

Inclusive Education Competencies of Physical Education Teachers: Basis for A Professional Development Program

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Abstract

Physical Education (PE) teachers must have the necessary competencies to deal with learner diversity using educational approaches that are equitable, adaptable, and learner-centered in inclusive education. The current study evaluated the perceived inclusive education competencies of PE teachers from selected state universities in the National Capital Region of the Philippines, particularly from Rizal Technological University (RTU) and the Technological University of the Philippines (TUP). Specifically, the study described the respondents' demographic and professional profiles, determined their level of competency in terms of six dimensions of inclusive education, differentiated the differences based on certain characteristics, and highlighted their strengths and professional development needs. The current study used a quantitative descriptive-comparative research design, which involved a sample of 75 PE teachers who were selected based on purposive sampling. Data were gathered through a questionnaire developed by the researcher and validated by three experts in PE, curriculum, and instruction. Descriptive statistics such as frequency, percentage, mean, and standard deviation were employed, while the independent-samples t-test and one-way analysis of variance (ANOVA) were conducted for the comparative analyses at the .05 level of significance. The results showed the overall presence of very high levels of perceived inclusive education competencies. The strongest competence component was Learning Experience ($M = 4.7547$) followed by Learning Support and Recognition ($M = 4.3813$), Informal and Formal Assessment ($M = 4.3573$), Classroom Protocols and Rules ($M = 4.2853$), and Teaching Experience ($M = 4.2587$). The lowest mean value among all the competency components was found for Curriculum Implementation ($M = 4.1893$) and the corresponding competence level was defined as high. Curriculum Implementation became the main focus for future professional development. Moreover, the results showed the absence of any statistically significant differences in perceived inclusive education competency concerning age, sex, teaching experience, and attendance to inclusive education trainings. It can be stated that the respondents have good perceived competencies in providing inclusive learning experiences and supporting diverse learners. However, systematic application of inclusive principles during curricula and lesson plans creation is still the area for future improvement.

Keywords: Physical Education, inclusive education, teacher competency, descriptive-comparative analysis, professional development, Philippines

