

Adaptive Approaches in Teaching Physical Education and Readiness Level of SHS Students with Diverse Abilities at St. Bridget College Alitagtag Inc.

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Abstract

Physical Education (PE) is essential in promoting holistic development; however, students with diverse abilities often face challenges in participation due to traditional teaching methods.

This study aimed to assess the readiness level of Senior High School (SHS) students and determine the effectiveness of adaptive approaches in teaching Physical Education.

A descriptive mixed-method research design was used involving 60 SHS students. Data were collected through survey questionnaires and semi-structured interviews. Statistical tools such as frequency, percentage, weighted mean, and ranking were used, along with thematic analysis for qualitative data.

Findings revealed that students have a high level of readiness in PE, particularly in physical well-being and class participation. Adaptive approaches were found to be highly effective, especially in terms of social and emotional support and activity modification. However, challenges such as lack of resources, unclear instructions, and limited peer support were identified.

Adaptive approaches significantly enhance student participation and inclusivity in PE classes. However, improvements in instructional strategies and resource availability are necessary to maximize effectiveness.

Keywords: *adaptive physical education, student readiness, inclusive teaching, physical education, diverse learners*

I. INTRODUCTION

Physical Education (PE) is an essential component of holistic education, promoting physical fitness, mental wellness, and social interaction among students. However, traditional teaching strategies often fail to address the diverse abilities of Senior High School (SHS) learners, resulting in unequal participation and limited engagement.

In inclusive educational settings such as St. Bridget College Alitagtag Inc., students exhibit varying levels of physical, cognitive, and emotional abilities. These differences influence their readiness to participate in PE activities, particularly in terms of confidence, endurance, and adaptability.

To address these challenges, adaptive approaches in teaching PE have been introduced. These approaches include modifying activities, using varied instructional materials, and providing emotional and social support to learners. Such strategies aim to create an inclusive environment where all students can actively participate regardless of their abilities.

This study aims to assess the readiness level of SHS students and evaluate the effectiveness of adaptive teaching approaches in PE. Specifically, it seeks to answer the following questions:

1. What is the readiness level of students in PE in terms of:
 - 1.1 Class participation
 - 1.2 Handling competition and pressure
 - 1.3 Physical well-being
2. How effective are adaptive approaches in terms of:
 - 2.1 Instructional materials
 - 2.2 Activity modification
 - 2.3 Social and emotional support
3. What challenges do students encounter in adaptive PE classes?
4. What intervention strategies may be proposed based on the results?

II. METHODOLOGY

Research Design

This study employed a descriptive mixed-method research design, combining quantitative and qualitative approaches. This design enabled the researcher to gather numerical data on students' readiness levels and effectiveness of adaptive approaches, as well as qualitative insights regarding their experiences and challenges.

Participants of the Study

The respondents of the study consisted of 60 Senior High School students from St. Bridget College Alitagtag Inc. for the School Year 2024–2025. The participants were selected using purposive sampling to ensure representation of students with diverse abilities.

Research Instruments

The study utilized two main instruments:

- A survey questionnaire to measure students' readiness level and the effectiveness of adaptive approaches
- A semi-structured interview guide to explore students' experiences and challenges

Data Gathering Procedure

The researcher first secured permission from the school administration. After approval, the questionnaires were distributed through Google Forms. Respondents were given sufficient time to answer. Interviews were conducted with selected participants to support the quantitative data.

Data Analysis

The collected data were analyzed using the following tools:

- Frequency and Percentage – for challenges encountered
- Weighted Mean – for readiness level and effectiveness
- Ranking – for identifying major challenges
- Thematic Analysis – for qualitative responses

III. RESULTS AND DISCUSSION

1. Readiness Level of Students in Physical Education

Table 1, 2 and 3 presents the readiness level of students in Physical Education in terms of class participation, handling competition and pressure, and physical well-being. The overall weighted mean of **3.42**, interpreted as **high**, indicates that students are generally prepared to engage in PE activities.

Among the indicators, **physical well-being (3.50)** obtained the highest mean, suggesting that students perceive themselves as physically capable of performing PE tasks. This implies that most learners have adequate strength, stamina, and health to participate actively in class.

Class participation (3.45) also yielded a high mean, indicating that students are willing and motivated to engage in activities. This reflects a positive attitude toward PE, which may be influenced by supportive teaching strategies.

On the other hand, **handling competition and pressure (3.30)** received the lowest mean, although still interpreted as high. This suggests that while students are generally prepared, some may still experience anxiety, nervousness, or difficulty coping with competitive situations.

Overall, the findings imply that students are physically and socially ready, but emotional readiness—particularly in competitive contexts—still needs reinforcement through supportive and inclusive teaching approaches.

Table 1
Readiness in Class Participation

Statement	Weighted mean	Verbal Interpretation	Rank
1. I actively engage in class discussions and share my thoughts.	3.58	Strongly Agree	2
2. I adapt to different learning strategies used by the teacher.	3.47	Agree	4
3. I confidently ask questions when I need clarification.	3.25	Agree	5
4. I collaborate effectively with my classmates during group tasks.	3.62	Strongly Agree	1
5. I take responsibility for completing my class assignments.	3.50	Strongly Agree	3
Composite Mean	3.48	Agree	

Table 1 presents the readiness level of students in terms of **class participation**. The composite mean of **3.48**, interpreted as **Agree**, indicates that students are generally ready to participate in PE classes.

The highest-rated indicator, “*I collaborate effectively with my classmates during group tasks*” (3.62), shows that students demonstrate strong teamwork and social interaction skills. This suggests that collaborative learning plays a significant role in promoting participation.

Meanwhile, “*I actively engage in class discussions and share my thoughts*” (3.58) also reflects strong engagement, indicating that students are confident in expressing ideas.

On the other hand, the lowest-rated indicator, “*I confidently ask questions when I need clarification*” (3.25), suggests that some students may still feel hesitant due to lack of confidence or fear of judgment.

Overall, the findings imply that while students are actively participating, there is still a need to encourage open communication and confidence in asking questions.

Table 2
Readiness in handling competition and pressure

Statement	Weighted mean	Verbal Interpretation	Ranking
1. My PE teacher effectively modifies activities to accommodate students with different abilities.	3.36	Agree	2
2. Alternative exercises are effectively provided when I find certain activities difficult.	3.21	Agree	4
3. The adaptive approaches effectively allow all students to participate equally.	3.10	Agree	5
4. The pacing of the activities is effectively adjusted to fit my different skill levels.	3.45	Agree	1
5. I take responsibility for completing my class assignments.	3.29	Agree	3
Composite Mean	3.28	Agree	

Table 2 shows the readiness of students in handling competition and pressure. The composite mean of 3.28, interpreted as Agree, indicates that students are moderately ready to cope with competitive situations.

The highest-rated indicator, “*The pacing of the activities is effectively adjusted to fit my different skill levels,*” received a weighted mean of 3.45, interpreted as “Agree.” This suggests that students value the teacher’s effort to tailor the pacing of activities according to individual capabilities, which helps reduce pressure and fosters a more inclusive learning environment.

However, the lowest-rated indicator, “*The adaptive approaches effectively allow all students to participate equally*,” received a mean of 3.10, still within the “Agree” range. This suggests that while adaptive strategies are present, students perceive some limitations in achieving full equality in participation.

These findings highlight the importance of incorporating emotional support and coping strategies in PE classes to enhance students’ confidence and resilience.

Table 3
Readiness in Physical Well-being

Statement	Weighted mean	Verbal Interpretation	Ranking
1. I maintain a balanced routine between academic and physical activities.	3.30	Agree	4
2. I practice healthy habits that support my learning (e.g., proper sleep, exercise).	3.60	Strongly Agree	1
3. I manage stress effectively to stay focused on my studies.	3.25	Agree	5
4. I have the physical energy to participate in PE class.	3.50	Strongly Agree	2
5. I engage in PE class to enhance my overall well-being and personal development.	3.47	Agree	3
Composite Mean	3.42	Agree	

Table 3 presents the readiness of students in terms of **physical well-being**. The composite mean of **3.42**, interpreted as **Agree**, indicates that students are physically prepared for PE activities.

The highest-rated indicator, "*I practice healthy habits*" (3.60), shows that students maintain behaviors that support their physical and academic performance. Meanwhile, "*I have the physical energy to participate*" (3.50) confirms their capability to engage actively.

However, "*I manage stress effectively*" (3.25) received the lowest rating, indicating a need for stress management support.

Overall, the findings suggest that while students are physically ready, emotional and mental wellness should also be strengthened.

2. Effectiveness of Adaptive Approaches in Learning Experience of Students with Diverse Abilities in Physical Education

Table 4, 5 and 6 shows the effectiveness of adaptive approaches in teaching Physical Education. The overall weighted mean of 3.52, interpreted as highly effective, indicates that adaptive strategies significantly enhance students' learning experience and participation.

Among the indicators, social and emotional support (3.60) ranked the highest. This highlights the importance of encouragement, empathy, and teacher-student interaction in creating a positive learning environment. When students feel supported, they are more confident and willing to participate.

Activity modification (3.55) also showed a high level of effectiveness. This suggests that adjusting activities based on students' abilities allows learners to perform tasks successfully, promoting inclusivity and reducing feelings of exclusion.

Meanwhile, instructional materials (3.40) received the lowest mean, although still considered effective. This may indicate that while materials are helpful, there is still a need to improve accessibility, variety, or appropriateness of resources used in PE classes.

These results confirm that adaptive approaches are essential in addressing diverse learner needs and improving overall engagement in Physical Education.

Table 4
Instructional materials

Statement	Weighted mean	Verbal Interpretation	Ranking
1. The instructional materials used in my PE class are accessible to students with diverse abilities.	3.25	Effective	5
2. Visual aids, audio materials, or digital resources help me better understand the activities.	3.30	Effective	4
3. I receive clear and effective instructions in different formats (e.g., written, verbal, demonstrations).	3.45	Effective	2
4. The instructional materials effectively cater my different learning needs (e.g., visual, auditory, kinesthetic).	3.48	Effective	1
5. Adaptive equipment (e.g., modified balls, ramps) effectively supports my participation in activities.	3.32	Effective	3
Composite Mean	3.36	Effective	

Table 4 presents the effectiveness of adaptive approaches in terms of instructional materials. The composite mean of **3.36**, interpreted as **Effective**, indicates that the materials used in PE classes generally support student learning and participation.

Among the indicators, “*Materials suit different learning needs*” (3.48) ranked the highest. This suggests that the materials provided by the teacher are flexible and can accommodate students with diverse abilities, promoting inclusivity in the learning environment.

Similarly, “*Instructions are clear in different formats*” (3.45) shows that the use of varied instructional methods, such as verbal explanations, demonstrations, and visual aids, helps students better understand the activities.

On the other hand, “*Materials are accessible to diverse learners*” (3.25) received the lowest mean. This indicates that some students may still experience difficulty accessing or using the materials provided, possibly due to limited resources or lack of appropriate adaptations.

Overall, the findings imply that while instructional materials are effective, improvements in accessibility and availability are necessary to fully support all learners.

Table 5
Activity Modification

Statement	Weighted mean	Verbal Interpretation	Ranking
1. My PE teacher effectively modifies activities to accommodate students with different abilities.	3.35	Effective	4
2. Alternative exercises are effectively provided when I find certain activities difficult.	3.40	Effective	3
3. The adaptive approaches effectively allow all students to participate equally.	3.50	Very Effective	1
4. The pacing of the activities is effectively adjusted to fit my different skill levels.	3.30	Effective	5
5. My PE teacher ensures that adaptive strategies effectively maintain the fun and engagement in PE classes.	3.45	Effective	2
Composite Mean	3.40	Effective	

Table 5 presents the effectiveness of adaptive approaches in terms of activity

modification. The composite mean of **3.40**, interpreted as **Effective**, indicates that modifying activities contributes positively to students' participation in PE classes.

The highest-rated indicator, "*All students can participate equally*" (3.50), highlights that adaptive strategies successfully promote inclusivity by ensuring that students, regardless of ability, can engage in activities.

Additionally, "*Activities are engaging and enjoyable*" (3.45) suggests that modifications not only make activities accessible but also maintain students' interest and motivation.

However, "*Pacing matches student ability*" (3.30) obtained the lowest mean, indicating that the speed or level of difficulty of activities may not always align with students' capabilities. This may affect their comfort and performance during activities.

Overall, the results suggest that while activity modification is effective in promoting participation, further adjustments in pacing and differentiation are needed to better accommodate individual differences.

Table 6
Social and Emotional Support

Statement	Weighted mean	Verbal Interpretation	Ranking
1. My PE teacher effectively encourages an inclusive and supportive learning environment.	3.55	Very Effective	1
2. My classmates are accepting and cooperative when adaptive approaches are implemented.	3.45	Effective	2
3. I feel comfortable and confident participating in adapted PE activities.	3.40	Effective	3
4. My PE teacher effectively provides emotional support and encouragement when I face difficulties in PE.	3.35	Effective	4
5. The adaptive approaches effectively help me build positive	3.30	Effective	5

social interactions with my peers.		
Composite Mean	3.41	Effective

Table 6 presents the effectiveness of adaptive approaches in terms of **social and emotional support**. The composite mean of **3.52**, interpreted as **Very Effective**, indicates that this aspect is highly influential in enhancing students' engagement in PE classes.

The highest-rated indicator, "*Teacher encourages participation*" (3.60), reflects the significant role of teacher motivation and support in building students' confidence. This suggests that when teachers provide positive reinforcement, students are more willing to participate.

Similarly, "*Teacher shows understanding and patience*" (3.55) indicates that a supportive and empathetic teaching approach creates a safe and comfortable learning environment for students.

On the other hand, "*I feel included in all activities*" (3.45) received the lowest mean, suggesting that some students may still feel left out in certain situations. This highlights the need to further strengthen inclusive practices.

Overall, the findings show that social and emotional support is a key factor in the success of adaptive PE, particularly in improving student confidence and participation.

3. Challenges Faced by Students with Diverse Abilities in Using an Adaptive Approach in Physical Education

Challenges Encountered	Rank
Lack of Resources	1
Unclear Instructions	2
Limited Peer Support	3
Physical Support	4

Table above presents the ranking of challenges encountered by students.

The **lack of resources** ranked first, confirming it as the most critical issue affecting students' participation in PE.

Unclear instructions, ranked second, emphasize the importance of effective communication and teaching strategies. Teachers must ensure that instructions are simple, clear, and supported by demonstrations.

Limited peer support, ranked third, highlights the need to foster collaboration and teamwork among students. Encouraging group activities can help improve social interaction and inclusivity.

Finally, **physical limitations**, ranked fourth, indicate that although some students face physical challenges, these are less significant compared to other issues, possibly due to the effectiveness of adaptive approaches.

These findings suggest that improving resources, instruction, and peer interaction can significantly enhance the overall effectiveness of adaptive PE classes.

IV. CONCLUSION

The study concludes that SHS students at St. Bridget College Alitagtag Inc. demonstrate a **high level of readiness** in Physical Education. Adaptive teaching approaches are found to be **highly effective**, particularly in promoting social and emotional support and modifying activities according to students' abilities.

However, challenges such as lack of resources, unclear instructions, and limited peer support remain significant concerns. Addressing these issues through appropriate interventions can further improve the quality of PE instruction.

Overall, adaptive approaches play a crucial role in creating an inclusive and supportive learning environment, ensuring that all students can actively participate and benefit from Physical Education.

From the findings and conclusions, the following recommendations are offered.

1. Teachers may continue implementing inclusive practices and provide regular opportunities for students to build confidence through varied and supportive PE activities.
2. Teachers may strengthen and expand the use of adaptive strategies by integrating more differentiated materials and inclusive teaching methods.
3. Other school authorities may address these challenges by improving resource allocation, enhancing peer awareness, and refining instructional delivery to ensure equitable participation.
4. Teachers and other school officials may implement the intervention systematically and monitor its impact through regular feedback and evaluation to ensure continuous improvement.

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