve the high-quality implementation of Physical Education for learners with special educational needs is also needed. This includes, but not limited to, conduct of researches, and presence of various organization with objectives to promote physical literacy among learners with special educational needs. This program is part of advocacy to have quality Physical Education.

Table 6 deals with the extent of advocacy in having quality Physical Education for LSEN. It shows that benchmark statement number 3 that says, Physical Education is accorded the same with other subject, had the highest mean of 3.24. However, it was interpreted as often implemented but not regularly. On the other hand, benchmark statement number 5, stating that teachers are engaged in conducting researches had the lowest mean of 2.88. Although SpET who responded agreed with the statement, the data was also interpreted that it was often but not regularly implemented. The SpET also express their agreement on the remaining benchmark statement numbers 1, 2, 4, 6, and 7, with the mean of 3.12, 3.16, 3.00, 2.96, and 3.07 respectively, and interpreted as often implemented, but not regularly. Generally, the overall mean of 3.06 states that advocacy for quality Physical Education for learners with special educational needs is often implemented, however, not regularly.





DepEd order no. 44 series of 2021 mandates the policy guidelines on the provision of educational programs and services for learners with disabilities in the K to 12 Basic Education Program. Included in this order is the advocacy and partnership and monitoring and evaluation. Advocacy and partnership encourage the implementation of SpEd program to establish various linkages, networking, and the likes that will further promote and achieve the objectives of SpEd program including Physical Education designed for the learners with special educational needs. In addition, monitoring and evaluation is expected to be in accordance with the Basic Education Monitoring and Evaluation Framework (BEMEF). The Department is encouraged to have a monitoring and evaluation tool. Conduct of monitoring and evaluation in various level is also encouraged in the said order to ensure the effective and efficient implementation of the various programs and services for Special Education.

To reiterate, research about Physical Education for LSEN is very limited. It conveys that one of the reasons of the limited researches is the low involvement of teachers in research process. Difficulty in determining the quality Physical Education for LSEN is also present as to standard monitoring and evaluation tools for this topic are not available.

### **Overall Quality Implementation of Physical Education Program for Learners with Special Educational Needs**

This section discusses the consolidated result of the five key areas included in this study. Through this, the overall quality implementation of Physical Education for LSEN was determined.

Table 7 shows the overall mean of each aspect being determined in the implementation of quality Physical Education for learners with special educational needs. Data show that curriculum had the highest mean of 3.36, which indicates that the policies in the formulation of curriculum for special education was highly implemented. The design of the curriculum is in accordance to the national and international mandates. This also targets inclusiveness, equal opportunity to access equitable quality education and promote lifelong learning opportunities for all. On the other hand, although SpET ex-

pressed their agreement to the implementation of community partnership, teacher education, facilities and funding, and advocacy, with the grand mean of 3.04, 3.05, 3.01, and 3.06 respectively, it was still interpreted and considered to be often implemented, yet not regularly. Facilities and funding had the lowest mean of 3.01. This also reflects the availability of facilities and fund. However, this still does not meet the needs for the implementation of quality Physical Education. Generally, with the grand mean of 3.10, the overall data for the quality of implementation of Physical Education was interpreted as often implemented, but not on a regular basis.

This overall finding of the quality implementation level of Physical Education for learners with special educational needs is closely similar with the general findings of Estrella (2020), which stated that the implementation of the Physical Education program for learners with special needs in the said region is moderately adequate.

Table 7 implies that there is a need for enhancement plan for the implementation of Physical Education program for LSEN. This enhancement plan will greatly help in improvement of the program implementation targeting learners with special educational needs.

### **Difference Between the Quality Implementation of Physical Education Program for Learners with Special Educational Needs when the Participants are Grouped According to their Profile**

This section discusses if the quality of implementation of Physical Education program for learners with special educational needs significantly differ when it is grouped according to the profile of SpET as participants. However, classification of LSEN handled is not part of it since the data gathered was through selection of all that applies.

Table 8 shows the significant difference between the quality implementation of Physical Education program for learners with special educational needs when the participants are grouped according to their profile.

For the difference of quality implementation in terms of sex of the participants, Mann-Whitney sta-

tistic was found to be 329.00. Since the p-value (0.371) is greater than  $\alpha=0.05$ , the decision is to retain  $H_0$ . Hence, there is no significant difference between the quality implementation of Physical Education program for learners with special educational needs when the participants are grouped according to their sex. Therefore, the distribution of quality implementation of Physical Education program for learners with special educational needs is the same across categories of sex.

This is the same when SpET is grouped according to their age. Using the Kruskal Wallis Test, the result shows a Chi-square value ( $\chi^2$ ) of 6.648. Since the p-value as presented in Table 8 is 0.084, which is greater than  $\alpha=0.05$ , therefore the null hypothesis is retained or accepted. This indicates that there is no significant difference in the quality implementation of Physical Education for learners with special educational needs when participants are grouped according to their age. This means that the quality implementation of Physical Education is the same across ages of the participants.

Moreover, in terms of highest educational attainment of the participants, it was also revealed in table 8 that the Kruskal-Wallis statistics or Chi-square was found to be 8.612, with p-value of 0.916. The computed p-value is greater than  $\alpha=0.05$ , which mean that the decision is to retain or accept the null hypothesis. Since there is no significant difference in the quality of implementation for Physical Education program for LSEN when SpET are grouped according to their highest educational attainment, this mean that no matter what the educational attainment of the teachers is, the quality of implementation as being observed by the participants is still the same.

However, for the significant difference in quality implementation as groups according to years of teaching in SpEd, the Kruskal-Wallis statistic or Chi-square value was found to be 8.226. Since the p-value (0.016) is less than  $\alpha=0.05$ , the decision is to reject  $H_0$ . Hence, there is a significant difference between the quality implementation of Physical Education program for learners with special educational needs when the participants are grouped according to their years of teaching in

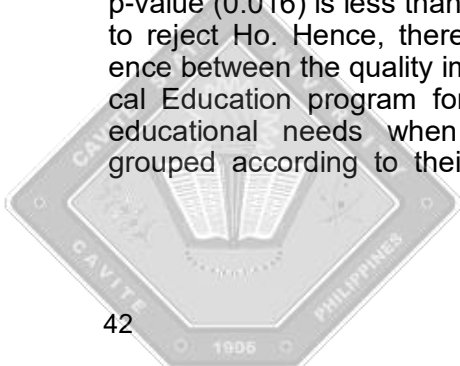
SpEd. Therefore, the distribution of quality implementation of Physical Education program for learners with special educational needs is different across categories of years of teaching in SpEd.

### **Pairwise Comparison for Number of Years in Teaching SpEd**

Table 9 shows the post-hoc analysis. The p-value for the paired group 1-10 and 21-30 years of teaching SpEd was found to be 0.019, which is less than  $\alpha=0.05$ , therefore the decision is to reject  $H_0$ . Hence, there is a significant difference between the quality implementation of Physical Education program for learners with special educational needs for the paired group 1-10 and 21-30 years of teaching SpEd. Therefore, the distribution of quality implementation of Physical Education program for learners with special educational needs is different on the paired group 1-10 and 21-30 years of teaching SpEd. This conveys that those SpET with teaching experience of 1-10 years had a lower observation with regards to quality implementation of Physical Education program for LSEN as compared to those with 21-30 years of teaching SpEd.

This may imply that those SpET in their early teaching career observe the need for higher quality standards in view of the implementation of Physical Education for learners with special educational needs. While those SpET who already spent long years of teaching LSEN may already accepted the minimal improvement on the implementation of Physical Education for LSEN.

The revealed data on the difference of quality implementation is somewhat similar with the study of Aldabas (2020) about the perception of special education teachers on their preparedness to teach students with severe disabilities in an inclusive classroom in Saudi Arabia. The findings of the study revealed the influence of the socio demographic factors on the special education teachers' perspective in their teaching preparedness to student with severe disabilities. In terms of gender, Aldabas found out that the teaching preparedness of special education teachers do not vary across gender.



However, perception of the special education teachers on their teaching preparedness significantly differs when they are grouped according to their teaching experience. It shows that those teachers with more than ten years of experience have higher confidence in their preparedness. Furthermore, significant difference with the teaching preparedness was also observed in terms of the teachers' educational degree. Those teachers who finished associate degree feel less confident in their teaching preparedness. The data also suggest that the higher the educational attainment, the higher the confidence. Moreover, the disability type being handled by teachers also became a factor in the teaching preparedness perception of the teachers. Special education teachers handling autism spectrum disorder expressed their high confidence in teaching students with disabilities. In addition, grade schooling level and classroom type was also included in the socio demographic factors of the special education teachers. Aldabas (2020) revealed that these factors also indicate a significant difference in special education teachers' perception of their teaching preparedness.

## CONCLUSIONS

Based on the findings of the study, quality Physical Education is often implemented but not on a regular basis. Among the included aspects, curriculum is the only one observed as highly implemented. Other aspects such as community partnership, teacher education, facilities and funding, and advocacy are observed as often implemented.

Data gathered reveal that across classifications of age, sex, and highest educational attainment, the quality implementation of Physical Education for learners with special educational needs do not significantly vary. However, for the number of years in teaching SpEd, the quality implementation of Physical Education for learners with special educational needs significantly differs.

To further enhance the quality implementation of Physical Education for LSEN, a consultative meeting and dialogue between policy makers and practitioners may be held about the inclusion or reflection of Physical Education in the SpEd program.

Considering the constraint in the national budget for additional plantilla position, every SpEd center may have physical educators or SpET with certification or specialization in Adapted Physical Education. To strengthen the community partnership, collaborations with various organizations and stakeholders, targeting the extent of implementation of Physical Education for LSEN must be established. This partnership may include the local government unit in the provision of safe and secure facilities for individuals with special needs to ensure physical activity even outside and after school. Moreover, various physical education organizations may conduct several trainings, seminars, workshop and the likes, targeting the implementation of Physical Education for learners with special educational needs. This may also include training and coaching para-athletes.

## IMPLICATIONS AND RECOMMENDATIONS

In light of the results and conclusions generated, the following recommendations are made:

Implementation of enhancement program may be done to further improve the quality implementation of Physical Education for learners with special educational needs. Evaluation on the impact of the enhancement program may also be conducted to determine and ensure continuous quality improvement.

Determining the quality implementation of Physical Education for LSEN involving other school divisions may also be done to generate more reliable data and information. Succeeding researches may be conducted to determine the physical activity level of learners with special needs. This may be correlated with the quality implementation of Physical Education.

Conduct of further researches about Physical Education and physical activity for learners with special educational needs is highly recommended.

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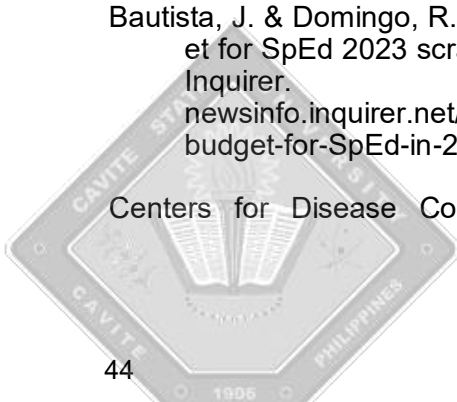
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Table 1. Profile of the participants

PROFILE	FREQUENCY	PERCENTAGE
<b>Sex</b>		
Male	10	14.93
Female	57	85.07
<b>Age</b>		
20-29	18	26.87
30-39	27	40.30
40-49	13	19.40
50-59	8	11.94
60 AND ABOVE	1	1.49
<b>Number of Years in Teaching SpEd</b>		
0-4	18	26.87
5-9	26	38.81
10-14	15	22.39
15-19	1	1.49
20-24	6	8.96
25-29	0	0
30 and above	1	1.49
<b>Highest Educational Attainment</b>		
Bachelors Degree	12	17.91
Masteral Units	41	61.19
Masteral Degree	13	19.40
Doctoral Units	1	1.49
<b>LSEN Classification*</b>		
Hearing Impairment	25	37.31
Learning Disability	29	43.28
Intellectual Disability	19	28.36
Mental Disability	3	4.48
Autism Spectrum Disorder	21	31.34
Cerebral Palsy	9	13.43
Developmental Disability	4	5.97
Visual Impairment	8	11.94
Amputee	2	2.99
Attention Deficit Hyperactivity Disorder	4	5.97
<b>N=67</b>		
<b>*participants checked all that applies</b>		

Table 2. Curriculum

<b>BENCHMARK STATEMENT</b>	<b>MEAN</b>	<b>SD</b>	<b>INTERPRE- TATION</b>	<b>QUALITY IMPL- EMENTATION</b>
Comprehensive national strategy is in place for physical education at all levels of schooling that ensures physical education is a core part of school curricula.	3.36	0.5135	Strongly Agree	Highly Implemented
National strategy is based on principles of equality and inclusion.	3.48	0.5325	Strongly Agree	Highly Implemented
Policies promote inclusion and encourage a view of inclusive education as a natural way of working for every teacher.	3.43	0.6565	Strongly Agree	Highly Implemented
There is an opportunity for cross sectoral, multi-stakeholder engagement at both a policy and practice level.	3.25	0.6593	Agree	Often but not regularly Implemented
There is a clear consensus and shared understanding among policy-makers and practitioners regarding the priorities for physical education for learners with special educational needs.	3.16	0.7302	Agree	Often but not regularly Implemented
Policies acknowledge the different pedagogical needs and methods with a range of young people, including persons with disabilities, girls, and those from minority groups.	3.31	0.5283	Strongly Agree	Highly Implemented
The curriculum is inclusive and allow for variation in working methods to suit the given environment.	3.39	0.6732	Strongly Agree	Highly Implemented
Curriculum reform take into account societal trends and the needs and interest of learners with special educational needs.	3.39	0.6503	Strongly Agree	Highly Implemented
There is an opportunity to adapt the curriculum to meet specific cultural requirements, and celebrate traditional activities and games.	3.46	0.6112	Strongly Agree	Highly Implemented
<b>Overall Mean</b>	<b>3.36</b>	<b>0.6247</b>	<b>Strongly Agree</b>	<b>Highly Implemented</b>
Parameter Limits:	3.26 - 4.00	Strongly Agree/Highly Implemented		
	2.51 - 3.25	Agree/Often but not regularly Implemented		
	1.76 - 2.50	Disagree/Rarely Implemented		
	1.00 - 1.75	Strongly Disagree/Not Implemented		

Table 3. Community partnership

BENCHMARK STATEMENT	MEAN	SD	INTERPRETATION	QUALITY IMPLEMENTATION
Policy emphasizes the important role of schools in building links with community sports organizations to promote participation within extra-curricular physical activity and school sport, and support lifelong engagement for learners with special educational needs.	3.40	0.5789	Strongly Agree	Highly Implemented
There is an active partnership with the community sports program and organization for learners with special educational needs.	3.06	0.8507	Agree	Often but not regularly Implemented
There is a budget allocated to support the development of such partnerships.	2.79	0.9776	Agree	Often but not regularly Implemented
Clear expectations have been set for the monitoring and evaluation of QPE provisions.	2.93	0.7846	Agree	Often but not regularly Implemented
Expectations have been extended to community partnerships and provisions beyond the school day.	3.00	0.7385	Agree	Often but not regularly Implemented
<b>Overall Mean</b>	<b>3.04</b>	<b>0.8182</b>	<b>Agree</b>	<b>Often but not regularly Implemented</b>
Parameter Limits:	3.26 - 4.00	Strongly Agree/Highly Implemented		
	2.51 - 3.25	Agree/Often but not regularly Implemented		
	1.76 - 2.50	Disagree/Rarely Implemented		
	1.00 - 1.75	Strongly Disagree/Not Implemented		

Table 4. Teacher education

BENCHMARK STATEMENT	MEAN	SD	INTERPRETATION	QUALITY IMPLEMENTATION
There are criteria in place which set out the expectations, professional responsibilities, knowledge, skills and understanding required to perform the role of a teacher.	3.34	0.5917	Strongly Agree	Highly Implemented
Criteria emphasize the importance of a teacher's role in safeguarding and child protection.	3.52	0.5325	Strongly Agree	Highly Implemented

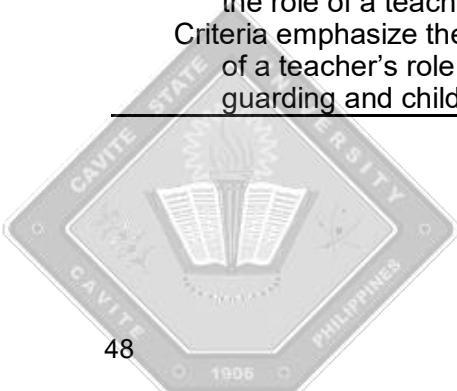




Table 4. Continued

<b>BENCHMARK STATEMENT</b>	<b>MEAN</b>	<b>SD</b>	<b>INTERPRETA- TION</b>	<b>QUALITY IMPLE- MENTATION</b>
There are programs in place to support teacher development.	3.28	0.8493	Strongly Agree	Highly Implemented
Policies advocate radical reform of pre and in service Physical Education Teacher Education (PETE) in order to prepare teachers for various and inclusive approaches in education.	2.99	0.8256	Agree	Often but not regularly Implemented
PETE programs enable the trainee to accrue the appropriate knowledge, competence, and skills to deliver physical education for learners with special educational needs.	3.03	0.8523	Agree	Often but not regularly Implemented
Promote the use of new and alternative methods for teaching in PETE programs.	3.04	0.8779	Agree	Often but not regularly Implemented
PETE programs address the facilitatory role of a teacher in building links with community sports organizations to promote engagement with physical activity beyond the school day.	3.04	0.8779	Agree	Often but not regularly Implemented
Subsequent employment contracts for qualified physical education teachers consider their role in terms of facilitating extra-curricular physical activity and sports beyond the school day.	3.03	0.7582	Agree	Often but not regularly Implemented
There are enough specialist teachers of physical education for student with special educational needs.	2.48	0.9748	Agree	Often but not regularly Implemented
Specialist teachers required to teach physical education for learners with special educational needs.	2.94	0.9025	Agree	Often but not regularly Implemented

Table 4. Continued

<b>BENCHMARK STATEMENT</b>	<b>MEAN</b>	<b>SD</b>	<b>INTERPRETA-TION</b>	<b>QUALITY IMPLEMEN-TATION</b>
There is a clear framework in place for the provision of CPD which takes into account the need for teachers to refresh and renew their knowledge regularly.	2.85	0.8748	Agree	Often but not regularly Implemented
<b>Overall Mean</b>	<b>3.05</b>	<b>0.8559</b>	<b>Agree</b>	<b>Often but not regularly Implemented</b>
Parameter Limits:	3.26 - 4.00	Strongly Agree/Highly Implemented		
	2.51 - 3.25	Agree/Often but not regularly Implemented		
	1.76 - 2.50	Disagree/Rarely Implemented		
	1.00 - 1.75	Strongly Disagree/Not Implemented		

Table 5. Facilities and funding

<b>BENCHMARK STATEMENT</b>	<b>MEAN</b>	<b>SD</b>	<b>INTERPRETA-TION</b>	<b>QUALITY IMPLEMEN-TATION</b>
Policies encourage budgeting that supports Quality Physical Education Provisions for learners with special educational needs.	2.88	0.8620	Agree	Often but not regularly Implemented
Facilities, equipment and resources in place promote the inclusions of all pupils including those with disabilities, girls and those with specific religious requirements.	3.03	0.8343	Agree	Often but not regularly Implemented
Schools have access to funding which enables the provision of adequate, appropriate, and accessible facilities, equipment and resources.	3.00	0.7785	Agree	Often but not regularly Implemented

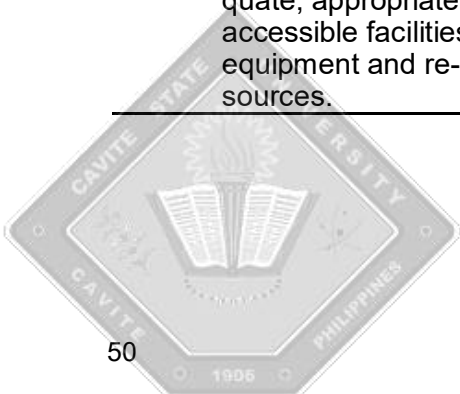


Table 5. Continued

BENCHMARK STATEMENT	MEAN	SD	INTERPRETA-TION	QUALITY IMPLEMENTA-TION
Learning environments pro- vided are safe and healthy	3.13	0.6940	Agree	Often but not regularly Im- plemented
Schools have access to ap- propriate technical sup- port and maintenance for existing facilities, equipment and re- sources	3.01	0.7686	Agree	Often but not regularly Im- plemented
<b>Overall Mean</b>	<b>3.01</b>	<b>0.7891</b>	<b>Agree</b>	<b>Often but not regularly Implemented</b>
Parameter Limits:	3.26 - 4.00	Strongly Agree/Highly Implemented		
	2.51 - 3.25	Agree/Often but not regularly Implemented		
	1.76 - 2.50	Disagree/Rarely Implemented		
	1.00 - 1.75	Strongly Disagree/Not Implemented		

Table 6. Advocacy

BENCHMARK STATEMENT	MEAN	SD	INTERPRETA-TION	QUALITY IMPLEMEN-TATION
Importance of QPE for learn- er with special education- al needs is advocated for and communicated to wider society.	3.12	0.7691	Agree	Often but not regularly Implemented
Communication strategies in place to promote the in- trinsic and extrinsic val- ues of physical education at both local and national level.	3.16	0.7900	Agree	Often but not regularly Implemented
Physical Education are ac- corded the same status as other subjects.	3.24	0.7196	Agree	Often but not regularly Implemented
There is a national/regional physical education asso- ciation for learners with special educational needs.	3.00	0.9374	Agree	Often but not regularly Implemented

Table 6. Continued

<b>BENCHMARK STATEMENT</b>	<b>MEAN</b>	<b>SD</b>	<b>INTERPRETA-TION</b>	<b>QUALITY IMPLEMEN-TATION</b>
Teachers are engaged with research process.	2.88	0.8261	Agree	Often but not regularly Implemented
There are transparent systems and tools in place for the purposes of monitoring and evaluation.	2.96	0.8059	Agree	Often but not regularly Implemented
Results of monitoring and evaluation are used to improve planning and enhance practice.	3.07	0.7846	Agree	Often but not regularly Implemented
<b>Overall Mean</b>	<b>3.06</b>	<b>0.8102</b>	<b>Agree</b>	<b>Often but not regularly Implemented</b>

Parameter Limits:	3.26 - 4.00	Strongly Agree/Highly Implemented
	2.51 - 3.25	Agree/Often but not regularly Implemented
	1.76 - 2.50	Disagree/Rarely Implemented
	1.00 - 1.75	Strongly Disagree/Not Implemented

Table 7. Overall quality implementation of physical education program for learners with special educational needs

<b>Benchmark State-ment</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>	<b>Quality Implementa-tion</b>
Curriculum	3.36	1	Strongly Agree	Highly Implemented
Community Partner-ship	3.04	4	Agree	Often but not regularly Implemented
Teacher Education	3.05	3	Agree	Often but not regularly Implemented
Facilities and Fund-ing	3.01	5	Agree	Often but not regularly Implemented
Advocacy	3.06	2	Agree	Often but not regularly Implemented
<b>Grand Mean</b>	<b>3.10</b>		<b>Agree</b>	<b>Often but not regularly Implemented</b>

Parameter Limits:	3.26 - 4.00	Strongly Agree/Highly Implemented
	2.51 - 3.25	Agree/Often but not regularly Implemented
	1.76 - 2.50	Disagree/Rarely Implemented
	1.00 - 1.75	Strongly Disagree/Not Implemented

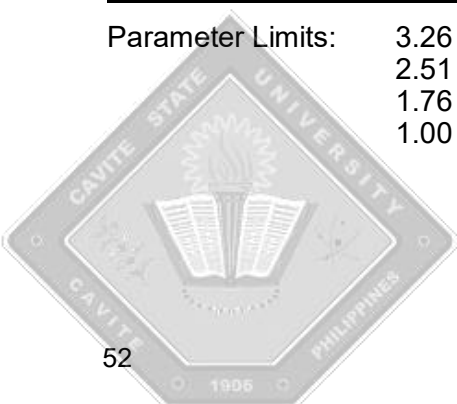


Table 8. Significant differences between the quality Implementation of physical education program for learners with special educational needs based on the participants' profile

VARIABLES	STATISTICAL ANALYSIS	STATISTIC	P-VALUE	DECISION	REMARK
Quality Implementation*Sex	Mann-Whitney U Test	329.00	0.371	Retain Ho	Non-significant
Quality Implementation*Age	Kruskal-Wallis Test	6.648	0.084	Retain Ho	Non-significant
Quality Implementation*Years in Teaching SpEd	Kruskal-Wallis Test	8.226	0.016	Reject Ho	Significant
Quality Implementation*Highest Educational Attainment	Kruskal-Wallis Test	8.618	0.196	Retain Ho	Non-significant

\*Significant if p-value $\leq$ 0.05

Table 9. Pairwise comparison for number of years in teaching sped

PAIRED SAMPLES (YEARS IN TEACHING SPED)	STATISTIC	STANDARD ERROR	P-VALUE	DECISION	REMARK
1-10*11-20	-9.584	4.886	0.149	Retain Ho	Non-significant
1-10*21-30	-20.646	8.792	0.019	Reject Ho	Significant
11-20*21-30	-11.062	9.436	0.241	Retain Ho	Non-significant

\*Significant if p-value $\leq$ 0.05