Educación física inclusiva en la enseñanza secundaria: un análisis bibliométrico de publicaciones de 2000 a 2024

Inclusive physical education in secondary schools: a bibliometric analysis of publications from 2000 to 2024

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Abstract

Introduction: Inclusive physical education has gained attention globally due to its importance in fostering equity and participation for all students. However, research on this topic, particularly in secondary schools, remains limited.
Objective: This study investigates the field of inclusive physical education in secondary schools using a bibliometric analysis based on data from the Scopus database.
Methodology: A total of 129 articles were selected through keyword searches analyzed with the Publish or Perish software to extract relevant data, alongside VOSviewer for visualizing and interpreting results. The findings reveal that research on inclusive physical education in secondary schools remains relatively underexplored, with only 129 publications identified between 2000 and 2024.
Results: The analysis uncovered ten primary keyword clusters: including (1) Attitudes, (2) Health, (3) Secondary Schools, (4) Education, (5) Physical Education, (6) Inclusion, (7) Disabilities, (8) Self-efficacy, (9) Participation, and (10) Physical Impairments. These clusters provides a comprehensive overview of the field's thematic areas and trends.
Discussion: The study concludes that significant gaps persist in the literature, emphasizing the need for further exploration to enhance understanding and practice in this field.
Conclusions: Recommendations include extending research to inclusive physical education at the elementary level and focusing on methods to improve the skills and participation of children with disabilities within inclusive settings.

Keywords

Inclusive physical education, middle school, bibliography, vosviewer.

Resumen

Introducción: La educación física inclusiva ha ganado atención a nivel mundial debido a su importancia en el fomento de la equidad y la participación de todos los estudiantes. Sin embargo, la investigación sobre este tema, particularmente en las escuelas secundarias, sigue siendo limitada.
Objetivo: Este estudio investiga el campo de la educación física inclusiva en las escuelas secundarias utilizando un análisis bibliométrico basado en datos de la base de datos Scopus.
Metodología: Se seleccionaron un total de 129 artículos a través de búsquedas de palabras clave analizadas con el software Publish or Perish para extraer datos relevantes, junto con VOSviewer para visualizar e interpretar los resultados. Los hallazgos revelan que la investigación sobre educación física inclusiva en las escuelas secundarias sigue siendo relativamente poco explorada, con solo 129 publicaciones identificadas entre 2000 y 2024.
Resultados: El análisis descubrió diez grupos de palabras clave principales: incluyendo (1) Actitudes, (2) Salud, (3) Escuelas secundarias, (4) Educación, (5) Educación física, (6) Inclusión, (7) Discapacidades, (8) Autoeficacia, (9) Participación y (10) Discapacidades físicas. Estos grupos proporcionan una visión general integral de las áreas temáticas y las tendencias del campo.
Discusión: El estudio concluye que persisten importantes lagunas en la literatura, lo que pone de relieve la necesidad de una mayor exploración para mejorar la comprensión y la práctica en este campo.
Conclusiones: Las recomendaciones incluyen ampliar la investigación a la educación física inclusiva en el nivel elemental y centrarse en métodos para mejorar las habilidades y la participación de los niños con discapacidades en entornos inclusivos.

Palabras clave

Educación física inclusiva, secundaria, bibliografía, vosviewer.

Introduction

The implementation of inclusive education across all education units has become an obligation to organize, including in physical education. The process of implementing physical education must reflect inclusive principles, integrating inclusive physical education as an inseparable part of the broader physical education framework (Bull et al., 2020; Braksiek, 2019). Inclusive physical education develops physical, mental and social health for both students with and without disabilities (Aksakal, 2018; Xue et al., 2023). It is defined as the process of educating students with disabilities alongside their peers in general education settings, creating a supportive environment for participation, learning, and development (Pattie Rouse, 2009). The primary goal of inclusive physical education is to foster a sense of belonging, where all students feel accepted, valued and supported to achieve their full potential in the areas of physical fitness, motor skills, and understanding a healthy lifestyle's importance (Marron et al., 2023).

The learning process of inclusive physical education should go beyond merely accommodating students with disabilities to passively observe activities carried out by their peers without disabilities. Instead, it must ensure their active involvement in the learning process. Unfortunately, many instances show that inclusive physical education still fails to achieve this ideal, often leaving students with disabilities on the margins of participation. Addressing these challenges necessitates curricula, models, methods and teachers capable of offering diverse ways for students to learn in physical education, ensuring safety and active involvement for all (Alfrey & Jeanes, 2023).

The safety of students remains a fundamental concern in the delivery of inclusive physical education. For instance, if certain activities pose a risk or could potentially aggravate existing disabilities, alternative arrangements must be made to safeguard the affected students. In such cases, adjustments might involve modifying activities or, where necessary, separating students with disabilities from their peers to prevent harm (Lieberman, L. J., & Houston-Wilson, 2017). Planning an inclusive physical education curriculum requires thoughtful consideration of inclusion issues from the outset, beginning with a comprehensive evaluation of the current curriculum framework. Such a curriculum must align with national standards, experts recommendations, and available resources while addressing wider social, cultural, political and economic contexts to ensure meaningful inclusion (Stidder & Hayes, 2012). However, creating such a curriculum poses challenges. The reality is that no single curriculum can perfectly meet the diverse needs of every student, especially given the significant variations in abilities and limitations among students. Therefore, the ability of physical education teachers to adapt the curriculum and implement inclusive strategies is crucial.

Inclusive physical education teachers play a crucial role in creating an environment that supports, enables and values the diversity of students, including those with special needs (Pereira et al., 2022). Their main responsibilities include:

1. Planning inclusive learning programme that consider the needs and abilities of all students, including those with special needs. This involves adapting and differentiating physical and sports activities to suit individual skill levels and interests while providing diverse opportunities for participation.

2. Collaborating with multidisciplinary teams, including physical therapists, occupational therapists, psychologists and special education specialists to design effective learning strategies. Teachers also participate in team meetings to discuss student progress, evaluate strategies, and adjust programme as needed.

3. Employing a variety of differentiation strategies to ensure all students succeed. This includes modifying game rules, using adaptive equipment, or organizing groups based on skill levels. Teachers also consider students' learning styles, sensory preferences and physical needs in designing and delivering lessons.

4. Creating a supportive and inclusive classroom environment by promoting equality, diversity, and cooperation among students. This involves using inclusive language, avoiding stereotypes, and ensuring respectful interactions.

5. Continuously monitoring students' physical progress, motor skills, and independence by providing constructive and supportive feedback. Teachers also evaluate the overall effectiveness of the inclusive learning programme and make necessary adjustments based on data and observations.

6. Support the development of social and emotional skills by providing opportunities for interaction, collaboration and cooperative learning. Teachers emphasize values such as self-confidence, responsibility, and teamwork physical activities.

7. Building Partnerships with parents and communities to strengthen support systems. Teachers involve parents in the learning process by providing clear information about the inclusive programme, learning goals and student progress. They also collaborate with community organisations to access additional resources and support for students with special needs.

By fulfilling these responsibilities, inclusive physical education teachers can create a dynamic and inclusive learning environment that enables every student to achieve their full potential in physical fitness, motor skills, and overall well-being.

Despite the clear objectives and benefits of inclusive physical education, its implementation continues to face significant challenges, including limited teacher training, lack of curriculum flexibility, and insufficient resources (Alfrey & Jeanes, 2023). These barriers hinder the active participation of students with disabilities and highlight the need for further research and practical solutions.

This study addresses these gaps by conducting a bibliometric analysis of publications on inclusive physical education from 2000 to 2024. method allows for a comprehensive evaluation of the growth and distribution of literature, identification of key themes, and exploration of under-researched areas. Unlike prior studies that typically adopt a qualitative or region-specific lens, the bibliometric approach enables a more extensive and objective evaluation, highlighting key developments and research gaps in IPE literature. The findings aims to provide insights into enhancing inclusivity, improving evidence-based practices, and supporting policy-making to ensure effective physical education for all students.

Method

To obtain the metadata for this study, the research was conducted using the Scopus database with the keyword phrase "inclusive physical education in secondary schools." The implementation of inclusive education that has been organised in secondary schools serves as a reference for how learning is conducted in inclusive physical education subjects. Further exploration was inspired by related research conducted by Parey (2022) related to research conducted on accommodation for including children with disabilities in regular schools. The results of his research revealed that schools with adequate accommodation ensure equal and quality education for children with disabilities. Various accommodations were identified as essential for inclusion, as confirmed through children's perspectives, their parents, and other supporters. However, these accommodations are often not sufficiently supported by environmental, legal, and policy frameworks, as evidenced in Trinidad. This further illustrates the need for a national discourse to go beyond access to maximum participation, and the need for stronger legislation to support inclusion in schools and communities (Parey, 2022).

This study was conducted to address gaps in research and explore inclusive physical education in secondary schools more comprehensively. The research process focused on three main questions:

How is inclusive physical education represented in the publication map?

What thematic areas attract the most attention from academics?

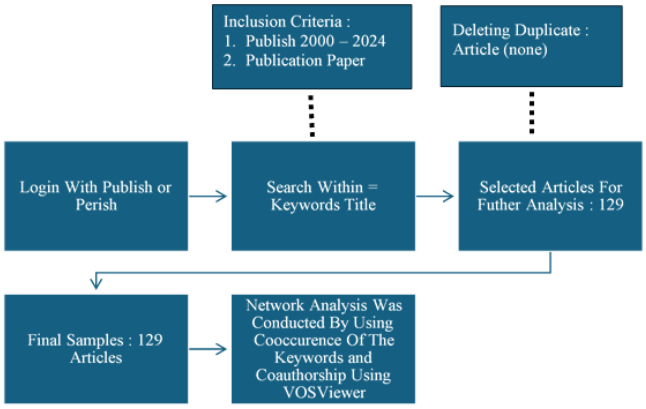
What topics are most frequently addressed in publications?

The Scopus database was chosen as the primary source for this bibliometric analysis due to its status as one of the leading scientific research repositories. Research plays a vital in generating new knowledge across various disciplines, including the natural sciences, social sciences, or humanities. It not only expands our understanding of the world but also offers solutions to societal challenges, such as health and environmental issues (Holm et al., 2013; Burke et al., 2017).

Procedure

Data retrieval was conducted on 29 February 2024 by using keywords "Inclusive physical education in secondary schools" in the title search. This search yielded 129 articles indexed by Scopus. The search procedure is presented in Figure 1.

Figure 1. Article Metadata search design



The study employed bibliometric analysis methods, including publication mapping and keyword co-occurrence analysis, to identify trends and thematic clusters in research. Bibliometrics, as a quantitative research method, examines patterns, trends, and relationships in scientific literature. This research often utilises bibliographic data, such as the number of publications, citations, or collaborations between researchers, to identify developments in a field of knowledge, evaluate the impact of research results, and explore the structure of scientific networks (Liu, 2013). To approach the implementation of the Helsinki Statement framework, one of the key capacity-building activities is to build research capacity (Burhaein et al., 2023).

Data analysis

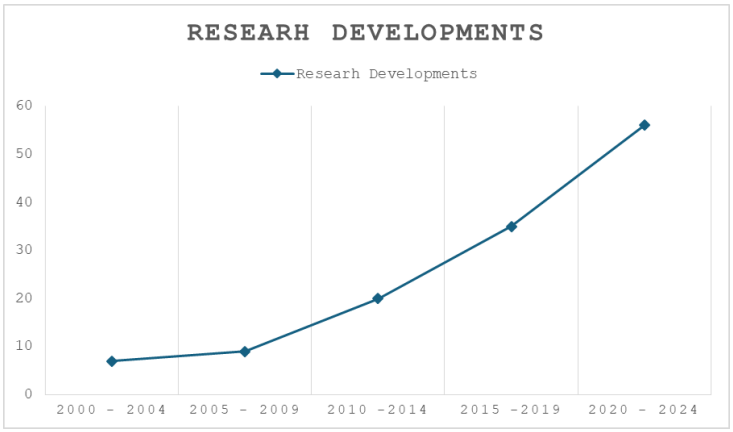
To analyze the retrieved data, the study utilized Publish or Perish software, which extracts bibliographic information for analysis. Additionally, the visualizations were created using VOSViewer, a software tool developed by Professor Nees Jan van Eck and Professor Ludo Waltman from Delft University of Technology in the Netherlands. VOSviewer enables network analysis, citation mapping, and the clustering of bibliometric data, providing valuable insights into the relationships and trends within scientific literature (van Eck & Waltman, 2010).

Results

Inclusive physical education in secondary schools in the light of the publication era

A bibliometric search was conducted to analyze publications with the title and keywords "inclusive physical education in secondary schools" from 2000-2024, spanning a period of 24 years. From 2000-2004, only seven addressed inclusive education. This number rose slightly to nine articles between 2005-2009. A more significant increase occurred from 2010-2014, with 20 articles published during this period. From 2015-2019, the number of articles surged to 35, marking substantial growth. Finally, a significant rise was observed from 2020-2024, with 56 articles published, indicating an increasing interest in the field of inclusive physical education. These trends demonstrate a consistent upward trajectory in research output over the years. The dynamics of these publications trends are illustrated in Figure 2.

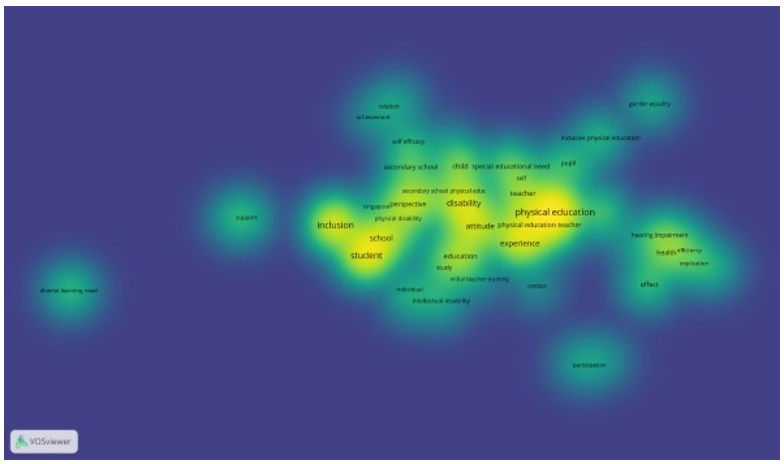
Figure 2. Publication of scientific work "Physical Education for inclusion in secondary schools" from 2000 to 2024



Inclusive physical education in secondary schools in the light of the publication era

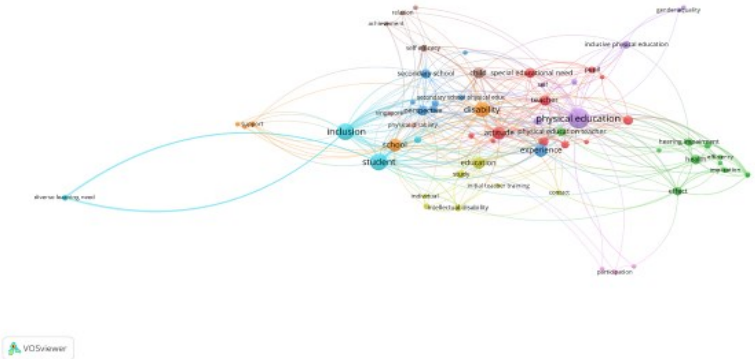
The results of data visualisation using Vosviewer analyse the dominant keywords identified from the search term keyword “inclusive physical education in secondary school”. The keywords density visualisation generated by VosViewer is presented in Figure 3.

Figure 3. Visualisation of Density Level according to the keyword "Inclusive physical education in secondary school



From the co-occurrence analysis, it can be observed that high frequency keywords form a thematic cluster. These clusters, representing specific areas within the field of physical education as adapted to inclusive education in secondary schools, are detailed in Figure 4.

Figure 4. Network of high-frequency occurrences of keywords in “Inclusive physical education in secondary schools”



It can be seen in the figure that the keyword analysis has been grouped based on their relevance, this can be seen in Figure 4. The relationship between keywords increases as their proximity in the analysis grows closer. The lines connecting keywords indicate higher correlation, while the size of the circles represents the frequency of each keyword's occurrence in published research. Larger circles denote keywords that appear more frequently in the literature.

The visualisation in Figure 4 identifies 10 thematic clusters. The ten clusters are shown in table 1, namely: (1) Attitude, (2) Health, (3) Secondary School, (4) Education, (5) Physical Education, (6) Inclusion, (7) Disability, (8) Self-efficacy, (9) Participation and (10) Physical Disability.

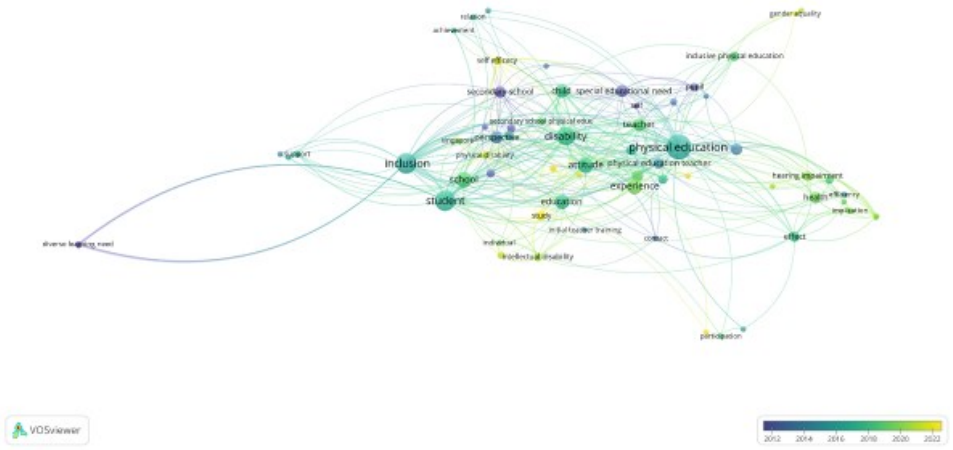
Table 1. High frequency keyword group related to the publication "Inclusive physical education in secondary schools"

Cluster	Number of Keywords (items)	Keywords.
Cluster 1. attitude	11	(1) Attitude, (2) Development, (3) Diversity, (4) Inclusive Education, (5) Inclusive School, (6) Perception, (7) Pupil, (8) Secondary School, (9) Spanish Physical Education Teacher, (10) Special Education Needs, (11) Teacher
Cluster 2. Health	11	(1) Teenage Student, (2) Impact, (3) Efficiency, (4) Exploration, (5) Health, (6) Hearing Loss, (7) Implications, (8) Physical Education Teacher, (9) School Children, (10) Secondary School Students, (11) Video
Cluster 3. Secondary School	8	(1) Case Study, (2) England, (3) Experience, (4) North West England, (5) Perspective, (6) Secondary School, (7) Secondary Physical Education, (8) Secondary Physical Education Teacher
Cluster 4. Education	7	(1) Autism, (2) Contact, (3) Education, (4) Individual, (5) Initial Teacher Training, (6) Intellectual Disability, (7) Learning
Cluster 5. Physical Education	7	(1) Gender Equality, (2) Inclusive Physical Education, (3) People, (4) Physical Education, (5) Research, (6) Self, (7) Student Engagement
Cluster 6. Inclusion	6	(1) Diverse Learning Needs, (2) General Education Environment, (3) Equity, (4) Special Needs, (5) Pupils, (6) Welcoming
Cluster 7. Disability	5	(1) Disability, (2) Public School, (3), School (4) South Africa, (5) Support.
Cluster 8. Self-efficacy	5	(1) Achievement, (2) Child, (3) Relationship, (4) Self-efficacy, (5) University
Cluster 9. Participation	3	(1) Participation, (2) Strength, (3) Visual Impairment.
Cluster 10. Physical Disability	2	(1) Physical disability, (2) Singapore

Emerging Topic: Physical Education for Inclusion in Secondary Schools

Data analysis using Vosviewer, as shown in Figure 5, is visualised using a minimum of three colours: yellow, green and blue. Each color represents a different period. The blue indicates the initial period of the publication year, green represents the middle period, and yellow corresponds to the most recent publications. This visualisation illustrates the temporal trends in the keyword search results for inclusive physical education in secondary schools, highlighting shifts in research focus over time.

Figure 5. Average year Publications with high frequency keywords in 'inclusive physical education in secondary schools"



Discussion

The bibliometric approach is the focus of this research, which aims to map and analyze published data in the field of inclusive physical education in secondary schools. Publication data from 129 articles was then analyzed using Vosviewer, which then produced ten thematic clusters. The first cluster focuses on theme of attitude. The definition of attitude refers to the mental tendency of an individual or group towards a particular object, person or situation. It reflects a subjective evaluation or assessment that can lead to a certain response or behavior (Schwarz & Bohner, 2001). Based on the analysis of findings from the attitude cluster, several keywords were found as follows: (1) Attitude, (2) Development, (3) Diversity, (4) Inclusive Education, (5) Inclusive School, (6) Perception, (7) Students, (8) Middle School, (9) Spanish Physical Education Teacher, (10) Special Educational Needs, (11) Teacher.

The second cluster is Health. Health is defined as a complete state of well-being both physical, mental and social, and not merely the absence of disease or disability (Kühn & Rieger, 2017). In a broader sense, health also includes an individual's ability to adapt to various challenges of daily life, including stress, emotional distress, and environmental changes. Health is also influenced by factors such as lifestyle, physical environment, access to health services, socio-economic conditions, as well as genetics and other biological factors (Miszkiewicz & Cooke, 2019). Based on the analysis of findings from the Health cluster, several keywords: Adolescent Students, (2) Impact, (3) Efficiency, (4) Exploration, (5) Health, (6) Hearing Loss, (7) Implications, (8) Teacher Education Physical, (9) School Children, (10) Middle School Students, (11) Video.

The third cluster is secondary schools, meaning secondary schools, educational institutions that usually provide education for students at the secondary education level (De Vroey et al., 2016). In various countries, secondary education levels can have different names, such as middle school, high school, or vocational high school. Based on the analysis of findings from the secondary school cluster, several keywords: Case Study, (2) England, (3) Experience, (4) NorthWest England, (5) Perspective, (6) Secondary School, (7) Secondary School Physical Education, (8) Secondary School Physical Education Teacher.

Cluster four is schools, formal educational institutions established to provide teaching, learning, and student development in various areas of knowledge and skills (Hopkinson et al., 2008). In general, schools aim to provide education to individuals so that they can acquire the knowledge, skills, values and experience necessary to develop into productive and competitive members of society. Based on the analysis of findings from school clusters, several keywords: Autism, (2) Contact, (3) Education, (4) Individual, (5) Initial Teacher Training, (6) Intellectual Disability, (7) Learning.

Cluster five is physical education. Physical education is a branch of education that focuses on the physical development, health, fitness and motor skills of students through various physical activities and sports (Siedentop & Van der Mars, 2022). The main goal of physical education is to improve students' physical health and well-being and promote an active and healthy lifestyle. In the context of formal education, physical education is usually taught in schools as part of the educational curriculum. This subject includes a variety of physical activities such as sports, games, gymnastics, swimming, athletics, and other outdoor activities (Brusseau et al., 2020). Apart from that, physical education also provides knowledge about anatomy, physiology, nutrition, and the principles of physical fitness. Based on the analysis of findings from the physical education cluster, several keywords: Gender Equality, (2) Inclusive Physical Education, (3) People, (4) Physical Education, (5) Research, (6) Self, (7) Student Involvement.

Cluster 6 is inclusion, inclusion is a concept and practice that refers to efforts to ensure that all individuals, including those with special or different needs, are fully accepted, respected and supported in various aspects of life, such as education, work, society and culture (Tristani, 2021). In the educational context, inclusion refers to the integration of students with special or different needs into a regular or mainstream school environment, without discrimination or segregation. Based on the analysis of findings from the inclusion cluster, several keywords are: Diverse Learning Needs, (2) General Education Environment, (3) Equalization, (4) Special Needs, (5) Students, (6) Welcoming.

Cluster 7 is disability. Disability refers to conditions or circumstances that limit or inhibit a person's ability to participate in normal activities in society, whether physical, mental, emotional or sensory

(Taylor & Betz, 1983), based on analysis of findings from the disability cluster several keywords: Disability, (2) Public Schools, (3), Schools (4) South Africa, (5) Support.

Cluster 8 is self-efficacy, self-efficacy refers to an individual's belief in their ability to overcome challenges, achieve goals, and succeed in various situations. These are the beliefs that individuals have about their ability to control their own lives and influence the environment around them (Williams et al., 2001). Based on the analysis of findings from the self-efficacy cluster, several keywords are: Achievement, (2) Children, (3) Relationships, (4) Self-Efficacy, (5) University.

Cluster 9 is participation. Participation refers to the active involvement or contribution of an individual in an activity, process or activity. This involves the active contribution of individuals in a particular context, be it in social, political, economic, educational, or cultural activities (Levasseur et al., 2010). Based on the analysis of findings from the participation cluster several keywords: Participation, (2) Power, (3) Visual Impairment.

Cluster ten is physical disability. Physical disability refers to conditions or circumstances that cause limitations or abnormalities in a person's body structure, be it in organs, limbs, or other physical systems. Physical disabilities can be congenital or acquired throughout a person's life due to disease, injury, or other factors (Khazem, 2018). Based on the analysis of findings from the physical disability cluster, several keywords: Physical disabilities, (2) Singapore.

Conclusions

This study reveals that the field of inclusive physical education in secondary schools requires further development, as evidenced bythe publication productivity between 2000 - 2024, which remains under60 articles per five years. The bibliometric analysis identified ten key thematic clusters, namely (1). Attitude, (2). Health, (3). Middle School, (4). Education, (5). Physical Education, (6). Inclusion, (7). Disability, (8). Self-Efficacy, (9). Participation and (10). Physical disability. These clusters represent the primary areas of research focus and offer a foundation for future studies.

The Bibliometric mapping provides an overview of the development trends in inclusive physical education research, contributing to a deeper understanding of the field. The study's findings emphasize two essential directions for future research: 1) a more holistic approach to examining curriculum, services and students' needs in inclusive physical education; and, 2) a deeper investigation into underexplored areas such as learning models, educators, learning activities, learning outcomes, curriculum, and peers' interactions.

Further research in these areas will be essential in addressing the gaps in inclusive physical education, ultimately leading to more inclusive practices and better outcomes for students with diverse needs.

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