UNIVERSITY OF EDUCATION, WINNEBA

INVESTIGATING THE PARTICIPATION OF PHYSICALLY CHALLENGED STUDENTS IN PHYSICAL EDUCATION IN COLLEGES OF EDUCATION IN THE VOLTA REGION

SEYRAM KAFUI AKUDE

MASTER OF PHILOSOPHY

2021

UNIVERSITY OF EDUCATION, WINNEBA

INVESTIGATING THE PARTICIPATION OF PHYSICALLY CHALLENGED STUDENTS IN PHYSICAL EDUCATION IN COLLEGES OF EDUCATION IN THE VOLTA REGION

SEYRAM KAFUI AKUDE

200029248

**A thesis in the Department of Health, Physical Education,
Recreation and Sports submitted to the school of
Graduate Studies in partial fulfilment
of the requirements for the award of the degree of**

**Master of Philosophy
(Physical Education)
in the University of Education, Winneba**

DECEMBER, 2021

DECLARATION

Student's declaration

I, Seyram Kafui Akude, declare that this thesis, except quotations and references contained in published works that have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: …………………………….

Date: …………………………………

Supervisor's declaration

I / We hereby declare that the preparation and presentation of this work were supervised by the guidelines for supervision of thesis/dissertation/project as laid down by the University of Education, Winneba.

Dr. Akuffo Patrick (Principal Supervisor)

Signature:…………………………

Date:………………………………

iii

DEDICATION

I dedicate this work to all persons living with disabilities yet are desiring to live dignified lives amidst overwhelming challenges.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

The challenges associated with participating in Physical Education (P.E) define the resists associated with the willingness of physically challenged students to participate in practical P.E lessons. The purpose of this study was to investigate the participation of physically challenged students in the Colleges of Education in the Volta Region. The study used phenomenological research design to investigate the lived experiences of the physically challenged students on their participation in P.E and other co-curricular activities. Thirteen physically challenged students and eight P.E tutors participated in the study. Purposive sampling was used to sample respondents based on the insight and in-depth understanding of the experiences of the participants. The physically challenged students were in levels 200 and 300 within the 2019 and 2020 academic years. This method was most convenient and enabled the researcher to generate in-depth evidence about experiences lived by these students during their engagement in P.E and Sports. The study used a semi-structured interview schedule with open-ended questions to collect data. The recorded data were transcribed, coded and themes formulated and analyzed using Haase's adaptation of Colaizzi's method. The results of the study show that physically challenged students appreciate their involvement in P.E and co-curricular activities. It was established that infrastructure, and equipment, societal perception and attitude, cultural norms inhibited their participation. It has been proven, teacher attitude is a key factor that had kept the student active in the participation of physical activities. The applied significance of this study lies in the fact that Colleges in the Volta Region will appreciate the difficulties faced by physically challenged students and will find ways to keep them active in the participation of physical activities in P.E lessons and co-curricular activities.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In terms of public acceptance and the official educational system, inclusive education has undergone a lot of changes Zachariah (2016). According to MacKay (2006) the United Nations Convention on the Rights of Persons with Disabilities. Inclusive education is not only a means of inclusion but also a potent educational tool capable of facilitating the acceptance of human diversity in various forms.

According to Lawson, (2006). The Universal Declaration of Human Rights (1946), the Convention on the Rights of the Child (1989), and the UN Convention on the Rights of Persons with Disabilities (2006), all prohibit exclusion from educational opportunities based on gender, ethnic origin, language, religion, nationality, socioeconomic conditions, or physical abilities.

Students participate in school activities in a variety of ways, including unstructured (e.g., playful activities), structured (sports, arts), classroom-based (group projects), and other social activities. Due to students with disabilities' limited engagement in these activities, there is a lifetime consequence that impacts their quality of life (QoL) and wellbeing. Nonetheless, millions of youngsters continue to face exclusion from educational systems worldwide. According to Graham, (2014). one-third of the 75 million children of primary school age who are not in school are disabled children, and over 90% of disabled children in poor countries do not attend school.

The World Health Organization (WHO, 2008) maintains that majority of Africans with disabilities are excluded from school and job opportunities, virtually guaranteeing that they live as the poorest of the poor. School enrolment for the disabled is estimated that not more than 5- 10 percent and as many as 70- 80 percent of working age people with disabilities are unemployed Mji, MacLachlan, Melling-Williams, & Gcaza, (2009). The social stigma associated with disability results in marginalization and isolation, often leading to begging as the sole means of survival. According to the 2010 Population and Housing Census, there are 737,743 people in Ghana who have a severe handicap of any kind. Despite this, the efficacy, infrastructure, and execution of education for children with disabilities in Ghana are all lacking (World Health Organization, 2008). Furthermore, the Ghana Statistical Service (GSS, 2008) claims that because of physical and socio-cultural hurdles, Persons with Disabilities (PWD) are either knowingly or unconsciously denied formal schooling. When household resources are insufficient to educate all children, PWDs risk being overlooked, according to Kentiba (2013). When household resources are insufficient to educate all children, preference is given to 'able' siblings. Everyone, including PWDs, has the right to education. However, due to shame and intimidation, a huge proportion of children and adolescents are still unable to attend school (Palmer & Harley, 2012). To address the situation, an immediate and bold response is required.

Among these hurdles are complex issues of attitude, cultural and religious beliefs, and physical education systems, such as the curriculum developed at each level and access to sporting infrastructure, such as services, facilities, and equipment. Most inclusive physical education teachers had minimal or no training during their initial teacher education programmes. It is not uncommon to observe students with

2

disabilities who do not participate in physical education in Ghana's post-secondary institutions. Nonetheless, the human rights law governing education provides for equal access to education for all children (Rieser, 2010).

These rights ensure that persons of all social backgrounds, physical appearances, and/or impairments have the chance to engage in various forms of education. Pupils with disabilities have an inalienable right to participate in and benefit from physical education programmes under Ghana's 1992 Constitution, the 2003 Labour Act, and the 2006 Persons with Disability Act (Osman, William, Atta-Ankomah, & Mboje, 2008).

There is a growing interest in disability studies, and the evidence suggests that the physical limitations that physically challenged students face in their daily lives are significantly larger than those that non-challenged students face (McColl, 2021; Ross, 2017). Physically challenged student-teachers' participation in inclusive settings has been noted as a major concern and problem by researchers such as Rashi, Kumar, Sinha, & Kumar,(2020) Inadequate materials, equipment, school compound, absence of disability sports competitions, poor pupil to pupil support, limited professional development, and in-comprehensive curriculum are all major factors affecting physically challenged students' participation in inclusive education, according to Kentiba (2013).

To this research, disability is regarded as any restriction or lack of ability to perform an activity in the way or within the range considered normal for a human being. For instance, walking disability. Disability is perceived to be caused by physical impairments resulting from disease, injury or health conditions (Barnes & Mercer, 2010). The principle of equal access to health and education is captured in Article 25

3

of the United Nations Convention on the Rights of Persons with Disabilities. Providing equal access to education for all persons regardless of their ability is important in realizing the targets for the Millennium Development Goals MDG-4 (quality education), MDG-5 (gender equality), and MDG-8 (decent work and economic growth). Moving ahead, the United Nations Development programmes (UNDP) frowns on the difficult circumstances facing so many PWDs, hence, has intensified efforts which warrant their inclusion in the current efforts to transform our world with the 2030 Agenda 'leave no one behind' supported by the Sustainable Development Goal (SDG-10). It therefore means that inclusion of people who were earlier excluded or disregarded because of their vulnerabilities will be a matter of the past by the year 2030 (Richardson, 2017).

Periodic participation in physical education improves body composition, bone health, psychological health, and social engagement, reported in Ogden and Flegal (1999). Individuals with disabilities, on the other hand, engage in less physical activity than their peers in development, which is generally ascribed to delayed gross motor development, poor balance and coordination, and low cardiovascular fitness (Shields & Synnot, 2016).

Fortunately, engagement in physical activity can improve these deficiencies. Youths and adults with disabilities are challenged and disadvantaged despite the well-known and demonstrated benefits of physical activity. The causes for lower levels and lack of engagement, according to studies, are multifaceted and multifactorial. Some research, for example, blamed lack of engagement on stigma, mockery, and a lack of guidance (Osman, William, Atta-Ankomah, & Mboje, 2008).Similarly, models; specifically, the disability conceptual model indicated a substantial association

between physical activity behaviour, its determinants, and health for people with disabilities, including the function of contextual elements (personal and environmental) (Richardson, 2017).

As a result, the model focused on the difficulties and benefits that people with disabilities have when they want to do physical activity. Helps students have a guided experience that is important and vital for promoting physical fitness and motor skills. It also helps students understand the importance of maintaining a healthy lifestyle, confidence, and self-worth. Physical education participation also helps students understand the importance of maintaining a healthy lifestyle (Grosse, 2009). People with disabilities are often not able to participate in physical education practical classes at school.

Similarly, PWDs encounter barriers to education because of international and national legislation. In most African countries, disability is seen as a burden and a curse because most individuals with disabilities are subjected to violence and abuse, which is sometimes justified by culture or religious beliefs (Nyangweso, 2018).

1.2 Statement of the Problem

As stated in SDG 4 of the Convention on the Rights of the Child, every child has the right to education. This international norm applies to all students, including those who are physically handicapped (United Nations Organization, 2013). Physically challenged students, however, are nonetheless barred from Physical Education classes and other related physical activities in colleges, despite being in an inclusive atmosphere. The participation of physically challenged students is a serious matter of concern in the colleges of education, this is because these categories of students

5

are mostly bared from active engagement in the physical activities in P.E lessons, hence, the need for this investigation.

Even though significant work has been done on discrimination against people with disabilities, there has been less focus on the factors that prevent physically challenged students from participating in physical education, particularly in colleges of education in the Volta Region. For example Agbenyega (2007), Gavu et al., (2015) Thomas and Kent(2001) in trying to work on the inclusion of the Physically Challenged in education only concentrated on obstacles hindering the Physically Challenged Persons in the the second cycle and the universities leaving out the Colleges of Education. There is therefore paucity of literature on the participation of Physically Challenge Students especially in the Colleges of Education in the Volta Region. Many children face a variety of obstacles that set them apart from their 'able students' in the classroom, despite the inclusive education policy. In Ghana and Africa as a whole, inclusive education is deemed to be of lesser importance due to cultural, ethnic, and other factors. Physically challenged pupils are declared inappropriate for normal education under a dogmatic approach to education, resulting in inadequate implementation of the inclusive policy. Even though inclusion is now widely accepted both nationally and internationally, there is still a lot of room for sensitive considerations to enable physically challenged people to participate expressively in the inclusive system.

Even though Ghanaian legislation encourages inclusive education, many more physically challenged people are denied entry to tertiary education, particularly colleges of education. This, in and of itself, is a denial of physically challenged people as educational role models who could support the inclusive agenda.

This study, on the other hand, investigates the participation of physically challenged student-teachers in physical education or activity. The full participation of physically challenged in inclusive education is expected to inspire those in the basic and second cycle levels to strive for greater success in meeting the MDG/SDGs by 2030. Visual, hearing, health, and dyspraxia are some of the most frequent physical problems.

1.3 Purpose of the Study

The purpose of the study was first to explore the participation of physically challenged students in Physical Education. Secondly. It was to determine the calibre of teachers who teach P.E in Colleges of Education. Besides it was to identify the instructional approaches used by P.E teachers in the Colleges of Education.

1.4 Research Objectives

The objectives were to:

1. Explore the ways Physical Education lessons are taught in the Colleges of Education in the Volta Region.

2. Find the difficulties Physical Education tutors face in teaching physically challenged student in Colleges of Education in Volta Region.

3. Explore the benefits of including physically challenged students-teachers in Physical Education lessons in Colleges of Education in the Volta Region.

4. Identify the challenges affecting the participation of physically challenged student teachers in physical educational programmes in colleges of Education in the Volta Region.

1.5 Research Questions

1. How do the Physical Education teachers approach the instruction of Physical Education in the Colleges of Education

2. What are the difficulties Physical Education Tutors face in teaching physically challenged students in colleges of Education in Volta Region?

3. What are the benefits of including physically challenged students in physical education subjects in colleges of education?

4. What are the challenges that affect physically challenged student teachers' involvement in the Physical Education programmes?

1.6 Significance of the Study

Physical activity benefits both physically challenged and non-disabled students. The outcomes of this investigation will add up to the current body of knowledge. It is essential and worthwhile to give equity chances for all students to participate holistically.

This research would go a long way toward equipping tutors with the latest pedagogical trends to conduct an inclusive education class at Colleges of Education. This study will inform tutors about the importance and impact of PWD's participation in physical education class.

It will also help the Ministry of Education in the formulation of policies on inclusivity in our schools and colleges.

It will make researchers understand the difficulty faced by the physically challenged students in the inclusive setting thereby exposing the needed gaps.

Finally, the study will also emphasize the importance of enforcing disability legislation to protect and promote the physically challenged. This will make education and living easier, more pleasurable, and effective for all citizens.

1.7 Delimitation

This study was delimited to only five public Colleges of Education in the Volta region in Ghana. The scope of this study was zoomed on the study of Physical Education student-teachers who are physically challenged and eight Physical Education Tutors within the Colleges of Education in the Volta Region.

1. 8 Limitations

The study's conclusions must be viewed considering significant limitations. Conducting interviews proved to be tough. Due to severe network issues, mobile phone interviews were almost impossible to conduct. Face-to-face interviews were used by the researcher, but they had their own set of issues, particularly the COVID-19 anxiousness. The academic calendars of colleges were likewise inconsistent. Data gathering was made more difficult by the inconsistent college academic timetable. Despite these obstacles, the researcher felt sure that the study's limitations had no impact on the results.
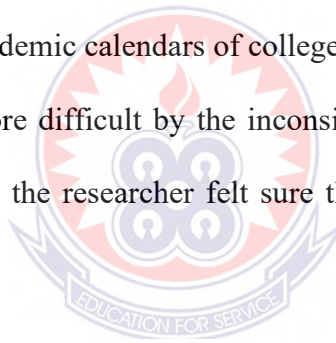
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter covers both theoretical and empirical literature relevant to the study's objectives. Specifically, literature will be reviewed on the challenges Physical Education tutors face in teaching physically challenged student-teachers, the benefits of including physically challenged student-teachers in educational programmes, problems affecting physically challenged student-teachers' participation in educational programmes, and the calibre of teachers and their instructional approach in teaching Physical Education among Volta Colleges of Education.

2.1 Theoretical Framework

The research is based on social learning theory and social inclusion theory. Peoples' behaviours are endlessly influenced by activities and situations which are often described as the process whereby consequences change performance (Lieberman, 2012). According to United Nations Organization, (2013a) Social inclusion is defined as the process of improving participation in societal activities for people who are underprivileged, by giving them chances, access to resources, and respect for their rights. According to Gidley, Hampson, Wheeler & Bereded-Samuel, (2010) Social Inclusion: is a process of improving the ability, opportunity, and dignity of marginalized students.

The relevance of these theories to this study in illuminating the status of physically challenged students' participation in Colleges of Education influenced their utilization. In and of itself, inclusive education aims to create a more civil and

impartial society, an equitable educational framework, and a motivating learning environment for all students, regardless of their differences.

When economic exclusion was first identified in France in the 1970s, the term "social inclusion" appears to have been coined (Silver, 1995). This notion became widely accepted and applied to a wide range of physically challenged people. This notion was developed to combat the marginalization of individuals and communities. The theory's consequence is aimed at enhancing the capacity and dignity of people with disabilities in society. As a theoretical idea, social inclusion theory is concisely argued. This study focuses on viewpoints on physically challenged students in institutes of education to ensure the inclusion idea.

This is because inclusive education tries to encourage all people to participate by relegating discriminatory practices to the past (Clough & Corbett, 2000). As a result, the present tendencies of a more civilized, reasonable, and unbiased living are clarified and judged. It allows all members of society to participate in a common society with dignity and respect. By promoting whole inclusive education at Colleges of Education and eliminating exclusive education, the study will establish the social inclusive theory.

This will establish a healthy and enabling teaching and learning atmosphere in which all students, regardless of ability level, may actively participate in Physical Education courses. It is reasonable to believe that combining social connections with fitness programmes results in better activity (Warburton, Nicol & Bredin, 2006). As and Fishbein and Ajzen (1974) concluded, attitude can be the primary predictor of plans behaviours, or it can be the communal standard within which a person operates.

11

Physically challenged student will function well based on their attitude in the learning environment, so social learning will be determined by how well physically challenged student succeed or fail at forming solid relationships within groups, and it will stimulate the development of individual passion, practical skills, and true ideas about oneself and others (Ormrod, 1999). Physically challenged students who are surrounded by affectionate friends or co-workers, according to Bandura (1977), are more likely to be motivated to engage in physical activities than students in an exclusive social learning environment. This explains why, at the level where physically challenged and non-challenging pupils benefit from each other, learning can be triangulated as observation, imitation, and practice. This idea is considered as a link between behaviourist and cognitive learning theories, introducing pupils to effective attention, memory, and motivation. Developing social links as part of an exercise programmes often results in better exercise adherence (Warburton, Nicol & Bredin, 2006). It is crystal clear that belongingness, as experienced in everyday relations, builds the kind of opinions on which societies of inclusion are grounded. Participation is hindered when physically challenged students cannot interact with each other, access to resources and enjoy their rights and dignity. Fredericks (2010).

2.2 Conceptual Framework

A conceptual framework is an idea of how the researcher displays the relationship between variables in the study, according to Orodho (2009). The research relies on two theories about a social concept that encourages physically challenged students to participate in an inclusive setting. Students who actively participate in inclusive education grow socially more than those who attend segregated institutions. Physically handicapped people frequently struggle to integrate into society (Konza, 2008).

12

Physically challenged people become unwholesome and misfit because of their social interactions with non-challenged students and teachers, as well as the rest of the school community. Inclusiveness is a process in which everyone is encouraged to participate in society, and those with disabilities are assisted in achieving equity and a sense of balance in their lives. The effects of ill-treatment on physically demanding students and teachers, as well as the functionality of the damaged bodily part, can be used to forecast their performance (Sitienei & Mulambula, 2012). Physically challenged students may have unfavourable reactions to their limitations. This might lead to low self-esteem, self-pity, withdrawal from all school activities, and eventually dropping out.

To avoid marginalization, the researcher devised the social model concept, which combines social learning theory and social inclusive learning theory to allow for improved and effective engagement of physically challenged student-teachers. With the help of the social link of imitation, observation, and practice, the social model of education ensures that all students participate fully. The notion necessitates the establishment of effective school facilities and policies, as well as enough teaching capability. All this combined would result in strong student-teacher participation in both theoretical and practical Physical Education lessons, resulting in optimal accomplishment. The social link of observation, imitation, and practice promotes all student-teachers, regardless of their differences, to learn from their course mates and tutors. Finally, this gives all learners, including physically challenged student-teachers, a sense of belonging and confidence.

```
SOCIAL MODEL OF EDUCATION
```

```
OBSERVATION
```

SOCIAL
LINK
(SOCIAL
INCLUSION)

```
IMITATION                                    PRACTICE
```

```
SCHOOL FACILITY/EQUIPMENT & EFFECTIVE
POLICY
```

```
(SOCIAL INCLUSION LEARNING)
```
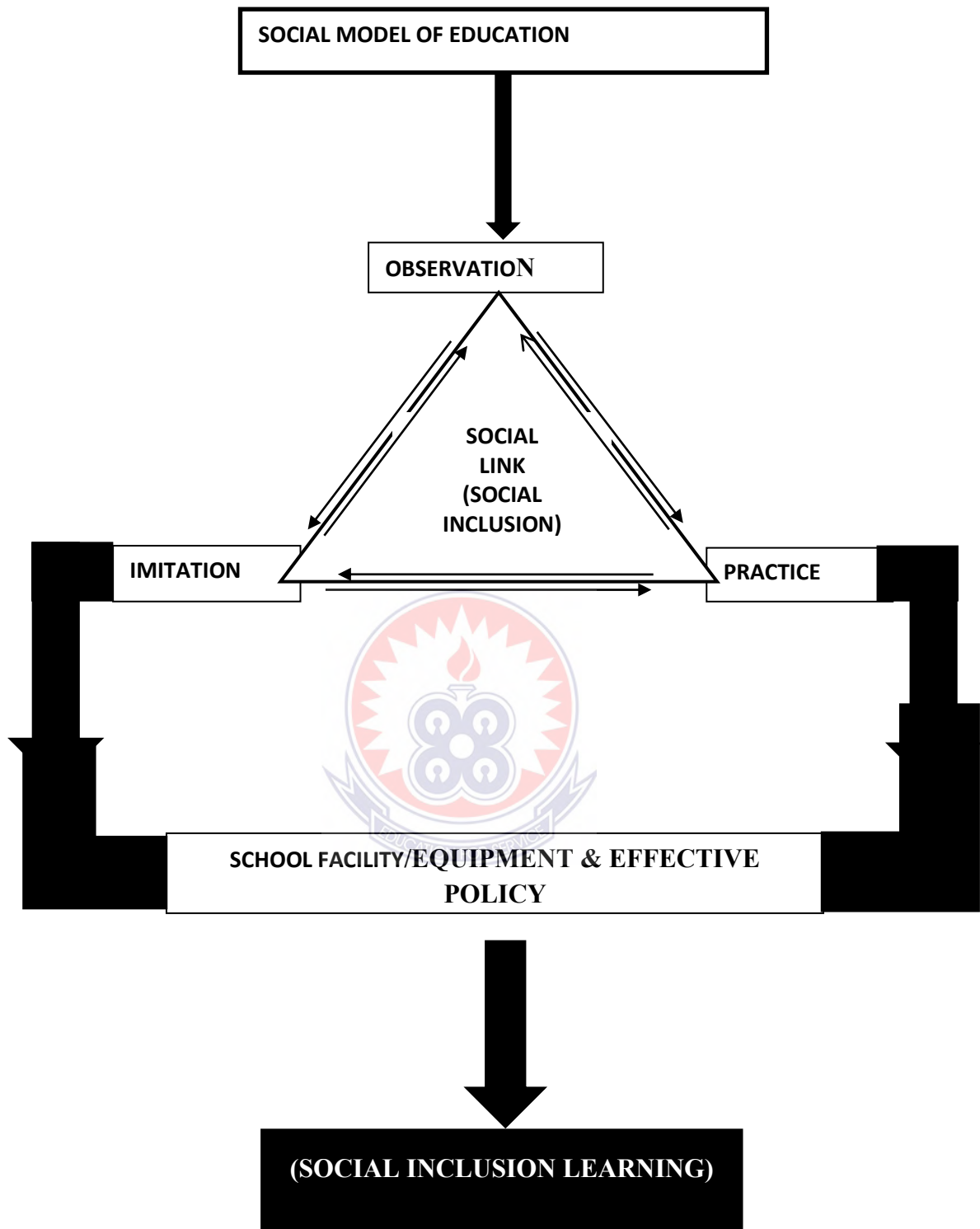
Authors' construct 2021, based on Bundura (1977)

2.3 Difficulties P.E Tutors Face in Teaching Physically Challenged Student-Teachers

Workers in the educational field, in general, and Physical Education Teachers (PETs) in particular, face many problems, which vary by the differences of the factors causing them. These factors are related to stress, putting them in front of wide responsibilities and challenges which need to be faced (Faedi, 2010). The school is one of the most important educational institutions that achieves integrated growth to the individuals from all physical, psychological, mental, social and health aspects; because of the different and various cognitive and skilful programmes provided by the school, so that the individual will be able to adapt to his surrounding environment to achieve the objectives of the family and the community (Berdegué, Balsevich, Flores & Reardon, 2005).

P.E. teachers instruct students on how to stay fit through proper health practices and exercise. These teachers plan lessons to include a wide range of skills and exercise activities. The curriculum might include cooperative team sports, individual games, or one-on-one competitions.

Additionally, the school is the first spring of all the scientific, physical, and cultural talents. It represents the first point from which the student starts on wider and larger prospects (Albert, Buchsbaum, & Li, 2007). It is an educational system that refines the individual's mental and intellectual powers, controls his/her emotional and psychological features, adjusts his/her childhood attitudes and trends, and orients his/her primary motivations with the accept-able principles and social values (Al-Shorman & Jbara, 2009). The school is the first academy of stars, which discovers the talents of the athletes since early ages. Through the school, every young person

can practice his/her physical hobbies in healthy and sound atmospheres. Therefore, the sports activities become a fundamental component in forming the integrated personality of the individual, as well as in modifying the faulty behaviours to reach the highest levels, as it is the basic structure for the sports movement (Al-Sayeh, 2007). Sports activities in the schools are considered as the spine in educating and cultivating the students through the various cultural and recreational activities. These sports activities encourage investing the leisure time, appreciating the responsibility, respecting self, and others, and developing the ability to make the right decision. School sport is an educational and economical system that pumps cadres of the young people for the competitive sports and opening to the international markets (Qatawneh, Hamed, AlMobaideen, Sleit, Oudat, Qutechat & Al-Soub, 2009). Physical education is one of the important aspects of the educational and teaching processes, especially in the current era, in which high values are set for the physical activity, as it has many positive effects on the individual. The PET is one of the basic pillars of the educational process, which its level and status in the community depends, to a wide extent, on the role and level of the teacher's performance and his/her achievement of the tasks and educational responsibilities that he had to accomplish (Husain, Nandipati, Braun, Cohen, Tagamets, & Horwitz, 2002).

According to Hegarty and Alur (2002), educating pupils with special needs in ordinary schools leads to considerable demands on teachers and other staff. Specialist teachers need in addition to their specific assessment and teaching skills to be able to work with other teachers and secure their co-operation, liaise with outside agencies, involve parents, and generally carry out various functions. Main school teachers have to deal with a wider ability range than before. They may find that their training and experience are insufficient. If many teachers are likely to encounter

16

pupils with special needs during their teaching careers, initial teacher training must take explicit account of this.

According to Ngugi (2002), Teacher training is a pre-requisite for the inclusion of learners in the regular school. The government in collaboration with other stakeholders has a great responsibility of training and in servicing teachers and this should include all persons regardless of physical or mental deformity.

Moodley (2002), says that when teachers are trained and have the skills to handle physically challenged learners, they normally gain courage in their work. Awareness makes them have positive attitudes towards the learners. Teachers can experience greater job satisfaction and a high sense of accomplishment when all children are succeeding in school to the best of their abilities (UNESCO, 2004). Teaching thus becomes a joy and not a task. Notwithstanding, there are challenges physically challenge persons face in participating in certain courses like P.E. These challenges must be addressed to ensure the fulfilment of the policy of inclusiveness. In many countries, teaching physical education is facing several challenges (Hardman & Stensel, 2009) such as decreasing in the teaching time, curriculum, shortage in equipment, negative view of the teachers as well as students and guardians about physical education (Nyakweba, 2005).

(Figone 1994 & Sage 1987), contend that most teachers act as coaches in their sports teams and in addition stand in as surrogate parents, truancy officers, behavioural psychologist, pseudo principals and enforcers of punishment for other teachers in their colleges. These combined roles and expectations have led to role conflicts.

According to a study by Marshall and Hardman (2000), on the condition of Physical Education in Schools, absence of policies for national P.E, programmes is stated but not fully carried out, P.E tutors are not specialists, lack of government's support, inadequate structures and facilities and lack of time for teaching were the major obstacles of P.E in most primary schools (Marshall & Hardman, 2000). Within the broad education system, a greater part of countries have legal necessities for physical education in schools for at least some part of the mandatory schooling years. Together with states, where there is no mandatory prerequisite for physical education but a usual good sense of practice, P.E programmes achievements rise. Physical education is neither mandatory nor might it be offered for girls (Marshall & Hardman, 2000).

Marshall and Hardman (2000), noted that due to educational reform, P.E is combined with health education, and sometimes science which results to the decrease in the teaching and learning time of physical programmes. According to Marshall and Hardman (2000), for the last decade, many states have reformed their education systems. Whilst it is encouraging that physical education has remained or become mandatory in a great majority of countries, since 2000, it has lost its compulsory position in 6% of countries (Marshall & Hardman, 2000).

Almond (1997) emphasized the significance of having suitable human resources, plan and provide enough instructional materials and physical amenities to sustain educational efforts. Resources required for effective physical educational activities in most Kenyan public primary schools are insufficient. Lack of space like play fields are very common in most schools found in slum areas. Inadequate funding

from the government has compounded the lack of physical education resources in public primary schools in Kenya.

Boyle et al., (2008), in the Australian journal of teacher education depicts that teacher feel that students are lured by the greater accessibility of inactive opportunities. Therefore, suggesting that lower physical capability in learners might be affecting both delivery and involvement in P.E and physical activities (Boyle et al., 2008).

In an Australian journal of teacher education presented by Jenkinson and Benson (2009), the challenges to physical education and physical activities are stated. The barriers can be institutional, and teacher related. Dwyer, Allison, Barrera, Hansen, Goldenberg, and Boutilier (2003), reported that PE is allocated lower status and priority in learning institutions, lack of achievement measures for P.E and physical activity and inadequate infrastructure.

According to a study by Marshall and Hardman (2000), P.E is allocated with very few hours and both teachers and learners look down upon the status of P.E as compared to other examinable subjects. A study by Sparkes et al (1990), also allude to the findings of Marshall (2000), that teachers and other stakeholders ignored and accorded low status to P.E. (Marshall and Hardman, 2000, Sparkes, Templin & Schempp, 1990), suggested that the "overloaded curriculum" restricts teachers from scheduling and implementing P.E, designing discourses about the situation.

2.4 Benefits of Inclusive Education

Supporting all students' inclusion and participation in school is emphasized as a universal health requirement. Discussions about including students with

19

impairments in physical education in tertiary schools are highly welcomed by the scholarly community. The numerous advantages of this involvement have been documented in studies. These benefits extend beyond than gym achievements; rather, students are permitted to leave their classes to exercise their bodies to improve their mental health and better cope with stress. Similarly, aspects of actual physical exercise help pupils focus better, retain material better, and develop analytical skills.

Other studies have shown that period physical activity not only contributes to improved physical health but also has a beneficial effect on children's cognitive functioning including attention, and academic performance.

Inclusive education is a method of educating all students in a mainstream setting while considering pupils with impairments (UNESCO 2015). Inclusive education is a global and national effort to ensure that all children, regardless of their circumstances, receive a safe and equal education. As a result, it supports the actuality and considerable progress of Sustainable Development Goal (SDG) 4 in terms of global educational problems. SDG 4 ensures fairness, impartiality, and excellence in inclusive education, ensuring equal opportunities for society's most vulnerable and disadvantaged. UNESCO and World Education Reform recognized the world's efforts to provide equal and high-quality education to all disadvantaged pupils, which resulted in a well-received Sustainable Development Goal (SDG) (UNESCO, 2015).

The whole activities of an institution that improves learners' intellectual skills, vocational skills, and character are referred to as education (Fafunwa 2004). Etuk, Ering, and Ajake (2012:178) argue that education is a necessary instrument for all

levels of development. 'Education,' they said, is a process of acquiring new values and abilities to perform effectively in society. To put it another way, inclusive education is an educational process that allows all learners in a given institution to grow and acquire the best possible abilities in order to reach their maximum potential, regardless of individual differences. An integrated college promotes the overall development of students and teachers by providing the required incentive for equal dignity and rights, allowing physically challenged students and teachers to fully engage in all activities with the appropriate assistance. In general, national and international policies that stem "from the notion that education is a basic right and the cornerstone of a more equitable society" drive inclusive education (Ainscow & Miles, 2008, p.16). This programmes gradually transformed a stereotype-based segregated educational system into a more comprehensive educational system that prioritized human rights and equal dignity in society (Hodkinson, 2012). "Inclusive education policy promotes every citizen's equal access to education regardless of age, place of residence, economic circumstances, sex, or mother language," Naukkarinen (2010, p. 185) noted. This suggests that inclusive education is a process that is evolving in response to social resistance, necessitating on-going campaigns by individuals and advocacy groups. According to Unianu (2012), one of the challenges in implementing effective inclusive education is teachers' attitudes toward inclusion concepts and policies. This is understandable given the importance of student-teacher preparation in supporting inclusive education. This is because a teacher's positive attitude will facilitate inclusion, whilst a bad attitude may obstruct inclusion. The comprehensive practice of inclusive education will be greatly influenced by instilling a sense of belonging, tolerance, respect, and adaptation in the teacher. "Reform that builds more inclusive education systems by training

21

inclusive teachers is an extraordinarily difficult, committed, and disputed process, and it is crucial to acknowledge that teacher education is merely one set of efforts in this direction," say Opertti and Brady (2011, p. 468). This validated the importance of the teacher's involvement in implementing the inclusive idea. The teacher is one of the policy's implementers who need training to guarantee a holistic, inclusive approach. It is critical to remember that positive inclusive education is the cornerstone of "putting children in an education setting that provides support that satisfies children's emotional, social, and educational needs" (Deiner, 2005). Matey (2014) went on to say that the inclusion principle can be achieved. According to Matey (2014), the basic premise of inclusion is to ensure the full development of the potentials of people with disabilities and attaining this is the proper path to take.

2.5 Perceptual Difficulties Physically Challenged Students face in Participating in an Inclusive Setting

The struggle to include physically challenged people in Africa has drawn a lot of attention over the years, prompting international organizations and the African continent to pass laws and policies to assure their inclusion at all levels of marginalization. Partially, inclusive education is in use, with many non-disabled students experiencing or holding amusing thoughts and conceptions regarding physically challenged students' participation in an inclusive setting. Munyi (2012) states that attitudes toward physically challenged people fluctuate significantly from one group to the next. The treatment meted out to those with disabilities confirms how they are viewed from one community to the next. The treatment meted out to challenged persons confirms how they are regarded.

22

Students are challenged to illustrate the disdain, ill-treatment, unfamiliarity, superstition, and social injustice they encounter because of their physical sensitivity and treatment. (Davidson, 2005), Africans view physically challenged people as helpless, cumbersome, and hopeless. These beliefs were discovered to be a misunderstanding resulting from a lack of understanding of disabilities and how they affect functioning (Gyamfi, 2015).

According to Groce (1999), biased attitudes and discriminatory conduct inside the family unit, as well as in the community, may have been lured by cultural beliefs regarding disability aetiology. The same cultural customs and behaviours that are displayed in the larger community are carried over to the educational setting. Some of this repulsive attitude can be noticed in the classroom.

According to Baffoe, (2013), trait limitations on communal affiliation and participation in school were characterized by difficulties in gaining access to opportunities and the presence of oppressive attitudes. Marginalization and many forms of social injustice were frequent practices that resulted in exclusion from school, hence creating and enabling an atmosphere for physically challenged students. This, as well as many other activities, were held on a regular basis in support of the https://www.ncbi.nlm.nih.gov/ pack. Disability was frequently associated with cold-hearted and negative views among students in schools, particularly at the pre-university level.

Children are frequently exposed to social vices and discrimination, among other things Donkor (2010). Tugli, Klu,& Morwe,(2014) noted that public slurs on children with disabilities result in educational segregation, and that the promulgation of policy and laws along with social advocacy paved the way for educational

23

materials and trained educators to facilitate the delivery of quality education for children with disabilities. As a result, the Ghana Disability Law requires all parents or guardians of physically challenged children to enrol their children in school (Nketsia, 2018). The Ghanaian government also implemented an inclusive education policy to ensure that children with disabilities receive an equitable and high-quality education in regular schools (Thomas, 2014).

According to a statistic from Ethiopia's Ministry of School, just about 3% of children with impairments get access to primary education. As they progress through the educational system, this small percentage of children with impairments loses access to schooling. In Bolivia, 95 percent of children aged 6 to 11 years are enrolled in school, while only 38 percent of children with disabilities have access to primary education Ball, Junemann, & Santori,(2017).

Physically handicapped people have always been associated with witchcraft. Many people believe that infirmity is a harbinger of impending doom. This helps to explain why disability is often connected with hostility, suspicion, and violence. Rene (2015) highlighted that in the inclusive context, perception and practice are particularly concerning and challenging to the rules and principles of comprehensive education in the schools.

According to Nowicki and Sandieson (2002), one of the primary challenges in inclusive education is non-challenged students' views toward persons with disabilities. It is self-evident that one of the basic concepts of inclusive education is that both physically challenged and non-challenged children gain socially in an inclusive environment (Flem & Keller, 2000). According to studies, while some kids with impairments appear to operate well socially in ordinary classrooms, many more

24

struggle to find acceptance and camaraderie (Bramston, Bruggerman, & Pretty, 2002; Chamberlain, Kasari, & Rotheram Fuller, 2007; Kuhne & Wiener, 2000; Pijl, Frostad, & Flem, 2008; Smoot, 2004).

One of the methods for accomplishing Ghana's inclusive education goals is policy execution on inclusion. The teachers, as well as a variety of other resources, are crucial components that may help to support this approach. Inadequately trained teachers have been cited as a barrier in the classroom for physically challenged students. Professional teachers with the necessary pedagogic abilities obtained in official training sessions or in-service training, according to Scruggs and Mastropieri (1996), are required for inclusive education. In consideration of the fine rules in Ghana with an obstructing programmes procedure, Oriedo (2003) views inclusive practice differently in terms of operational methods. As a result, it implies that inclusive education specialists are insignificant, even with a small praise from general educators. Meanwhile, there is insufficient capacity building to enable general educators to supplement specialists in the field of inclusive education. In-service training is a requirement for running an inclusive education programme successfully Hussain,(2010).Lucy, Nyangia, and Orodho (2015) found that dilapidated school facilities in impoverished nations, such as the library, classroom, laboratory, bathrooms, and playgrounds, are physically unpleasant. The structures must be constructed to allow for simple access, which will speed up the implementation process by allowing for the adaptation of equipment and specialized staff (Kauffman, 1989). Physically challenged pupils were unable to participate in the inclusive class due to the lack of educational helpers, rigid adherence to instructional time, and stereotyped usage of teaching resources (Juvonen, Lessard, Rastogi, Schacter, & Smith, 2019).A large majority of pupils were also ignorant of

the education of student-teachers in Special Educational Needs, according to the research. (Juvonen, et al, 2019). There is evidence that college administrators and tutors will need to undertake a lot of work to ensure that the inclusive policy is implemented at work. According to Odame, Osei-Hwedie, Nketsia, Opoku, & Nanor Arthur, (2021) a significant number of physically challenged students face substantial concerns at school. Many individuals view schooling for the challenged person to be a complete waste of time and resources because they are perceived as unable in society. According to Sossou and Yogtiba (2016), "public education and understanding, easier access to information, and more national visibility of productive persons with disabilities" gave a boost to physically challenged students' involvement in ordinary Ghanaian schools. Even though the laws and regulations that have been disseminated, as well as public education, favour inclusive education, marginalization remains a concern in Ghana. Regardless of the stigma and suppression of physical obstacles in schools and society, some people with disabilities strive for social acceptance by personal excitement and participation in sports to demonstrate their physical capability Bourgeois' (2011). Physical challenges employ this as one of their methods for revealing their physical power, aptitude, skill, and ability. This shows that, regardless of their circumstances, all kids can be forced to participate in physical education. Physically challenged people are aware of this and are always willing to work with non-challenge pupils for their rights, honors, and self-advocacy in and out of the classroom (Bourgeois, 2011). As a result, sports and physical education are the engines that propel social inclusion forward. Physically challenged kids are ready to provide crucial evidence on issues regarding their education, demonstrating how various social factors influence their involvement in school (Gavu, Tudzi, and Shani, 2015). (Gregorius 2016) stated that

facilities both inside and outside the classroom are significant barriers to physically challenged students' involvement in school. It is without a doubt true to argue that the dormitories and lecture halls lack physical accessibility, making the school atmosphere inhospitable to students with physical disabilities. The Disability (Act 715), passed in 2006, mandates that by 2016, all schools and other public facilities be appropriately planned and erected to provide all physically challenged people easy and convenient access. Regardless, any other public institution or private building that serves the public must be accessible to people with disabilities. As a result, all current school facilities must have ramps or equivalent structures to allow efficient use of the facilities by all people, regardless of their physical condition. In the case of story construction, elevators will be given to transport physically challenged people to any height or level they desire. Beyond educational infrastructure, the physical challenge should be helped by excellent teaching and learning aids to facilitate an effective and meaningful education. When schools provide and ensure that teaching and learning resources are utilised as well as made available to the physically challenged, Moodley (2002) recognizes that learners are active participants in the learning and teaching process. Physically challenged pupils, according to Karande, (2014) require adjusted instructional techniques to encourage their participation.

2.6 Challenges and problems that affect the participation of physically challenged student teachers in the education programme.

Physical activity is essential for a healthy lifestyle and has a good impact on both mental and physical development. Physically challenged pupils, on the other hand, encounter obstacles to regular physical activity and exercise. Due to their disability, physically challenged kids face a variety of challenges. Some of these children have

27

unique needs and are frequently exposed to a variety of hazards that jeopardize their ambitions, objectives, and aspirations. They are faced with a variety of problems in life, in addition to the trauma connected with handicap (Bolanle, 2012).

According to studies, they frequently have difficulty accessing amenities while in school. They also find it difficult to cope with the academic material and professors' usual instructional approaches. This problem is exacerbated by a scarcity of qualified specialists and paraprofessionals, such as physiotherapists, pathologists, braillists, and sign language interpreters. This makes it difficult for physically challenged adolescents to participate in school activities. Students with disabilities who are placed among normal students are frequently humiliated and subjected to scorn, as the normal students may call them names based on the sort of disability they have.

2.7 Calibre of P.E Teachers

Physical Education teachers are important factors of student achievement in the twenty-first century. P.E. teachers play a critical role in instilling a sense of discipline in students' character traits and attitudes toward physical education. The teacher's good attitude and instructional style are enough of a caring way to urge a student to develop a fondness for participating in P.E. courses (Multihull, Rivers & Aggleton, 2000). It is critical to notice that the P.E teacher's sense of humour, combined with his or her passion and excitement, is sufficient incentive for any student, regardless of their challenges, to actively participate in Physical Education. Many people believe that P.E teachers do not demonstrate methodological concern in physically challenging children, according to Fitzgerald (2005). When non-challenge pupils participate in P.E., it is thought that the P.E. teacher has

accomplished his or her teaching aim. In many practical situations, a participatory approach is common practice (Simonsen and Robertson 2012). The premise is that immersing students gives pupils real-world experience without boredom. This strategy greatly inspires students and provides opportunity for them to learn new abilities. It is a procedure that ensures skill practice. Participatory design is still relatively uncommon in the realm of education, although it is gaining traction (Konings et al. 2011). Teachers evaluate innovative approaches mostly based on practicality (Janssen et al. 2013). As a result, teachers see instructional techniques as unique and effective ways to transform new ideas into tangible outcomes. The active participation and involvement of all students in practical P.E. has an impact on the individual's educational learning psychology as well as the school's educational environment. This eventually encourages pupils' achievement, regardless of how difficult or unprepared a kid is based on his or her circumstances. Every student in Physical Education class has the right to participate and should do so (Leyser & Kirk, 2004). Inclusion is based on social justice, which states that all students, regardless of disability or handicap, are entitled to equal access to educational opportunities.The teaching style a teacher may employ should allow students to engage, participate, lead and learn Bennie, Peralta, Gibbons, Lubans, & Rosenkranz, (2017).; MacPhail, 2011). This allows students to interact meaningfully in the classroom and at school despite their characteristics. As a result, students feel more ease sharing their experiences in class, at school, and outside of school (Salim, 2015). Significantly, everyone in the school setting, particularly the physical education instructor, needs to feel appreciated by their peers. Millie and Sally, two induction teachers, were the subjects of a case study by Christensen, Siegel Robertson, Williamson, & Hunter, (2013). Millie was uncomfortable speaking up,

29

so she concluded that "going with the flow and not rocking the boat" was the best way for her to fit in (p. 77). Sally's pals, on the other hand, allowed her to become a "curriculum person." Sally had a dichotomy of teachers who were divided into two groups: those who taught a specific curriculum and those who did little teaching techniques. (Templin, 1989) decided to reject her physical education principles to placate her co-workers, as previously stated. Furthermore, according to Lynn (2002), "during the induction time, new instructors strive for approval by students, peers, and administrators." Furthermore, according to Lynn (2002), "new instructors aim for acceptability by students, peers, and supervisors during the induction time and attempt to gain comfort and security in dealing with everyday challenges and issues" (p. 2). When physical educators tend to believe that their subject is unimportant to others, marginalization is a common result, (Smyth, 1995; Solomon, Worthy, & Carter, 1993; Stroot, Collier, O'Sullivan, & England, 1994).

2.8 Instructional Approach in Teaching P.E

The teaching spectrum remains a long-drawn-out opinion of pedagogy in teaching learners with varied opportunities. The desire to use valuable alternatives in teaching pedagogy may employ the use of the spectrum from Command to Discovery. The Spectrum theory has been uninterruptedly acknowledged in most physical education methodology textbooks for more than three decades (Metzler, 2017). Despite the consistent acknowledgment of the importance of the teaching spectrum, many teachers are unable to utilize it. Fundamental to the structure of the Spectrum is that all teaching styles are beneficial for what they can accomplish; none is more important, or more valuable than the other. Rather than directing one's teaching toward any one behaviour, the goal of the Spectrum for teachers is to demonstrate mobility ability. Teachers that are proficient in the Spectrum can move between

behaviours as needed to meet the requirements of their students, their material focus, time constraints, and the many educational goals. This necessitates the teacher's decision-making at all levels of his or her professional life. This decision-making would establish and exhibit the teacher's behaviour in terms of teaching and learning instructional approaches (Wilen, et al, 2000, p.2). Significantly, the teaching spectrum equips teachers with the basic theoretical knowledge required to create a learning environment that provides learners with a broad range of instructional options. Good and Lavigne (2017) opined that teacher is often unconscious of the instructional behaviour he/she demonstrate in his/her lessons. "Teachers may employ the spectrum without full knowledge, and even when teachers are aware of their instructional behaviour, they may not comprehend its repercussions," Good and Lavigne argue. The default decision in any teaching technique is divided into three stages. The pre-impact phase, impact phase, and post-impact phase are the three decision categories. The pre-impact phase contains all decisions made prior to the instructional hour, the impact phase includes decisions related to actual instruction, and the post-impact phase includes decisions related to instruction assessment. The traditional paradigm neglects to address the motivational requirements for developing and maintaining a healthy lifestyle (Chen, Martin, Ennis, & Sun, 2008; Wallhead & Ntoumanis, 2004). Students require a variety of options in order to select the activity that best suits them for a lifetime of physical activity. In a minimal teaching method, there is a lack of assessment. This shows students' perceptions of physical education's significance. Being good, trying one's best, and being a good athlete were clearly the three most significant categories students theorized in receiving a good mark in physical education, yet being graded on these three criteria is inconsistent in physical education. The impact phase includes decisions related to

31

the actual lesson, whereas the post-impact phase focuses on decisions related to the instruction's evaluation. "Ongoing formative and summative assessments give students with adequate feedback regarding progress toward the defined learning goals," according to NASPE (2007:2) guidelines, and this is essential for grading pupils in an inclusive school system. As a result, it is thought that the fundamental method for influencing successful school change is to create an inclusive school culture (Ainscow & Sandhill; 2010). A successful educational system, without a doubt, provides open-minded and comprehensive educational services that can lead to successful learning, engagement, and extensive participation in the school community. (European Commission, 2019b, p. 22). Setting a direction, developing people, and arranging the school, according to Day, Gu, and Sammons (2016), improves learner outcomes. Inclusive education, according to Florian and Black Hawkins (2011), attempts to overcome differences among all students in the classroom. This opens up additional opportunities for everyone to fully participate in the classroom. As a result, a unique approach to teaching and learning is promoted, in which teachers alter methods and resources to match the needs of each learner.

2.9 Differentiation Method

Because it focuses on developing each student's potential, differentiation is one of the most effective and successful techniques of engaging physically challenged children in physical education sessions. More schools are beginning to recognize and value all learners' diversity, as well as the necessity of planning for and implementing differentiation in the classroom. Differentiation can be an effective technique of creating a meaningful and successful experience for all children in schools that encourage inclusion. Differentiated instruction is when teachers tailor their lessons to match the unique needs of each student. Students take part in P.E.

32

with varying levels of enthusiasm, skill, and learning approach. As a result, diversified instruction is more like "responsive teaching" than "one-size-fits-all" instruction (Walsh, 2008).

Varying chances are presented as a task in the differentiated method of teaching P.E. so that students can choose which task to undertake, which supports the students' various levels of interests, skill, and approach to learning (Tomlinson, 1999). When we provide these many activities, our students quickly identify how they study best and apply that knowledge to advance their education. Designing P.E. courses using a differentiation strategy allows children to view learning activities as a simple occurrence, allowing all students to become self-sufficient in their learning. Our students quickly recognize these various actions. We develop confident and independent learners by assisting students in determining their path to becoming effective learners (Walsh, 2008). According to research, students' enthusiasm for and dedication to physical activity stems from a variety of chances (Tomlinson, 1999). This is an ineffective method for teaching physically challenged pupils any concept or skill in physical education since it does not allow them to develop their strengths. Furthermore, it encourages non-challenged children to value their peers' strengths which is the greatest way for them to learn.

Physical tutors can engage physically challenged students in mainstream classes using customized education without jeopardizing the school's inclusive policy. The bottom line is that students must be at the centre of their learning, with lessons built around their various requirements.

2.10 Review of Literature Summary

The problems and benefits of engaging physically challenged students in physical education have been highlighted in this review. Inadequate reform and regulations have arisen as a barrier to equal rights participation in physical activity. In terms of the associated benefits, research has found that participation in physical education by physically challenged students has far-reaching benefits that go beyond gym accomplishments; rather, students are given the opportunity to get out of their classrooms and exercise their bodies to gain mental health support and better cope with stress. Even though much has been done to physically challenge students' engagement in physical education, there is a scarcity of information among teacher trainees, especially in Ghana.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter presented the method and procedures used to address the purpose and research questions. Items discussed included research design, study site description, population, sample and sampling techniques, instrument, data collection and data analysis procedures and ethical considerations.

3.1 Research Design

This study used phenomenological study design. A phenomenological study investigates what people experience and focuses on their lived experience of occurrences. Phenomenological study is a qualitative approach appropriate for this study as it involves an interpretive, naturalistic approach in exploring the commonality of lived experiences of individuals. It also allows researchers to study occurrences in their natural settings (Denzin & Lincoln, 2008). Creswell (2014) added that qualitative research involves a more natural grounds where researchers collect data at that location. The qualitative method helped the researcher to achieve a more comprehensive and insightful data and permits the researcher a high degree of flexibility to conduct the study. This study is characterized with experiences that have been lived by physically challenged student teachers in the Colleges of Education in Volta Region. The study design enables the researcher to systematically describe the lived experiences of these students. It is a systematic study of subjectivity and seeks a study the coexistence between a person within a group. It unearths critical truths about reality based on people's experiences. The design significantly considers the researcher a secondary participant. The choice of a

35

qualitative approach enabled the researcher to gain rich understanding and obtain in-depth knowledge on experience, behaviours, roles and attitudes (Lune, Pumar, & Koppel, 2010).

3.2 Study Site Description

The research was carried out in all of the Volta Region's government Colleges of Education. The Volta Region is one of Ghana's sixteen multi-ethnic and multilingual regions, which includes the Ewe, Guans, and Akans. It used to go from Yapei in Ghana's Northern Region's Central Gonja District to Aflao in the South. Oti is currently being carved out of Volta, resulting in Ewe background settlements ranging from Aflao to Hohoe in the Volta area. The Guan people, which included the Lolobi, Likpe, Akpafu, Beam, and Nkonya, were split out of the Volta region and renamed the Oti region. Volta, with Ho as its headquarters, is one of Ghana's sixteen administrative regions. It is divided into 17 executive districts. The region is located east of Ghana, sharing borders with the Northern Region of Ghana to the north, the Gulf of Guinea to the south, the Volta Lake to the west, and the Republic of Togo to the east. It has a total population of around 2,396,606 people, with an annual growth rate of 2.4 percent and 3,667 communities, according to the 2010 Population Housing Census National Analytical Report. Peki College of Education, Akatsi College of Education, St Francis College of Education, St. Teresa's College of Education, and E.P College of Education, Amedzofe are the five prominent public colleges.

3.3 Population for the Study

The phrase population refers to the whole of the phenomena that the researcher is interested in. It refers to the entire group of people, things, or events that the

researcher is interested in investigating because they share common observable qualities (Agyedu, Donker, & Obeng, 2007). According to Omari (2011), referenced in Kabuta (2014), a population is any set of units that share one or more traits that the researcher is interested in. 385 tutors, 4373 students, and 5 principals from the Volta Region's colleges of education made up the study's population. According to Bryman (2001), population refers to all of the units in the population from which the sample will be drawn. The total number of people involved in a study was justified by the population (Cohen & Manion, 1994, cited by Asiedu, 2015).

Physically challenged students and Physical Education tutors from the Volta Region's St. Teresa's College Education, Peki College Education, St. Francis College of Education, E.P College of Education, and Akatsi College of Education were among the target demographic. Physical Education is taught and learned in Colleges of Education in a unique way. The College timetable allows for and coordinates Physical Education instruction and learning. Currently, the Colleges provide a four-year bachelor's degree in education to two groups of students.

All students are exposed to physical education teaching and learning in Year One. The student-teachers were expected to exhibit knowledge and awareness of motor skills and movement patterns required to execute a variety of activities and complete experiences at this level. The course consists of one weekly three-hour session. Students choose one of three specialized programmes in year two, although fundamental aspects from year one remains. Physical Education is also a course area with advancement, although it is taught as a three-hour session each week as an elective or optional subject. As of the 2019/2020 academic year, there were 4,373 students enrolled at the Volta Region's Five Colleges of Education. Thirteen student-

teachers were physically challenged out of the whole population. Each College has two Tutors who helped with Physical Education teaching and learning.

Table 3.1: Student's Population in Colleges of Education in Volta Region as of 2019/2020 Academic Year.

Colleges	Students Population	Challenged Student
Peki College of Education	802	5
E.P. College of Education	601	2
Akatsi College of education	1145	4
St. Francis College of education	1145	2
St. Teresa's College of Education	680	0
Total		13

Inclusion Criteria

   a) Only physically challenged teacher trainees at levels 200 and 300 were included in the study.

   b) tutors in Physical Education

Criteria for Exclusion

   1. Students who were physically fit were not included in the study.

   2. Physically challenged students and P.E teachers who refused to give their permission

   3. All Colleges of Education level 100 students

3.4 Sample and Sampling Techniques

A researcher's method of selecting people, places, or objects to examine is known as sampling (Flick, 2018). The sample is a smaller representation of the complete

population used in research, and sampling is the act of picking units (e.g., individuals, organizations) from a population of interest so that the researcher can fairly translate the results to other settings by analyzing the sample (William, 2006). A sample is a finite part of a population whose properties are researched to gather knowledge about the total, according to Shearer,& Webster,(1985). referenced in Fridah (2002). Concerning persons, it can be defined as a set of respondents selected from a larger population for a study. Purposive and convenience sampling were used to select physically challenged students and P.E tutors for an in-depth interview. This approach focused on a small number of informants who were chosen to meet the criteria of physically challenged students from Volta Region Colleges of Education to provide in-depth information on the benefits, challenges/problems, and lived experiences of physically challenged students participating in physical activity. Naidoo (2012) decried the fact that qualitative research usually involves small groups of people. Respondents who are members of the group of participants have extensive information and insight into the topic under investigation. The participants for the current research study were chosen through purposive sampling. According to Tongco (2007), the best way to choose respondents for purposive sampling is to create criteria for what distinguishes a good informant from a bad one. As a result, a list of qualifications was compiled based on these criteria. The ideal informant, according to the author, should be as close to the sampled population's theoretical norm as possible and be able to communicate with others who have comparable features (Tongco, 2007). Asking resource personnel in an organization to name the most appropriate informants is a more practical technique of purposefully selecting participants. The most mentioned person would thus be the best informant (Lewis & Sheppard, 2006). The inconsistency of informants is a drawback of utilizing

purposive sampling. Purposive sampling also allows the researcher to choose samples depending on the participants' experiences. This research allows for the selection of instances with a lot of detail, which leads to new insights and a better comprehension of the participants' experiences (Borbasi & Jackson, 2012; McNeely Cobham & Patton, 2015).

3. 5 Instrumentation

Only interview tools were employed to obtain data for the study. The purpose of employing this tool was to look at physically challenged students' participation in Physical Education classes and other relevant physical activities in Colleges of Education. The interview tool allowed the researcher to learn about and establish the respondents' true sentiments and experiences. It allows respondents to convey their feelings through facial expressions and vocalizations. Interviews, according to Flick (2018), are a manner of gathering information about people's perspectives on the world and how they understand events in their life. When it comes to propping up responses, investigating experiences, and following up on ideas, the interview gives tremendous potency Creswell, Klassen, Plano Clark, & Smith, (2011). One intriguing flaw in using the interview tool is that it is vulnerable to subjectivity and bias when it comes to the respondent (Creswell et al, 2011).

For data gathering, the researcher used a semi-structured interview schedule. Interview guides came in two varieties. One for P.E tutor participants and the other for physically challenged students at Volta Region Colleges of Education. Twenty-one open-ended items made up the semi-structured interview guide for tutors, while twenty open-ended items made up the interview guide for students.

Interviews were conducted one-on-one with participants and recorded using an audio recorder with their permission. Interviews between the researcher and participants from the Volta Region's Colleges of Education were scheduled. Face-to-face semi-structured interviews between the researcher and the participants were conducted. This tool allowed the researcher to direct the process while simultaneously allowing participants to record their thoughts and feelings (O'Leary, 2004). The value of this instrument is based on its flexibility, which allowed the researcher to change questions as needed. Furthermore, interviews allow for face-to-face exchanges between the researcher and participants, fostering cooperation and allowing for the simplification of issues that are unclear to the participants. The interview was conducted in English, with a co-switch to local languages such as Ewe and Twi if needed. This was done to allow the participants to effectively express themselves. St. Francis College of Education, St. Teresa's College of Education, Peki College of Education, E.P College of Education, and Akatsi College of Education, all in the Volta, were visited by the researcher. The biographic information of the participants was acquired, and questions were presented about how physically challenged students engaged in Physical Education classes in educational colleges. With the consent of the respondents, the researcher used a semi-structured interview guide and a mobile device to record all interviews. Each participant's interview lasted averagely twenty-five minutes. An in-depth interview was conducted using a pre-interview guide. To test the questions and practice the interview, the researcher piloted it on students with similar traits. Physically challenged students and P.E Tutors at Jasikan College of Education in Oti Region were used to practice this instrument. The pilot interview was envisioned as a supplement to the main research design rather than a means of acquiring data in and

of itself. Pre-pilot and pilot interviews were done by the researcher. The pre-pilot evaluates the suitability of the proposed interview technique and question schedule. The pilot interview was a full-fledged trial that included data gathering and analysis. The goal was to see if the projected large-scale research will accomplish what it was designed to do. This forced the researcher to fix issues with question wording, interview methodology, coding, data processing, and matching intentions to accessible data. Traditionally, data was acquired through interviews, which greatly aided the researcher in understanding the phenomenon from the perspective of the participants (Charles, Hastings, Daimon, Mayamiko, Masautso, Marriam & Wisdom, 2016). According to Percy, Kostere, and Kostere (2015), the qualitative method investigates participants' subjective experiences and argues that they are statistically unmeasurable.

3.6 Trustworthiness and Credibility

Credibility, dependability, confirmability, and transferability are all part of this. Credibility, according to Korstjens and Moser (2018), is the trust or belief in the accuracy of the research findings. Credibility determines how real the data gathered from the participants was when compared to an original study of the participants' perspectives. They provided an explanation. The outcomes of qualitative research steps that might be relocated and used to various contexts with different respondents are known as transferability. The consistency of results over time is referred to as dependability. The degree to which the study's findings could be validated by other investigations is known as confirmability.

The researcher didn't let his personal biases, experiences, interests, views, or professional background influence the participants' responses. To do this, a detailed description of the study setting was created. The study's design, data collection

methodology, participant count, and field data collection time were all reported in detail. The interviews took place in a secluded and private area. Following that, they were transcribed and translated into English. Transcripts were double-checked by simultaneously playing the recordings and reviewing the transcripts. The proportions of these transcriptions were reviewed once more to confirm that the translation was of high quality, and the transcripts were shared with the rest of the team for critical assessment.

During data analysis, research assistants were required to agree on topics and quotations. Two study assistants independently examined the transcripts using Colaizzi's method. After that, the findings were compared and discussed in additional groups to come up with themes, sub-themes, and classifications. An external reviewer and the researcher's supervisor retained an audit trail of the audio-taped data, transcripts, field notes, consent forms, interview guide, and any other pertinent documents utilized for future inspection. (Anney, 2014; Polit & Beck, 2010).

The interview guidelines were shown to the researcher's supervisors for any necessary revisions to verify their legitimacy. Before being used, the supervisors' ideas were politely and attentively evaluated and incorporated into the concluding instructions. The instrument was also pre-tested on two physically challenged students from a sister college in the Oti Region by the researcher. The instrument's dependability was validated and supported by the pre-test. This procedure assisted in eliminating all ambiguity and uncertainties about the device. In addition, the researcher employed member checks, allowing certain participants to view their responses after they were transcribed. Member checking is a qualitative technique

43

for ensuring data accuracy. It refers to returning to participants to authenticate findings or evidence as well as provide fresh evidence after evaluating draft data or reports Prakash, Venkataramani, Yin, & Lin, (2014). Using the transcript review method, the researcher verified the accuracy of the research findings. The correctness of the data gathered was determined by the researcher's feedback to the participants on the information gathered. This study's participants were chosen using a purposeful sampling approach. One of the decisions that guided the use of purposive sampling was to select participants who had sufficient knowledge and expertise to talk about the issues that physically challenged students and P.E tutors who had the opportunity to teach them physical activities faced.

3.7 Data Collection Procedure

Within the study period, in-depth interviews (IDIs) were done at a time that was convenient for participants. The interview lasted an average of 25 minutes per participant. After obtaining verbal consent from each participant, all interviews were audio-recorded. Basic information such as age, sex, and level of study were acquired from participants at the outset of the interview utilizing a broad data-gathering question technique. Additional information on the years of impairment and the reason of disability was gathered. To obtain thorough descriptions, open-ended and probing inquiries were employed, which increased the depth of discussion. The researcher employed two alternative open-ended interview guides in his study. The first interview guide focused on student participation, while the second interview guide was for Physical Education Tutors in Volta Region's five public Colleges of Education. The interview guide for physically challenged pupils had twenty open-ended questions, whereas the interview guide for P.E tutors included twenty-one open-ended items. The first three questions on demographic data were asked of both

44

groups of interview guides. The remaining seventeen and eighteen questions were used to gather information for the study from students and tutors, respectively.

When the researcher acquired data to the point of declining returns and nothing new was being added, the researcher is considered to have reached saturation (Saunders, Sim, Kingstone, Baker, Waterfield, Bartlam, B., ... & Jinks, 2018). Data saturation occurs when no additional information can be contributed to the study's findings without changing the results. It was a sign of data repetition, which resulted in the same outcomes. The researcher grasped the opportunity to continue the analysis after achieving the study's goal. "Failure to reach saturation has an impact on the research quality," (Fusch & Ness, 2015: p1408).

3. 8 Data Analysis Procedure

Data analysis, according Alhassan, Sammon, & Daly, (2019) is the process of carefully aligning study objectives with the outcomes. The data should be analyzed using standard methodologies, and the data was presented in a way that made it easy to read and use. Transcribing, editing, coding, and theme construction were all necessary as part of the analysis Sutton, & Austin, (2015).

Haase's modification of Colaizzi's approach was used to evaluate transcripts. By thoroughly reading transcripts, the researcher became acquainted, gained comprehension, recognized key terms, formed and assured data credibility, discovered and arranged themes, subcategories, and categories, and developed descriptions of topics. To get a consensus on themes, categories, and subcategories, the findings were compared and debriefed. There were a few notable quotes from interviews that were reported. The researcher used NVivo software to develop and create themes/nodes once more. The audio-recorded interviews were converted into

textual data in English. To establish the relationship between the manual and the NVivo software supplied codes and themes, the researcher categorically assessed data from two perspectives. The manual analysis followed the typical method of looking at the codes and themes that were generated. The researcher carefully examined and explained the themes that emerged as a result of the phenomenon. Nvivo is a computer-assisted software that assists in data analysis. The software took the code and themes and organized the text into word frequency, word clouds, text search queries, and a hierarchy chart. It took a long time, but it helped to streamline the overall analysis process. The researcher included the four fundamentals, namely descriptive, reduction, essence, and intentionality, as a characteristic of the phenomenological design, but relied on the descriptive method to enable appropriate analyses of the data acquired.
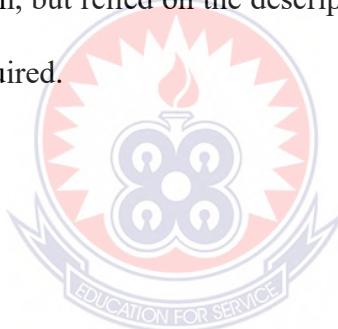
CHAPTER FOUR

RESULTS/FINDINGS AND DISCUSSION

4.0 Background Characteristics of Staff

Twenty-one individuals from five Colleges of Education participated in this study; thirteen (13) students and eight (8) tutors. Of the total 13 students, majority (12) were over 18 years at the time of the study. Nine (9) were males and eight (8) were in their final year at the time of the study. All the students belong to the Christian Religion. With regards to the tutors, majority (6) were aged 40 years and above and most (7) were males. Seven (7) had above 10 years work experience in teaching P.E. in the Colleges of Education. All tutors belong to only the Christian religion. The interviews varied in length, ranging from 30 to 59 min (average 25 min).

Table 4.1 Background Characteristics of Participants

Age (years)	Sex	Level
N (13)		**Students**
<18 (1)	Female (4)	200 (5)
≥ 18(12)	Male (9)	300 (8)
Age (years)	**Sex**	**Year of experience**
N (8)		**Tutors**
<40 (2)	Female (1)	<10 (1)
≥ 40 (6)	Male (7)	≥ 10 (7)

4.1 Description of Themes, Categories, and Subcategories

In this research, codes were generated manually to analyse the data. Besides the manual approach, a computer assisted software (Nvivo) was used. The Nvivo generated nodes, emerging into themes and synthesised in a creative and interpretive

47

way. A deductive approach to thematic analysis was used to confirm the researcher's data with respect to the past research findings.

The key subjects were the challenges and benefits of participating in Physical Education. Positive gains from participating in physical activities were defined as benefits connected with participation in Physical Education. The term "challenges connected with participation in Physical Education" refers to the barriers, impediments or constrains that physically challenged students face in participating in Physical Education. Finally, the research looked into the personal constraints that come with instructional engagement. Individual characteristics related with instructional engagement in Physical Education were investigated as drivers or motivators of participation in the study. This category looked into and questioned certain motivations of students that they thought would influence their engagement. Students' motivational opinions were scenarios that they believed would enhance the involvement process and make them feel better and more confident.

Different contextual elements (themes) were identified from textual data after audio-recorded interviews were converted to text. The Nvivo structured the development of different nodes from the current participants of study. Each group's theme was represented by a node. The purpose of this qualitative study was to find out what elements influenced Physical Education in the classroom, including extracurricular activities. Each theme was derived from each contextual component, which was then subdivided into numerous factors based on the textual data provided by participants. Several obstacles for Physical Education were identified in this study.

Figures 1, 2 and 3 show the coding from both Source (S) and Reference (R) against generated each theme. Sources and References are explained below:

a) Source (S): It shows the number (frequency) of people who contributed information about a specific topic (factor).

b) Reference (R): It shows the total number of motifs coded in a specific factor for a specific participant. Because one participant mentioned the same theme twice, the total number of Reference (R) is more than the total number of Source (S). This means that in the current study, participant discussion on a single issue is coded twice as Reference (R) and participant source as (S).

The class and environmental obstacles of Physical Education for physically challenged children are depicted in Figures. In the Physical Education class, they are further separated into many themes/nodes, including obstacles and environmental perceptions. These Physical Education problems were referred to as tutor Nodes, and their additional variables represented the participants' conversation as student Nodes. The two tutor nodes had more student nodes, which were identified as issues for physically challenged learners in each theme of Physical Education. The figures depict the nature of activity, such as group activity 2 and individual activity 8 (S=8, R=2), challenges for extra-curricular activities, such as 6 who lack confidence and 6 who have hostile attitudes (S=12, R=12), challenges for Physical Education classes, such as an unfavourable teaching environment (S=11, R=15), cultural norms, such as 4 who have equal opportunities, 8 who have misconceptions, and 9 who have positive support and encouragement (S=16, R=21), Do you enjoy physical activities, as 12 interviewees do and 2 do not (S=11, R=14), effectiveness of P.E. class (S=7, R=11), enthusiastic teaching (S=8, R=9), equal opportunity in P.E. class (S=9, R=9),

infrastructure and equipment hindrance (S=10, R=14), number of tutors (S=8, R=9),

infrastructure and equipment hindrance (S=10, R=14).

Figure 1: Codes/Themes on Class and Environmental Challenges of Physical Education for the Physically Challenged Students

Nodes

Name	Sources	References	Created On	Created By
Activity Nature				
Group Activity	2	2	11/8/2021 7:03 AM	CR
Individual Activity	8	8	11/8/2021 5:57 AM	CR
Challenges for Extra-curricular Activities				
Don't have Confidence	6	7	11/8/2021 7:29 AM	CR
Hostile attitudes	6	7	11/8/2021 6:31 AM	CR
Challenges for Physical Classes				
Unfavorable teaching environment	10	14	11/8/2021 6:29 AM	CR
Cultural Norms				
Equal Opportunities	3	4	11/8/2021 7:40 AM	CR
Myth and Misconceptions	7	8	11/8/2021 6:22 AM	CR
Supports and encouragement	6	9	11/8/2021 7:16 AM	CR
Disability				
Arm defects	1	1	11/8/2021 7:12 AM	CR
Backbone Pain	1	1	11/8/2021 7:00 AM	CR
Eye Sight	2	2	11/8/2021 5:49 AM	CR
Limps defectives	3	3	11/8/2021 6:38 AM	CR

Figure 2: Code/Themes on Instructional Ways of the P.E Tutor in CoE

	Source	Reference		
⊟ ◯ Do You Like Physical Activities				
◯ Appreciate			2021 6:45 AM	CR
◯ Do not appreciate	2	2	11/8/2021 5:55 AM	CR
◯ Effectiveness of P.E Class	7	11	11/8/2021 6:25 AM	CR
⊟ ◯ Enthusiastic Teaching				
◯ Yes	7	8	11/8/2021 6:17 AM	CR
⊟ ◯ Equal Opportunity in P.E Class				
◯ No	1	1	11/8/2021 7:03 AM	CR
◯ Yes	8	8	11/8/2021 5:53 AM	CR
◯ Infrastructure and Equipment hinderances	10	14	11/8/2021 6:35 AM	CR
⊟ ◯ Number of Tutors				
◯ 1-2	7	7	11/8/2021 5:59 AM	CR
◯ No tutor is available	1	1	11/8/2021 7:34 AM	CR
◯ Perception and Misconception of Physical Performance	10	17	11/8/2021 6:33 AM	CR
⊟ ◯ Significance of activity participation				
◯ Social cohesion	2	2	11/8/2021 6:20 AM	CR
◯ Suggest to take active participation	11	12	11/8/2021 6:36 AM	CR

52

Figure 3: Code/themes on instructional ways of the P.E Tutor in Colleges of Education

	Source	Reference		
Teacher Motivation (attitude)				
Negative concerns	2	2	11/8/2021 6:47 AM	CR
Positive concerns	10	11	11/8/2021 6:24 AM	CR
Tutor Feedback				
Yes	10	15	11/8/2021 6:01 AM	CR
Tutor Support				
No	1	1	11/8/2021 5:56 AM	CR
Yes	5	5	11/8/2021 7:15 AM	CR

After the completion of the interviews, the data were transcribed, further coded, and generated the nodes that were projected and analyzed. The following queries were applied to find the results using the Nvivo software:

a) Treemap chart

b) Hierarchy Chart

c) Text search Query

d) Word Frequency Query

e) Word cloud

f) Mind map

4.2 How do Physical Education tutors in the Colleges of Education approach inclusive instruction in the Volta Region?

This current study explored the many forms and modes of engaging in Physical Education. The study typically identified that, there was much flexibility in methods tutors use to engage students in physical education activities. These methods seemingly have an endgame of encouraging physically challenged students as well as making them feel as part of a group and confident of themselves. These include direct teaching, indirect teaching, cooperative activities, command style, exploration style, and reciprocal style (Phillip, 2013). The pedagogy used for practical lessons are based on practical exercise in order to help the learner to gain movement skills. This aim of the training is to enable the students to master movement skills, through multiple repetitions. The tutors' obligation is to plan, organize and implement these procedures through his/her direct control of the work. The practical activities of students are strong minded by several approaches with observation and practiced as a whole or in parts. Demonstration is an attempt by a tutor to present positive

54

movements technically correct. The tutor successfully presents certain motor forms that enable students to do better and successfully. Demonstration is significant in processing of new material when students need to advance a visual idea of the activities that would be reproduced later. Students learn better when they observe and practice skills. This indeed is supported by Katz (2015), the decision to embrace inclusive education pedagogy can serve to relieve job-related stress for teachers and enhance their feelings of self-efficacy along with improving job satisfaction.

Although these methods were implemented differently in diverse contexts, the primary focus has always been students at the centre of this method is the exhibition of care and concern. Some tutors specifically mentioned;

> *Some of the issues that affect instruction in the classroom are based on the unfriendly nature of infrastructure and most especially equipment. Nevertheless, I do my best to meet all student's needs in my instructions. I assign the tasks to suit students living with disabilities. I group them with their other colleagues who support them to work. I even encouraged a student using a wheelchair to carry out throwing and catching of the ball. Amid the diversity of students' needs, I realized students are comfortable with the student-centered approach. I make sure all students accommodate each other and support one another in the practice of skills...**Tutor 1***

> *Yes as a professional, every student matter in your class. Before every lesson, I draw the attention of my students to some misconceptions of physically challenged persons. I motivate all students' participation through student-apparatus interaction. Students receive a command to carry out activities and this minimizes accidents. Often than not, I blend the direct and indirect teaching styles to achieve my teaching outcome...* **Tutor 2**

> *I give physically challenged students additional time to put them on the same level. looking at the particular activity, I pair or group all students including the physically challenged ones. The groupings are done based on their ability and the difficulty level of the activity. The task set is disintegrated into simpler parts making it self-help. I know that during instruction, it is very important to consider the ability of learners and the teaching style. So I use mixed-method to satisfy the individual needs of the learners. ... **Tutor 3***

*Let me tell you, situations are not suitable for equity. If I have a class situated on the first floor of a story building, and the student cannot climb the staircase, you can imagine the anxiety of the physically challenged person. If access to facilities is disability unfriendly, I have little or nothing to do to assist this category of students to overcome. Some of the issues that affect instruction in the classroom are based on the unfriendly nature of infrastructure and equipment. I assign tasks to suit students living with disabilities. I group them with their other colleagues who support them to work. I even encouraged a student using a wheelchair to carry out throwing and catching of the ball....***Tutor 4***

*For a good student engagement in class, I ensure that I provide adequate teaching and learning resources. I improvise instructional resources that are not suitably designed for the physically challenged. This permits effective use of the direct approach which I am comfortable with handling large classes. I, therefore, pay special attention to any student with special needs. Through demonstration and practice, I give opportunities to students with low self-esteem with additional time during noncontact hours...***Tutor 5***

*I give equal tasks to both physically challenge students and non-physically challenged students. if possible I pair or group the challenge students. I don't force support on them but I give them support when they ask. Anytime you propose support for them, they feel dissatisfied. It looks to them as if you are looking down on them. I, therefore, design activities and break the task into smaller bits. I give commands that are clear, precise, and direct. I allow learners to learn at their own pace. I provide students with the needed environment to discover their potential and ability and my judgment on the physically challenged student is based on performance but not ability...***Tutor 6***

Figure 4   Treemap Chart
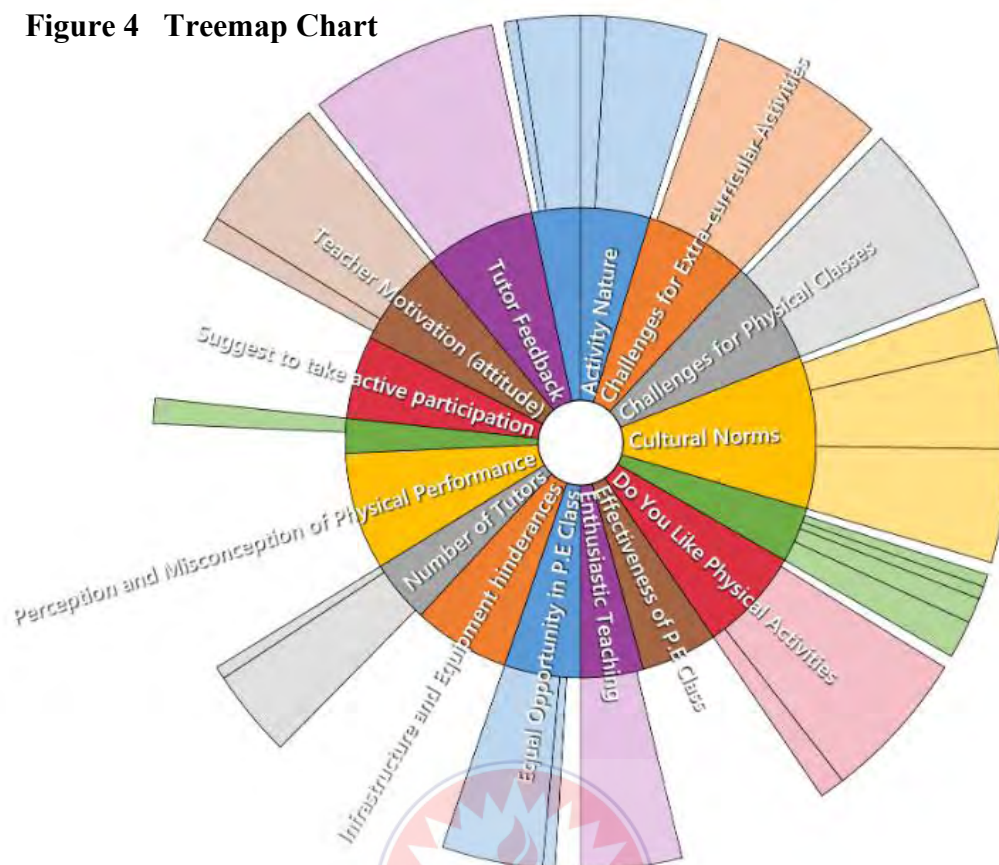
A TreeMap is a diagram that displays hierarchical segments as a series of nested 'special rectangles' (two straight lines and two unequal curves) of various sizes and values (McNiff, 2016; Richards, 2002). This throws more light on instructional benefit to the physically challenged student. By comparing the diameters of the 'special rectangles', the reader can estimate the number of nodes. The 'special rectangles' grows in size as the number of nodes increases. TreeMap is also used to confirm the best-defined rectangular region and to establish a relationship between the variables (Zamawe, 2015). The larger areas on the left reflect the main aspects that students recognized as contributing to their academic achievement. The smaller rectangular portions on the right side, on the other hand, indicate the polar opposite. Like, the word 'students' was the factor identified by most of the interviewees and repeated again and again during interviews i.e., about 159 (2.45%) of total words. 'Physically' is the second most used word by the interviewees; about 144 (2.22%) of

57

the total words. So, with the help of TreeMap, a reader can easily imagine the values

counted for rectangular areas in Map and the percentage weightage of the factors.

The other rectangular areas show different values.Figure 5: Hierarchy Chart.

Figure 5: Hierarchy Chart
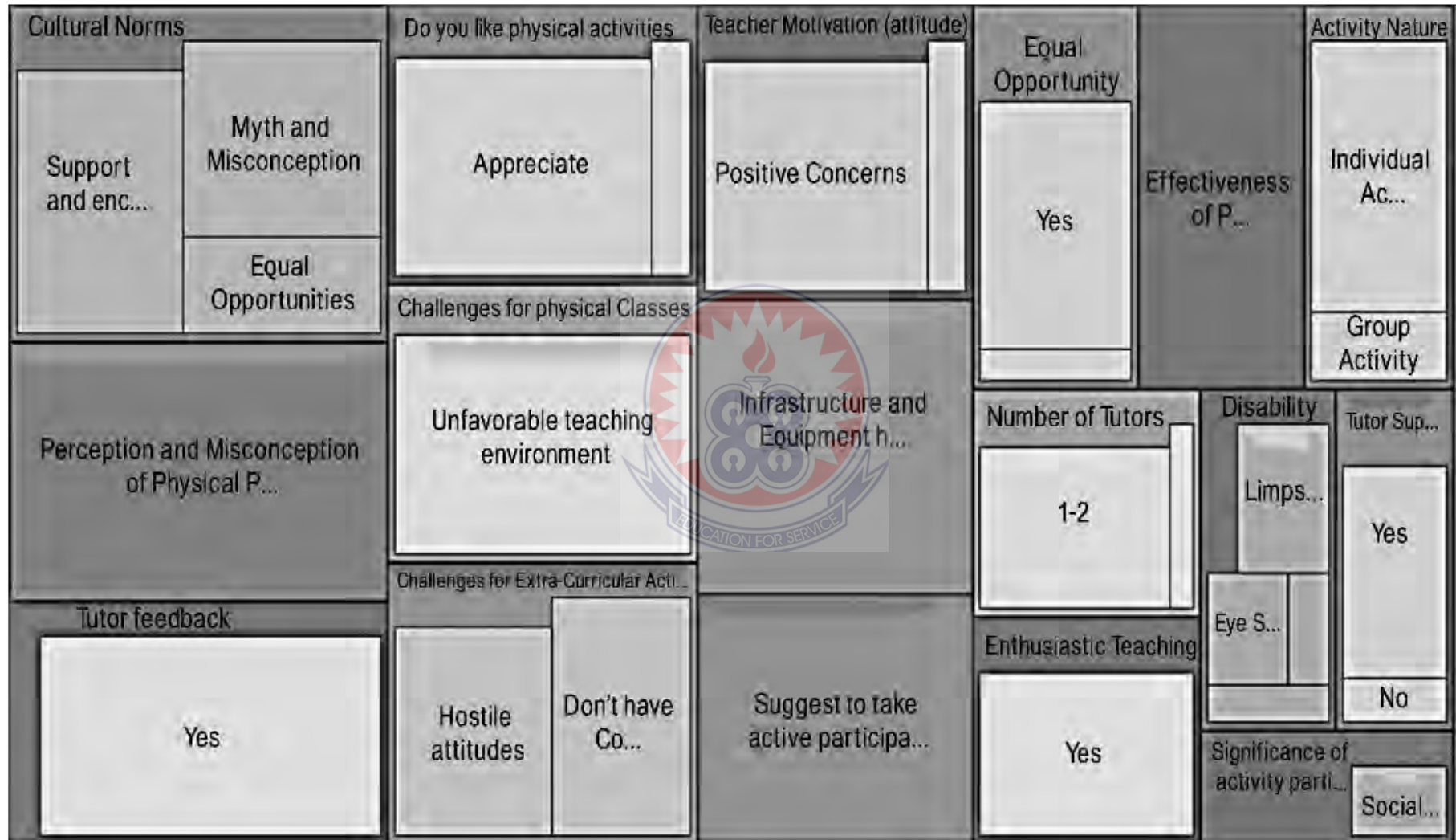
Hierarchy charts help the readers to visualize the coding patterns and assess the values attributed to the cases and sources (McNiff, 2016; Zamawe, 2015). Hierarchy charts prove beneficial in situations when the reader aims to explore the views on data and show different opinions of the respondents. The charts are of two types, including Hierarchy charts and Treemaps (Richards, 2002). TreeMap is used to analyze the hierarchies and compare them according to their sizes in data aspects. Further, it is easy to compare the rectangular shape of the hierarchy chart to curved shapes. As a result, readers can plainly see in the image that the participants in interviews, primarily interviewees, believed that cultural norms had the most powerful impact on physical activities. It refers to a culture in which Physical Education is viewed as a mystical thing, with people willing to avoid participating in such activities. Physical Education myths and perceptions were typical roadblocks to physical activity; yet, the majority of interviewees were in favour of physical activities (e.g., they appreciate) and received positive teacher evaluations. They also verify that the hierarchy chart's physical class challenges are met. Other factors are also addressed in the following sections:

Environmental and classroom instructions are determinants of teachers' motivation towards inclusive education. The effectiveness of P.E class, enthusiastic teaching, nature of activity, tutor feedback, tutor motivation are some ways the Treemap and the hierarchy chart suggests the strength of inclusive instruction approach in the Colleges of Education. As a result, diversified instruction is more like "responsive teaching" than "one-size-fits-all" instruction (Walsh, 2008). The environmental and classroom facilities and equipment affected the instruction and participation of physically challenged students. This is in conformity with the Health Survey (2011), that limitations on communal affiliation and participation in school were

characterized by difficulties in gaining access to opportunities. Both tutor and students' nodes showed that P.E tutors faced challenges in teaching physically challenged student teachers. This is in line with the researcher's social model of including learning theory which says that school facilities and equipment are the bedrock of the model. It was deduced that a frequency of 11 participants were uncomfortable with the inadequate or lack of equipment to aid the instructional approach. Tutor motivation and feedback and support for the physically challenged persons were highly necessary to their active participation.

4.3 What is the qualification of P.E tutors who teach Physical Education in Colleges of Education in the Volta Region?

Qualification required in this study was explored from two main dimensions. Two major themes emerged as recommended for qualification; academic requirement and self-actualization requirement. We define academic requirements as the minimum prerequisite by law, thus educational policies needed to be considered a Physical Education tutor. On the other hand, the self-actualization requirement defines activities and behaviour changes adopted by tutors to ensure an effective way of teaching physical education. Analyses emerged as one major theme for academic qualification and three themes for self-esteem qualification. With regards to academic qualification, a master's degree was identified as the minimum qualification. This is consistent with positive attitude exhibition, in-school training (seminar, workshops, and refresher courses), reflection, and challenge identification. Positive attitude exhibition explains the exhibition of acceptable behaviour that makes physically challenged students feel welcomed and acceptable. P.E tutors are professionals who are uniquely qualified to work with people with diverse learning needs. They have a considerate understanding of the Act or policy of

disability and create adaptable programmes that upholds safe and effective exercise. It intends to permit persons with disabilities to accomplish their fitness goals.

Typically, a tutor mentioned:

> *My highest qualification is M.ed P.E and currently, I am pursuing my Ph.D. Programme outside the country. Apart from that, there are a whole lot of refresher courses I do in almost all the sport disciplines we play in the country. I have a certificate in coaching and officiating in a good number of games. This makes me versatile and able to instruct across the length of students' difficulties...***Tutor 1***

> *I hold a master of philosophy in P.E. it started all with my 4 years, Bachelor Degree, in P.E in the University of Education Winneba and later acquired the M-Phil in P.E. after completion, there have been several workshops that I have attended. One of the most current is the trainers of trainers for the implementation of the new Curriculum. I can boast of a lot of training, workshops, and courses which have improved my content and pedagogic experience. less I forget, I studied adapted P.E and this has made me more inclusive-minded...***Tutor 3***

In-school training defines formal education activities taken intermediately as a means to keep abreast with new ways of student engagement. Some of these activities as mentioned; attending workshops, seminars, and refresher courses were seen by the tutors as a major event that help not only the students but also the tutor to be effective in teaching. A tutor mentioned;

> *If the physically challenged person knows that you are a teacher and you care, whatever problem they have, they will come and tell you. But if they know that you don't care about their status, they will even feel shy coming to you. So, teacher behaviour towards them is very paramount…***Tutor 1***

*Teacher attitude is a key factor as far as educating the physically challenged student is concerned. Your attitude towards the student can make or unmake the students so it is always good that the teacher encourages the physically challenge student to take part in this than to discourage them because, as tutor, you serve as a role model to the learner…***Tutor 4**

Figure 6: Text search query on suggestions on aiding engagement of physically challenged learners
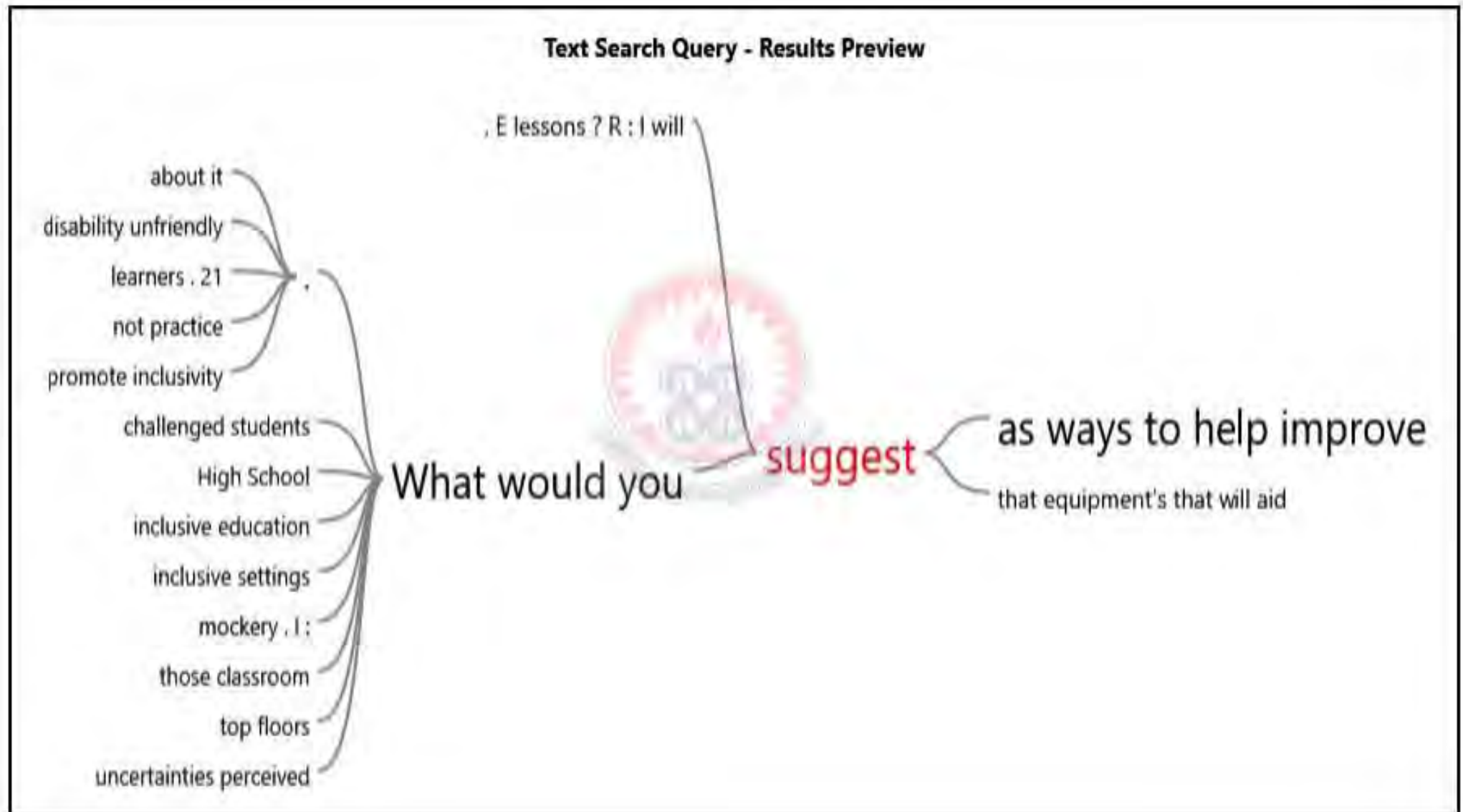
Physical education tutors' responsibilities and obligations are also discussed in the study. Tutors should be kind and informative to their physical education pupils when it comes to the appropriateness of physical activity. Nowadays, schools teach Physical Education and sports. It's critical to consider the objective of Physical Education, and if some of your unique resources are incompatible with educational goals, embracing education will also result in inequity. Physical Education and sports are courses that have been added to college curricula around the country, but have yet to be comprehensively implemented. Sometimes, caring educational leaders who have been involved in sports development in students and educational programmes for many years without having to communicate with other institutions, are teaching students how to complete assignments and participate in class activities. Physical Education teachers are not fit for some of the existing methods of educational delivery systems that may utilize individuals to manage in other sectors. With a variety of educational techniques, promoting individuality and taste may still be a work in progress, reducing the influence of physical education training. On the one hand, students will create uncertainty. As a result, tutors should create a favourable environment that benefits both pupils and encourages them to participate in physical activities.

Figure 7: Text search query on P.E tutors' teaching
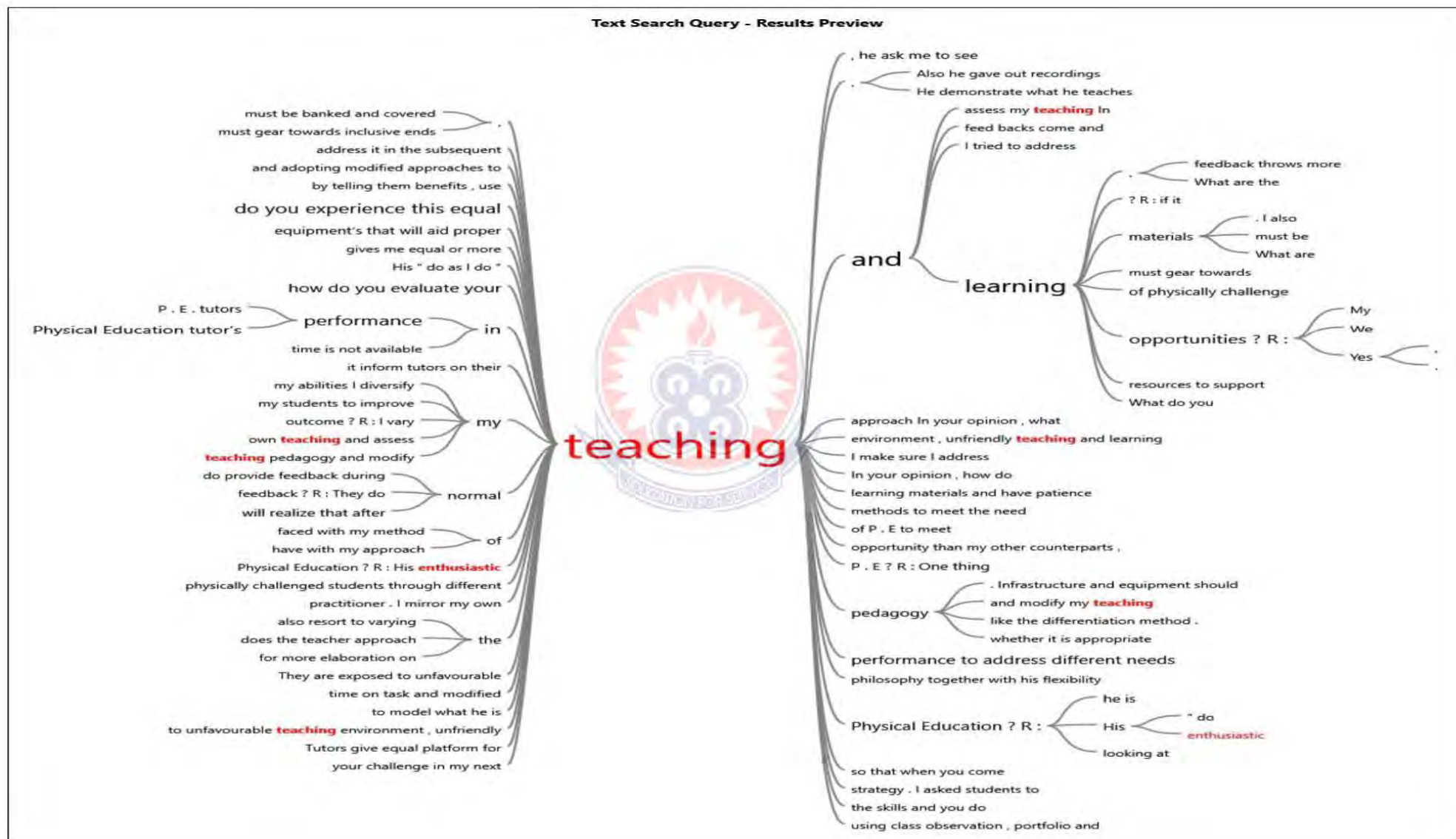
The research advises educational administrators on how to keep tutors alert and engaged in offering effective physical education. As a P.E instructor, you get to help students learn about sports, health, and wellness. Rink and Hall (2008), consented the fact the job entails instructing physical exercises and the development of strength, collaboration, and motor function the majority of the time. P.E. teachers generally encourage their students to maintain a healthy lifestyle in addition to teaching these athletic abilities in class. Tinning (2007) also reasons in line that Physical Education teachers in schools are also responsible for supporting students in the development of physical skills such as agility, strength, tolerance, and synchrony. This could be one of the most difficult components of the job because each child would be at a different level of fitness. The real challenge for the P.E instructor is to assess and motivate all children to do their best without excluding anyone; patience is especially important. Occasionally, P.E tutors build friendships with students who are exceptionally athletic and athletic-minded. At the same time, you must plan class activities that will allow each student to participate. As a result, interviewees offer some recommendations for physical education tutors. Plan and carry out all necessary physical education exercises;

a) Keep track of all physical education activities by making a list.

b) Discuss the entire physical education programme with the students.

c) Collaborate with academic teachers and clinical personnel to determine children' educational requirements that are both effective and measurable.

d) Be present for the entire in-service training session.

e) To measure each student's physical abilities, informal testing should be employed.

f) Create a variety of leisure activities that are important for the growth of students.

g) Ensure that all record-related objectives are completed, and exchange communications with the Healthcare Professional to complete the report.

h) Collaborate with a variety of teachers to plan and arrange trans disciplinary lessons.

i) Assist with the creation of harsh behaviour management strategies.

j) Educate or make aware individuals or groups. Establish clear goals for each lesson, module, and assignment.

k) As needed, interact with parents/families.

l) Encourage the management to implement physical education policy and rules.
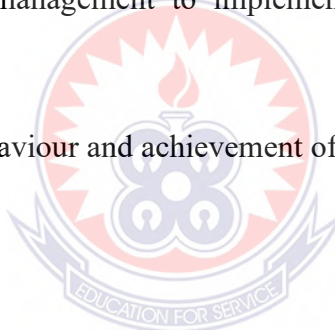
m) Examine the behaviour and achievement of your students.

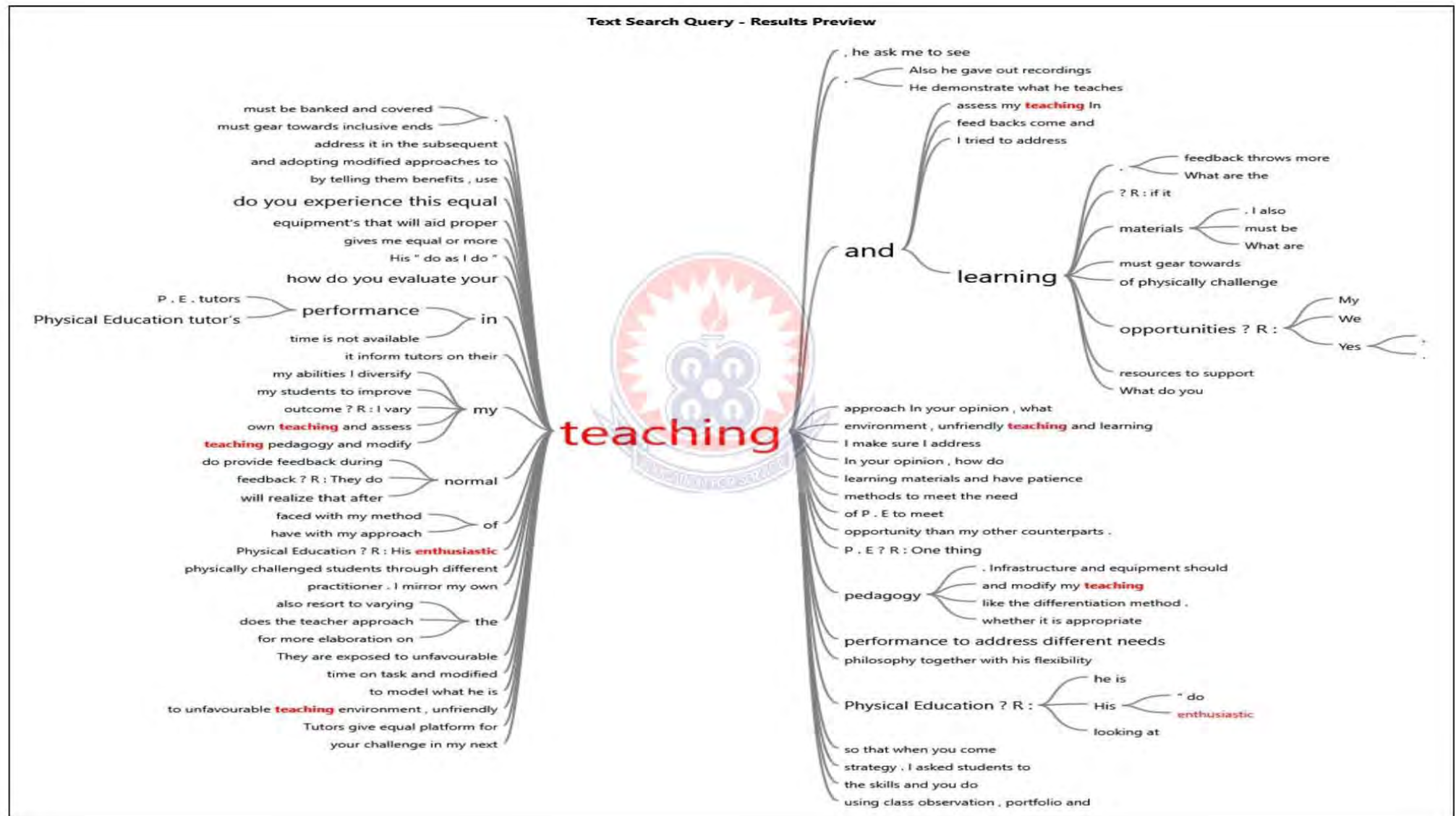**Figure 8: Text search query on P.E tutors' teaching**

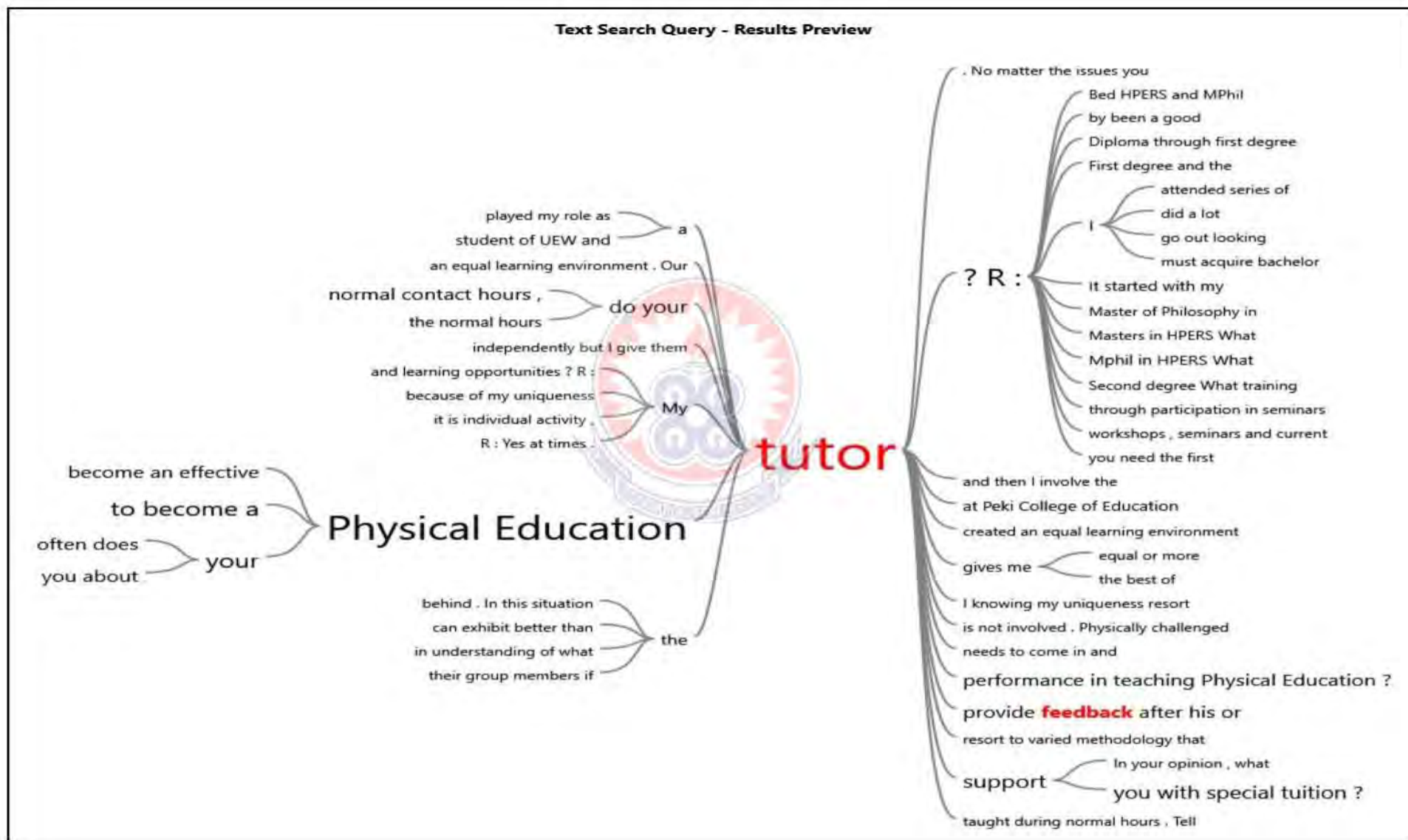**Figure 9: Text search query on P.E tutors' qualification**

Figures 9 Zooms out the instructional ways P.E tutors handle the subject the very way the participants view the teaching and learning of the subject. The study indicates that physically challenged students largely appreciate P.E. This in its entirety was supposed that the subject was taught by tutors who were qualified and dedicated to the teaching of the subject. Tutors largely demonstrated enthusiasm to work. In line with this concept, Fernandez (2014) cautioned that it is not the total sum of resources that makes for quality instruction. They also find it difficult to cope with the academic material and teacher's usual instructional approaches. College tutors were believed to be more open-minded to providing equal opportunity to the less privileged in the school environment and close the gabs of instructional difficulties. It was found out that the experience and qualification of tutors promoted good identity and taste towards a wide range of instructional styles. This exposed marginalized learners to observe, initiate and practice what the tutor demonstrates.

4.4 What are the benefits of including physically challenged students in Physical Education subjects in Colleges of Education?

Students were also assessed on some perceived benefits of participating in physical education. Many forms of benefits were enumerated. Major themes that emerged ranged from societal benefits to medical benefits. With regards to societal benefits, it allows physically challenged students feel confident and bold. Another emerged theme was improvement in health and well-being, specifically some study participants mentioned:

> *It makes them do away with the way people sometimes stigmatize them, they begin to feel they are a part of the group, also they make friends with some people who are not physically challenged, and by so doing they are challenged to do some of the things that their friends who are not physically challenged also do. So, it is a motivation for them to be with their other counterpart ...* **Tutor 1**

71

Exactly! They have a lot of benefits because if you look at the dimensions of physical education, we have about four main domains; the physical, the psychomotor, the social, and then the cognitive. So even physically, walking from their hostels/dormitories whatever to the classroom even physically develops them so that's the physical aspect. The development of the cognitive aspect is also part of it and once that awareness is created and they also get involved, socially they also been developed. So, the little said about the benefits tells that they get so much from it so all aspects; the physical, the cognitive, the psychomotor are all important... **Tutor 3**

Ah! I feel safe and protected when I work in a team. I feel joy when I can perform just a little physical activity with the support of my tutor or mate. I understand the importance of the physical activity to my body. Physical activities improve the quality of life of any individual who engages in it. All things have been equal, physical activities will make me live long and healthy so I wish I have the opportunity and aid to do all manner of physical activities all the time... **Tutor 4**

Figure 10: Text Search Query on the benefits of P.E in the CoE

73
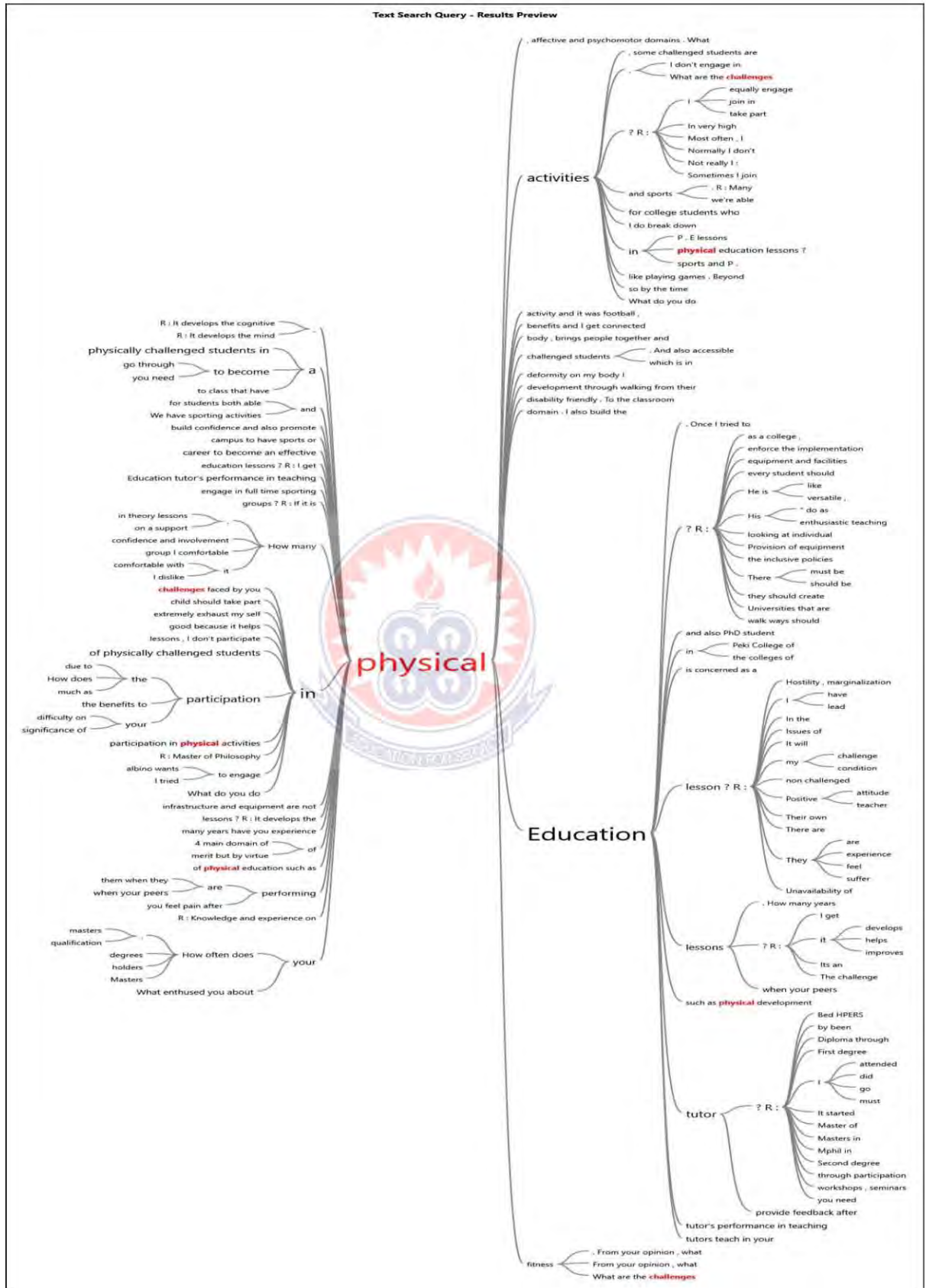
According to research, students wh disabilities have less access to extracurricular activities (Bertills et al., 2019) and are six times less likely to report elevated self-efficacy in Physical Education (P.E specific self-efficacy) than students who receive high grades in school-based Physical Education. The findings of this study is similar to those of other research that have found that high-quality P.E. provides a good opportunity to boost children's health (Bertills et al, 2019). Because lifestyle models are formed from childhood, adolescent activities may influence future models of physical activity, health, and subjective well-being ("Let's Get Physical," 2013) (Inchley, 2013).

Figure 11: Text Search Query on Equal Learning Opportunity
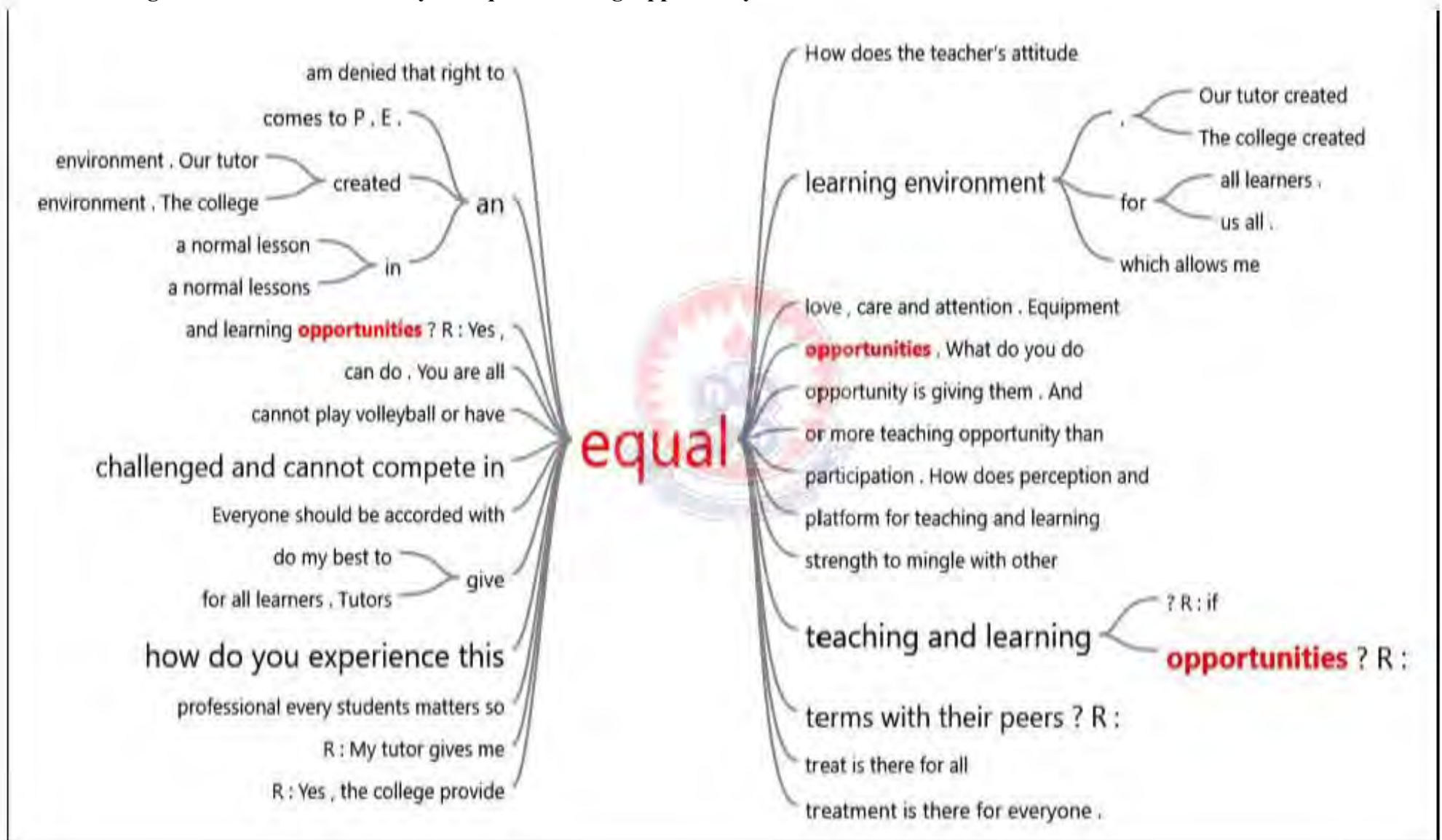
The report outlines the steps that should be taken to give students with effective physical education terms. Physical Education develops students' capacity and confidence to participate in a variety of physical activities that are a big part of their lives, both in and out of school/college/university. With the support of rising physical education, the majority of pupils may enjoy and accomplish in a variety of physical activities. They learn a variety of skills, such as how to use tactics, techniques, and compositional concepts to succeed. They focus on how they're doing, assess the situation, and make a decision while performing. They also compare their work to that of others and look for ways to improve. As a result, students have access to a variety of physical activities and are aware of the necessity of leading a healthy lifestyle. Finding out what they enjoy doing, what their strengths are in the academic institutions, and how and where they can participate in physical activity can allow them to make educated decisions about their physical exercise for the rest of their lives. P.E aids pupils' personal and social development. Students develop conceptions of fairness and psychological and community responsibilities as individuals, in communities, and groups. Players take on a variety of duties and functions, including coaching, regulating, and leadership. Students learn how to be productive in competing, creative, and demanding circumstances through the diversity of experiences that physical education provides.

It is common knowledge that adequate physical activity is essential for a student's overall health. Physical Education has numerous advantages, including improved student overall fitness as well as improved academic achievement. Walking around a racetrack or hitting a football isn't the only thing that physical education entails. It improves children's health well while teaching them important life skills. Being overweight is on the rise all around the world, and more individuals are adopting

76

sedentary lives. Developing a positive attitude toward fitness from a young age will assist them in being healthy as they grow older.

The engagement of physically challenged students in P.E lessons and the sports-related programmes enable these students to enjoy optimal health. Physical activities induce that sense of discipline among all learners to participate in physical activities essentially, physical activities offer physically challenged a good body composition, physical activeness, cognition, psychomotor development, and affective developments. This is in support of Leyser and Kirk (2004) that every student in Physical Education class has the right to participate and should do so. For the physically challenged students to achieve the goal of developing the four domains, the researcher used the social model of education to impact all three values, skills, and attitudes. Unianu, (2012) confirms it that inclusion is based on social justice, that regardless disability or handicap, every student is entitled to equal access to educational opportunities. The teaching style a teacher may employ should allow students to engage, participate, lead and learn.

4.5 What are the challenges that affect physically challenged student teachers' involvement in the Physical Education programme?

Physically challenged students were evaluated based on the difficulties they had while participating in Physical Education at school. Regardless of an individual's difficulty, inclusion fosters a fair and equitable learning environment for all students. All students should feel welcomed, respected, and cherished.

Some of the students expressed their reservations about a variety of issues, including early exhaustion, discrimination and mockery, and minor medical ailments including headaches, asthma, and body aches. The following were some of the participants' responses to the study:

*On my side, I will say yes because I realize that whenever I take part in any physical education, I get tired easily and I need to relax before I revive ...**P1***

*I fear I may get hurt when I engage in physical performance. My colleagues though sympathetic, do laugh at me any time I fall during practice ...**P2***

I have a deformity on my two upper limbs. I was not born with this condition. I grew up to develop this. I feel pain in the arms when I perform vigorous activities. My condition only made me feel uncomfortable in class among my peers. I always try to take part in any physical activities introduced by my tutor.

*I am albino with a sight problem. Any time I try to play sports or engage in any physical activity, my colleagues gust into laughter. Reading is a problem for me and I find it difficult to carry out any task under the sun. My complexion also puts a slur on me among my peers. I am stigmatized. Many things come to play when an albino joins the others to learn. This makes me feel dejected. One day I was substituted for a football game and all my colleagues started laughing, so I left the field. It was a bad feeling for me. My complexion is a barrier to my engagement. People think an albino does not see at all. They also perceived wrongly that I am not strong. This misconception comes as a result of the fact that we are careful and conscious of our environment. Another misconception was that albinos won't die, we don't eat beans and we will always bring forth to albino children who are albino, These perceptions are wrong about albinism...**P3***

*I am not encouraged to do vigorous physical activities. My parents discourage me in the first place and the societal comments put me off. This does not encourage me to play an active role in sports or do any strenuous physical activity. Family and friends put fear in me so I am not comfortable anytime there is practical physical education ...**P4***

*When I perform physical activities, I experience headaches… **P5***
*Well, the challenge that I face is the discrimination and being shy that's all ... **P6***

*I have deformity with my two upper limbs. I grew up to develop this condition. I feel pains in them when I perform vigorous activities. My condition only makes me feel uncomfortable in class or when I am among my peers. I always try to take part in any activity both classrooms and outside classroom based on the support of my P.E. Tutor....**P7***

78

It was discovered that some physically challenged students were not encouraged to participate in physical activities both intrinsically and extrinsically. Heiman, Fichten, Olenik-Shemesh, Keshet, and Jorgensen (2017), Africans regard physically challenged people as weak, cumbersome, and devoid of hope. As a result, social sensitivities and treatment of physically challenged pupils reflect the disrespect, ill-treatment, unfamiliarity, and social injustice they face, which distracts them from their work. Furthermore, Nowicki and Sandieson (2002) appear to concur with the findings that non-physically challenged students' attitudes toward physically challenged students made it difficult for them to participate in an inclusive setting. Simply put, when it comes to practical P.E. lessons or any physical activity, these factors caused physically challenged students to lose interest. This is a result of the school's inclusive participation culture and the societal norm in general. As a result, the inner motivation and personal desire to participate actively in physical activities in the classroom or outside the classroom were destroyed. Because they were unable to integrate into society or the community in which they find themselves, physically challenged students found it difficult to participate in P.E. class. As a result, it was clear that cultural and societal norms instill in them a sense of inferiority. This is supported by Health Survey (2011), which found that trait restraints on communal attachment and engagement in school were characterized by difficulties in gaining access to opportunities and the presence of oppressive attitudes, resulting in the exclusion of physically challenged students from inclusive education. This was a significant obstacle to their involvement in Physical Education classes and sporting activities. These physically challenged pupils listed a variety of difficulties, ranging from evident medical issues to societal issues.

The lack of structural facilities that were friendly to support physically challenged students' involvement in Physical Education were the most highlighted difficulty when tutors were asked about challenges related with participation in Physical Education. Some of these tutors specifically mentioned;

> *Yeah, truly, our facilities are not physically challenged friendly. Some of the facilities that we use and you know also sometimes the equipment that the college purchases and procures for use in physical activities they don't consider those who are physically challenged in some of these things…***Tutor 1***

> *The internal challenges are the setups in the classrooms, we don't have the facilities to use, the facilities in the sense that we don't think so much about the physically challenged. This is because some practical activities will need some aid to be able to carry it along…* ***Tutor 2***

> *So, it is a big challenge and problem for students that have special needs to be attended to. So, facilities and equipment are a very big challenge to us…* ***Tutor 3***

> *Policies are there to support the disability law but right from the Basic School, you could see that the physical challenge students feel inferior so they are engulfed with self-denial...***Tutor 4***

Given that low levels of physical activity are related to increased risk of chronic illness later in life, and increased rates of conditions such as overweight and obesity (Janssen & LeBlanc, 2010), the promotion of physical activity participation among young people is a public health priority. Physical Education (P.E) stands in an advantageous position for promoting the benefits of leisure physical activity as it addresses young, diverse and challenging views (Van Beurden, Barnett, Zask, Dietrich, Brooks & Beard, 2003). Importantly, it is through P.E that young people experience a variety of physical activities, and it is these experiences that may determine future involvement in physical activity during leisure time. Unfortunately, most learning establishments in Volta Colleges of Education do not have

encouraging teaching and learning atmosphere prepared to suit needs of students with physical disabilities, instead they had campaigns towards gender equity and exclusivity.

Donkor (2010) adduced to the fact that physically challenged students are prone to marginalization and this demotivates their inclusion in active participation in P.E. The slur on physically challenged students results in their withdrawal in participating in Physical Education and other related activities. Differently, Colleges of Education are now conscious of the inclusive policy and are ensuring that all new facilities are built to be disability friendly. The African Child Policy Forum (2014) supported the proclamation of the inclusive policy and laws with social advocacy inducing the implementation of the policies and law by way of introducing educational materials, training educators to enable the delivery of quality education for children with disability. This, is backed by the Ghana Disability Law, (2006) making it compulsory for physically challenged persons to join their non-challeged students in school. The Ghana government also introduced the inclusive education policy in order to allow children with disability to enjoy equal and quality education being offered in the mainstream schools (Thomas, 2014). It is crystal clear that the disability law and policies in the Colleges of Education a+re fully represented on paper but has a lot desired towards its full implementation. This at least favours the needs of students with physical disabilities. Within this demanding context, pressure has also been mounted on Colleges of Education to improve accessibility for disabled people, most recently governments have been changing its higher education policies with little emphasis on students with physical disabilities. Siebers (2008) argued that many causes and conditions can impair mobility and movement. The inability to use legs, arms, or the body trunk effectively because of paralysis,

stiffness, pain, or other impairments is common. These disabilities may change from day to day. They may also contribute to other disabilities such as impaired speech, memory loss, short stature, and hearing loss. Undeniably, people with mobility and movement impairments found it difficult to participate when facing social and physical barriers. Higher education has been through a period of major change since the mid-1980s. A massive expansion in student numbers has been coupled with a reduction in funding and greater accountability.

Word Cloud

The results are also presented in the form of word cloud by applying a word frequency query (McNiff, 2016; Richards, 2002). Word clouds show the most used and repeated words in the thematic analysis (Zamawe, 2015). Thematic analyses of the present study show that the word 'students', 'physically, physical', 'challenged', and 'education' are the most used words. The size of the word shows its frequency during the interviews.

Figure 12: Word Cloud

82

Mind Map

The interviewees' ideas were also brainstormed using the mind map (Zamawe, 2015). The thinking level from a single theme is depicted in a mind map, which is casually provided promptly and spontaneously (McNiff, 2016; Richards, 2002). In the meanwhile, a mind map can be utilized to explore the thematic exposures. Finally, the study discovered the most recent issues faced by physical education students over their academic year. As a result, there is a central theme; physical education challenges delve into the various sub-themes, such as parent and child Nodes. These variables aid the governing board in resolving the current issues that physical education students confront.

Figure 13: Mind map
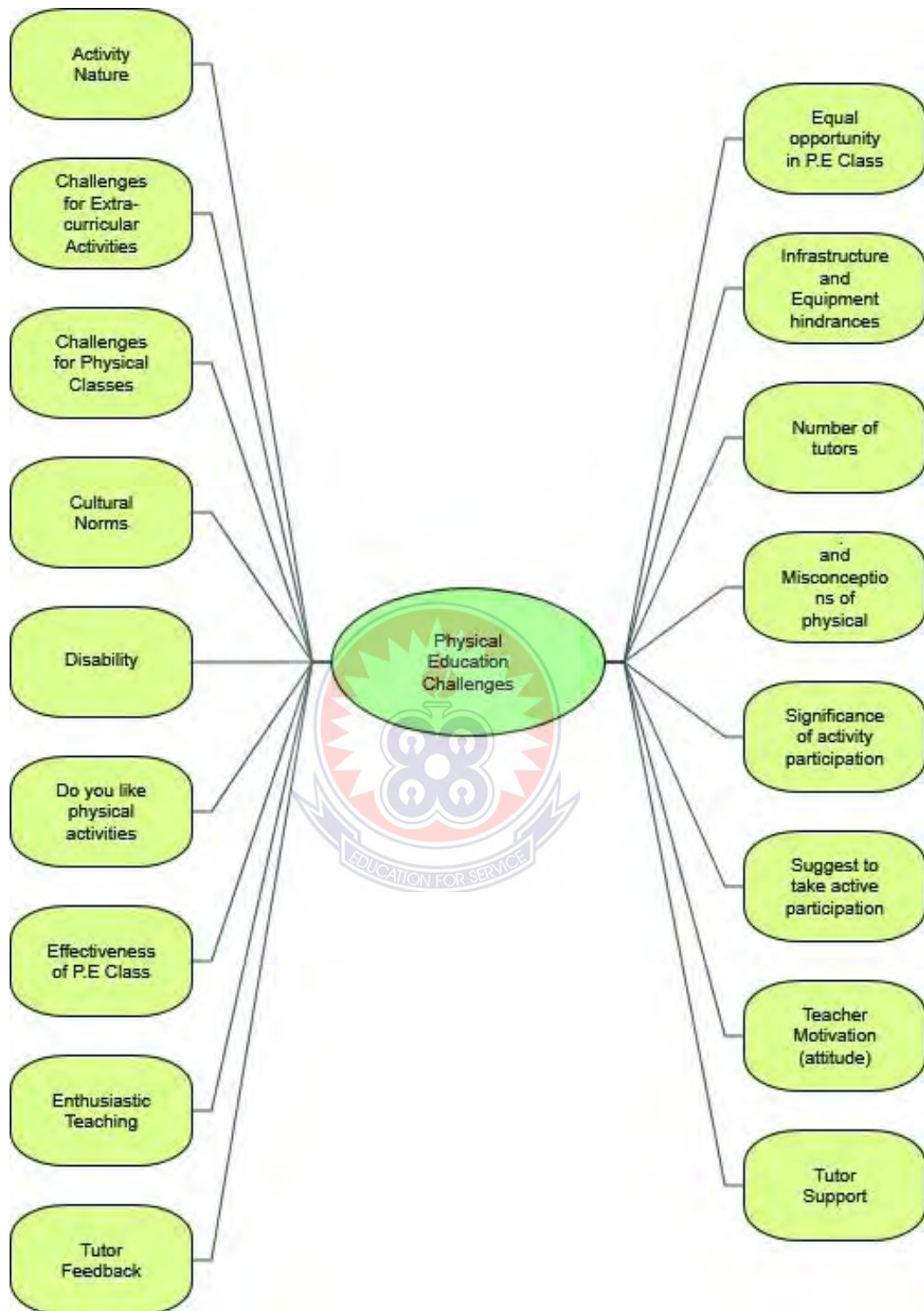
The word cloud and mind map actually demonstrates the concentration of ideas and moods of the participants. The study identified encounters that negatively affect the participation of physically challenged students. It is evident that the social norms of education challenged persons living with disability in colleges of education. Discrimination has greatly induced to physically challenged students' low self-esteem and denial towards participation in P.E lessons with respect to the social links. This is confirmed by Pijl, Frostad, and Flem (2008) that some students with impairments appear to operate well socially in ordinary classrooms, many more struggle to find acceptance. The anxiety among students who are physically challenged made them unable to explore the social model of education by just observing, imitating and practicing. This phenomenon hinders the participation of all students including the physically challenged ones. Infrastructure and appropriate TLM are not left out in impeding the engagement of physically challenged students in physical activities. According to the author's construct 2021, based on Bundura (1977) inadequate and appropriate use of equipment and poor infrastructure adversely affects the involvement of physically challenged learners.

From the manual analysis, following the typical method of looking at the codes and themes generated, both results are the same. Hence, the outcomes from the Nvivo software shows evidence of justification and credibility of data gathered and analyzed as in relation to the manual analysis.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

5.1 Summary

This chapter summarizes the findings of this study. Besides, it presents participants' main themes as challenges with the participation in P.E and benefits with the participation in P.E. This study was significantly conducted to investigate the participation of physically challenged students in P.E in the colleges of education in the Volta Region by exploring the social model of education, thus, the researcher's construct 2021, based on Bandura (1977). Four research objectives guided the study as they were too;

1. Explore the way Physical Education lessons were taught in the Colleges of Education in the Volta Region and the difficulties physical education tutors face in teaching physically challenged student teachers.

2. Find out the qualification of tutors who teach Physical Education in the Colleges of Education in the Volta Region.

3. Explore the benefits of including physically challenged student teachers in Physical Education lessons in the Volta Colleges of Education.

4. Identify the challenges and problems affecting the participation of physically challenged student teachers in educational programme in the Volta Colleges of Education.

The study used a qualitative phenomenology design. All P.E tutors and physically challenged students in colleges of education were the target population. Thirteen physically challenged students and eight P.E. tutors were among those who responded. To collect data through face-to-face interaction, the researcher adopted a semi-structured interview schedule. Thus, 13 physically challenged learners and 8 8

P.E tutors were interviewed by the researcher. Data saturation was stretched because the researcher recognized that the data collected had become repetitive information. As a result, the researcher transcribed, coded, and developed categories and themes for the first eight student participants and four tutor participants. The researcher came up with four themes. Haase's adaption of Colaizzi's approach was used to examine the data. The study indicated that there were students who were physically challenged and had trouble participating in Physical Education in Volta Colleges of Education. According to Auxter, Pyfer, Zittel and Roth (2010), the general public believes that disability refers to those who use wheelchairs, but in actuality, the number of people who use wheelchairs is tiny. The majority of disabilities are not evident to the general public. Physically challenged students place a high value on physical activities in both P.E. class and co-curricular activity periods, as evidenced by the data. They believed that participating in Physical Education would improve their cooperation, strength, motor skills, and knowledge. All of this will result in a healthy lifestyle for them. Tutors who teach P.E. at Volta Colleges of Education had at least a second degree in Physical Education; hence, per CoE statute, all tutors are eligible to teach the subject.

There is strong evidence that the following indicators contest the participation of physically challenged students;

1. The nature of the activity

2. Cultural and societal norms

3. Teacher attitude

4. Tutor feedback

5. Instructional approach

6. Challenges for co-curricular activities

7. Infrastructure and equipment

Almost all of the physically challenged students and all of the P.E. tutors agreed that P.E. sessions are beneficial to all students. Physically challenged students' participation provides a psychological benefit by putting all students on an equal footing, allowing for healthy interactions in the College setting.

5.2 Conclusion

This study investigates the participation of physically challenged students in Physical Education in the Colleges of Education. The major themes that emerged ranged from societal benefits to medical benefits. The study revealed that exhaustion, discrimination, mockery, low self-esteem, headaches/asthma/body aches, facility accessibility and stigmatization are obvious indicators that hinder the participation of the physically challenged students.

Based the analysis of the research question on pedagogy, it is reasonable to conclude that differentiation is an effective educational strategy that can help develop the skills needed to meet the different needs of individual students with disabilities.

Besides, the Social Inclusion Model is a unique concept to equip physically challenged students to be socially fit to compete and participate in recreational and competitive games.

The research also discovered that the disability sports model can be developed to provide a unique platform for challenged students to compete and participate in recreational and competitive games. Among all of these, the social model of education, which supports Akude's theory (2021) based on Bundura's (1977) theory, can be promoted to stimulate student-student and student-teacher active engagement in both theoretical and practical P.E for optimal accomplishment.

5.3 Recommendation

Physically challenge students' participation in P.E. and related activities was found to be lacking in the study. The following suggestions were made based on the study's findings:

1. The inadequate and/or lack of P.E equipment and facilities which make effective teaching distasteful should be addressed by key stakeholders.

2. The implementation of inclusive laws and policies should be closely monitored and supervised by administrators.

3. Colleges should create sports models that are similar to Special Olympics at College Sport events. This will whip and sustain interest of physically challenged students.

4. Tutors should be trained on instructional pedagogy in educating students with impairments on a regular basis. Differentiation strategy should be used to help students develop the skills they need to meet the different needs of individual students with disabilities. Self-actualization coupled with good equipment and facility will create an enabling environment for the physically challenged student.

REFERENCES

African Child Policy Forum. (2014). The African report on violence against children. African Child Policy Forum (ACPF).

Ainscow, M., & Miles, S. (2008). Making education all-inclusive: Where next?. *Prospects*, *38*(1), 15-34.

Ainscow, M., & Sandill, A. (2010). Developing inclusive education systems: The role of organizational cultures and leadership. *International journal of inclusive education*, *14*(4), 401-416.

Akinyi, L. E., Nyangia, O. E., & Orodho, A. J. (2015). Challenges Facing Implementation of Inclusive Education in Public Secondary Schools in Rongo, Migori County, Kenya. *Journal of Humanities and Social Sciences (IOSR-JHSS)*, *20*(4), 39-50.

Albert, N. M., Buchsbaum, R., & Li, J. (2007). Randomized study of the effect of video education on heart failure healthcare utilization, symptoms, and self-care behaviors. Patient Education and Counseling, 69, 129–139

Alhassan, I., Sammon, D., & Daly, M. (2019). Critical success factors for data governance: a theory building approach. *Information systems management*, *36*(2), 98-110.

Almond, L. (1997) Physical education in schools (2nd ed.). London: Kogan Page Ltd

Al-Sayeh, M. (2007). Sport in Sociology in Physical Education. *Alexandria: Dar Al-Wafa*.

Al-Shorman, H., & Jbara, Y. (2009). An Efficient Algorithm for Mining Association Rules for Large Itemsets in Large Databases. In *IKE* (pp. 727-730).

Anney, V. N. (2014). Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria. *Journal of emerging trends in educational research and policy studies*, *5*(2), 272-281.

Auxter, D., PYFER, J. Z., Zittel, L. L & ROTH, K., (2010). *Principles and methods of adapted physical education and recreation*.

Baffoe, M. (2013). Stigma, discrimination & marginalization: Gateways to oppression of persons with disabilities in Ghana, West Africa. *Journal of Educational and Social Research*, *3*(1), 187-187.

Ball, S. J., Junemann, C., & Santori, D. (2017). *Edu. net: Globalisation and education policy mobility*. Routledge.

Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Prentice-Hall: Englewood Cliffs.

Barnes, C., & Mercer, G. (2010). *Exploring disability*. Polity.

Bennie, A., Peralta, L., Gibbons, S., Lubans, D., & Rosenkranz, R. (2017). Physical education teachers' perceptions about the effectiveness and acceptability of strategies used to increase relevance and choice for students in physical education classes. *Asia-Pacific Journal of Teacher Education*, *45*(3), 302-319.

Berdegué, J. A., Balsevich, F., Flores, L., & Reardon, T. (2005). Central American supermarkets' private standards of quality and safety in the procurement of fresh fruits and vegetables. *Food Policy*, *30*(3), 254-269.

Bertills, K., Granlund, M., & Augustine, L. (2019). Inclusive teaching skills and student engagement in physical education. In *Frontiers in Education* (Vol. 4, p. 74). Frontiers.

Borbasi, S., & Jackson, D. (2012). Qualitative research: the whole picture. Elsevier.

Bourgeois, A. (2011). *Entrepreneurship Education at School in Europe: National Strategies, Curricula and Learning Outcomes*. Education, Audiovisual and Culture Executive Agency, European Commission. Available from EU Bookshop.

Boyle, P., & Levin, B. (2008). *World cancer report 2008*. IARC Press, International Agency for Research on Cancer.

Bramston, P., Bruggerman, K., & Pretty, G. (2002). Community perspectives and subjective quality of life. *International Journal of Disability, Development, and Education*, *49*(4), 385-397.

Cavanaugh, T. (2003). Online Learning as an Instructional Modification or Accommodation for Students with Disabilities. In *Society for Information Technology & Teacher Education International Conference* (pp. 2366-2368). Association for the Advancement of Computing in Education (AACE).

Cavanaugh, T. (2004). Assistive technology and inclusion. In *Society for Information Technology & Teacher Education International Conference* (pp. 4883-4890). Association for the Advancement of Computing in Education (AACE).

Chamberlain, B., Kasari, C., & Rotheram-Fuller, E. (2007). Involvement or isolation? The social networks of children with autism in regular classrooms. *Journal of autism and developmental disorders*, *37*(2), 230-242.

Charles, M. M., Hastings, C., Daimon, K. K., Mayamiko, K., Masautso, C., Marriam, M., & Wisdom, G. (2016). Making the demand driven extensions services systems work through decentralised structures: Prospects for the future extension service delivery in Malawi. *Journal of Agricultural Extension and Rural Development*, *8*(12), 240-249.

Chen, A., Martin, R., Ennis, C. D., & Sun, H. (2008). Content specificity of expectancy beliefs and task values in elementary physical education. *Research Quarterly for Exercise and Sport*, *79*(2), 195-208.

Christensen, J., Siegel Robertson, J., Williamson, R., & Hunter, W. C. (2013). Preparing educational leaders for special education success: Principals' perspective. *The Researcher*, *25*(1), 94-107.

Clough, P., & Corbett, J. (2000). *Theories of inclusive education: a student's guide*. Sage.

Cohen,L. & Manion,L.(1994).Research Methods in Education, Routledge, London

Connor, R. (2015). *The United Nations world water development report 2015: water for a sustainable world* (Vol. 1). UNESCO publishing.

Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.

Creswell, J. W., Klassen, A. C., Plano Clark, V. L., & Smith, K. C. (2011). Best practices for mixed methods research in the health sciences. *Bethesda (Maryland): National Institutes of Health*, *2013*, 541-545.

Davidson, J. O. C. (2005). *Children in the global sex trade*. Polity

Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational administration quarterly*, *52*(2), 221-258.

Deiner, PL. 2005. Resources for educating children with diverse abilities: Birth through eight. 4th ed. New York: Thomson Delmar Learning.

Denzin, N. K., & Lincoln, Y. S. (2008). Introduction: The discipline and practice of qualitative research.

Devers, K. J., & Frankel, R. M. (2000). Study design in qualitative research--2: Sampling and data collection strategies. *Education for health*, *13*(2), 263.

Donkor, F. (2010). The comparative instructional effectiveness of print-based and video-based instructional materials for teaching practical skills at a distance. *International Review of Research in Open and Distributed Learning*, *11*(1), 96-116.

Dwyer, J. J. M., Allison, K. R., Barrera, M., Hansen, B., Goldenberg, E. & Boutilier, M. (2003). Teachers' perspective on barriers to implementing physical activity curriculum guidelines for school children in Toronto. Canadian Journal of Public Health, 94(6), 448-452.

Etuk, G. R., Ering, S. O., & Ajake, U. E. (2012). Nigeria's Universal Basic Education (UBE) policy: A sociological analysis. *American International Journal of Contemporary Research*, *2*(7), 179-183.

Etuk, G. R., Ering, S. O., & Ajake, U. E. (2012). Universal Basic Education (UBE) policy: A sociological analysis. *American Journal of Contemporary Research,* 2(7), 179–183.

European Commission (2019b) 'Progress on Actions to Streamline Environmental Reporting', report prepared by Milieu Consulting, https://ec.europa.eu/environment/legal/reporting/pdf/ ENV%20reporting%20-%20progress%20report%20-%20June%202019.pdf

Faedi, B. (2010). From violence against women to women's violence in Haiti. *Colum. J. Gender & L.*, *19*, 1029.

Fafunwa, A. (2004). Learning among peers. *Akure: Satellite Publications*.

Fernandez, C. (2014). *Knowledge base for teaching and pedagogical content knowledge:* Some useful models and implications for teachers' training. Problems of education in the 21st century 60 79-100.

Figone, A. J. (1994). Origins of the teacher-coach role: idealism, convenience, and unworkability. *Physical Educator*, *51*(3), 148.

Fishbein, M., & Ajzen, I. (1974). Attitudes towards objects as predictors of single and multiple behavioural criteria. *Psychological Review*, *81*(1), 59.

Fitzgerald, H. (2005). Still, feeling like a spare piece of luggage? Embodied experiences of (dis) ability in physical education and school sport. *Physical education & sport pedagogy*, *10*(1), 41-59.

Flem, A., & Keller, C. (2000). Inclusion in Norway: a study of ideology in practice. *European Journal of Special Needs Education*, *15*(2), 188-205.

Flem, A., & Keller, C. (2000). Inclusion in Norway: a study of ideology in practice. *European Journal of Special Needs Education*, *15*(2), 188-205.

Flick, U. (2018). *An introduction to qualitative research*. sage.

Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British educational research journal*, *37*(5), 813-828.

Fredericks, B. (2010). What health services within rural communities tell us about Aboriginal people and Aboriginal health. Rural Society, 20, 10-20.

Fridah, M. W. (2002). Sampling in research. *Profiles. Ubi. Ac. Ke*, 1-11.

Fridah, M. W. (2002). Sampling in research. *Profiles. Uonbi. Ac. Ke*, 1-11.

Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *The qualitative report*, *20*(9), 1408.

Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *The qualitative report*, *20*(9), 1408.

Gavu, E. K., Tudzi, E. P., & Shani, A. S. (2015). The level of accessibility of tertiary educational facilities in Ghana after the passage of the Persons with Disability Act 2006, Act 715.

Ghana Statistical Service (2008). Ghana Living Standard Survey Round Five. Accra: Ghana Statistical Service.

Gidley, J., Hampson, G., Wheeler, L., & Bereded-Samuel, E. (2010). Social inclusion: Context, theory, and practice. *The Australasian Journal of University-Community Engagement*, *5*(1), 6-36.

Good, T. L., & Lavigne, A. L. (2017). *Looking in classrooms*. Routledge.

Graham, N. (2014). Children with disabilities. *Paper commissioned for Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children (UIS/UNICEF, 2015), Montreal: UNESCO Institute for Statistics (UIS)*.

Gregorius, S. (2016). Exploring narratives of education: disabled young people's experiences of educational institutions in Ghana. *Disability & Society*, *31*(3), 322-338.

Groce, N. E. (1999). Disability in cross-cultural perspective: rethinking disability. *The Lancet*, *354*(9180), 756-757.

Grosse, S. J. (2009). Developing Your Child's Physical Education IEP. *Exceptional Parent*, *39*(9), 24-25.

Gyamfi, E.A. (2015). Negative attitudes towards persons with disabilities". Retrieved from http.www.graphic.com.gh opinion on 3 rd March, 2017

Hardman, A. E., & Stensel, D. J. (2009). *Physical activity and health: the evidence explained*. Routledge.

Hegarty, S., & Alur, M. (Eds.). (2002). *Education & Children with Special Needs: From Segregation to Inclusion*. Sage.

Heiman, T., Fichten, C.S., Olenik- Shermesh, D., Keshet, N.S., &Jorgensen, M. (2017). Access and perceived ICT usability among students with disabilities attending higher education institutions. Education and Information Technologies, 22(6),2727-27/40.

Hodkinson, A. (2012). Illusionary inclusion–what went wrong with New Labour's landmark educational policy? *British Journal of Special Education*, *39*(1), 4-11.

Husain, F. T., Nandipati, G., Braun, A. R., Cohen, L. G., Tagamets, M. A., & Horwitz, B. (2002). Simulating transcranial magnetic stimulation during PET with a large-scale neural network model of the prefrontal cortex and the visual system. *NeuroImage*, *15*(1), 58-73.

Hussain, L. (2010). DEVELOPMENT OF SCHOOL BASED IN-SERVICE STAFF DEVELOPMENT PROGRAM FOR SPECIAL EDUCATIONAL NEEDS. *Gomal University Journal of Research*, *26*(2), 131-142.

Inchley, J. (2013). Let's get physical: a public health priority. *Perspectives in Public Health*, *133*(2), 92.

Janssen, F., Westbroek, H., Doyle, W., & Van Driel, J. (2013). How to make innovations practical. *Teachers college record*, *115*(7), 1-43.

Janssen, I., & LeBlanc, A. G. (2010). A systematic review of the health benefits of physical activity and fitness in school-aged children and youth. *International journal of behavioural nutrition and physical activity*, *7*(1), 1-16.

Jenkinson, K., & Benson, A. (2009). Physical education, sports education, and physical activity policies: Teacher knowledge and implementation in their Victorian state secondary school. *European physical education review*, *15*(3), 365-388.

Juvonen, J., Lessard, L. M., Rastogi, R., Schacter, H. L., & Smith, D. S. (2019). Promoting social inclusion in educational settings: Challenges and opportunities. *Educational Psychologist*, *54*(4), 250-270.

Kabuta, L. G. (2014). *Problems facing students with physical disabilities in higher learning institutions in Tanzania* (Doctoral dissertation, The Open University of Tanzania).

Karande, R. W. (2014). *School based factors influencing participation of physically challenged learners in public primary schools in Kiambu Municipality, Kenya* (Doctoral dissertation, University of Nairobi).

Katz, J. (2015). Implementing the Three-Block Model of Universal Design for Learning: effects on teachers' self-efficacy, stress, and job satisfaction in inclusive classrooms K-12. *International Journal of Inclusive Education*, *19*(1), 1-20.

Kauffman, J. M. (1989). The regular education initiative as Reagan-Bush education policy: A trickle-down theory of education of the hard-to-teach. *The Journal of Special Education*, *23*(3), 256-278.

Kentiba, E. (2013). *Challenges and problems affecting the participation of disabled children in physical education and extracurricular activities* (Doctoral dissertation, Master's thesis: Addis Ababa University, Ethiopia).

Könings, K. D., Brand-Gruwel, S., & Van Merriënboer, J. J. (2011). Participatory instructional redesign by students and teachers in secondary education: effects on perceptions of instruction. *Instructional Science*, *39*(5), 737-762.

Konza, D. (2008). Inclusion of students with disabilities in new times: responding to the challenge.

Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, *24*(1), 120-124.

Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, *24*(1), 120-124.

Kuhne, M., & Wiener, J. (2000). Stability of social status of children with and without learning disabilities. *Learning Disability Quarterly*, *23*(1), 64-75.

Lawson, A. (2006). The United Nations Convention on the Rights of Persons with Disabilities: New era or false dawn. *Syracuse J. Int'l L. & Com.*, *34*, 563.

Lewis, J. L., & Sheppard, S. R. (2006). Culture and communication: can landscape visualization improve forest management consultation with indigenous communities?. *Landscape and urban planning*, *77*(3), 291-313.

Leyser, Y., & Kirk, R. (2004). Evaluating inclusion: An examination of parent views and Factors influencing their perspectives. *International journal of disability, development, and education*, *51*(3), 271-2

Lieberman, D. A. (2012). *Human Learning and Memory*. Cambridge: Cambridge University Press.

Lieberman, L., Brian, A., & Grenier, M. (2019). The Lieberman–Brian inclusion rating scale for physical education. *European Physical Education Review*, *25*(2), 341-354.

Lucy, A. E., Nyangia, O. E., & Orodho, A. (2015). Challenges facing implementation of inclusive education in public secondary schools in Rongo sub-county, Migori County, Kenya.

Lune, H., Pumar, E. S., & Koppel, R. (Eds.). (2010). *Perspectives in Social Research Methods and Analysis: a reader for sociology*. Sage.

Lynn, S. K. (2002). The winding path: Understanding the career cycle of teachers. Clearing House, 75, 179–182.

Lynn, S. K. (2002). The winding path: Understanding the career cycle of teachers. *The clearinghouse*, *75*(4), 179-182.

MacKay, D. (2006). The United Nations Convention on the rights of persons with disabilities. *Syracuse J. Int'l L. & Com.*, *34*, 323.

MacPhail, A. (2011). Young people's voices in sport.

MacPhail, A. (2011). Youth voices in physical education and sport: what are they telling us?.

Marshall, J., & Hardman, K. (2000). The state and status of physical education in schools in an international context. *European Physical Education Review*, *6*(3), 203-229.

Matey, B. (2014). Outcomes of the Sanctuary Model in an Education Setting.

McColl, M. A. (2021). What can occupational therapy & disability studies contribute to one another? *Canadian Journal of Occupational Therapy*, *88*(1), 4-11.

McNeely Cobham, B. A., & Patton, L. D. (2015). Self-will, power, and determination: A qualitative study of Black women faculty and the role of self-efficacy. *NASPA Journal About Women in Higher Education*, *8*(1), 29-46.

McNiff, K. (2016). What is qualitative research?. *The Nvivo Blog: QSR International, on November*, *9*.

Meekosha, H. (2011). Decolonizing disability: Thinking and acting globally. *Disability & Society*, *26*(6), 667-682.

Metzler, M. (2017). *Instructional models in physical education*. Routledge.

Mji, G., MacLachlan, M., Melling-Williams, N., & Gcaza, S. (2009). Realising the rights of disabled people in Africa: An introduction to the special issue. *Disability and Rehabilitation*, *31*(1), 1-6.

Moodley, S. (2002). Inclusive education: challenges for distance learning, policy and practice.

Munyi, C. W. (2012). Past and present perceptions towards disability: A historical perspective. *Disability studies quarterly*, *32*(2). (NaCCA, 2019)

Naidoo, L. (2012). Ethnography: An introduction to definition and method. *An ethnography of global landscapes and corridors*, *10*, 39248.Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and applications*, *5*, 147-158.

National Association for Sport and Physical Education. (2002). Active start: A statement of physical activity guidelines for children birth to five years. Reston, VA: Author.

Naukkarinen, A. (2010). From discrete to transformed? Developing inclusive primary school teacher education in a Finnish teacher education department. *Journal of Research in Special Educational Needs*, *10*, 185-196.

Ngugi M.W. (2002) Introduction to inclusive Education: Kenya institute of Special Education. Nairobi.

Nketsia, W. (2018). Inclusive education policy and practice in Ghana: Air castle or realistic goal?. In *Challenging Inclusive Education Policy and Practice in Africa* (pp. 69-86). Brill.

Nowicki, E. A., & Sandieson, R. (2002). A meta-analysis of school-age children's attitudes towards persons with physical or intellectual disabilities. *International Journal of Disability, Development and Education*, *49*(3), 243-265.

Nyakweba, J. (2005). Status of PHYSICAL education in Butere Division Secondary Schools. *Unpublished Master Thesis, Kenyatta University, Kahawa*.

Nyangweso, M. (2018). Disability in Africa: A cultural/religious perspective. *East Carolina University. ResearchGate. net*, 437-460.

Odame, L., Osei-Hwedie, B., Nketsia, W., Opoku, M. P., & Nanor Arthur, B. (2021). University preparation and the work capabilities of visually impaired graduates in Ghana: A tracer study. *International Journal of Inclusive Education*, *25*(11), 1287-1304.

Ogden CL, Flegal KM. Smoothed percentage body fat percentiles for US children and adolescents, 1999–2004. National Health Statistics Report. 2011;43:1–7.

O'leary, Z. (2004). *The essential guide to doing research*. Sage.

Opertti, R., & Brady, J. (2011). Developing inclusive teachers from an inclusive curricular perspective. *Prospects*, *41*(3), 459.

Oriedo, T. (2003). The state of persons with disabilities in Kenya. Council for Exceptional Children: Division of International Special Education and Services. *Retrieved June 1*, 2012.

Ormrod, J. E. (1999). *Human learning*. Upper Saddle River, NJ: Merrill.

Orodho, J. A. (2009). Elements of education and social science research methods. *Nairobi/Maseno*, *2*(6), 26-133.

Osman, M., William, J., Atta-Ankomah, R., & Mboje, M. (2008). Strengthening the disability movement in Ghana through organizational capacity and advocacy; Contextual analysis of the disability situation in Ghana. Accra: Central Press.

Palmer, M., & Harley, D. (2012). Models and measurement in disability: an international review. *Health Policy and Planning*, *27*(5), 357-364.

Percy, W. H., Kostere, K., & Kostere, S. (2015). Generic qualitative research in psychology. *The qualitative report*, *20*(2), 76-85.

Pijl, S. J., Frostad, P., & Flem, A. (2008). The social position of pupils with special needs in regular schools. *Scandinavian Journal of Educational Research*, *52*(4), 387-405.

Polit, D. F., & Beck, C. T. (2010). Generalization in quantitative and qualitative research: Myths and strategies. *International journal of nursing studies*, *47*(11), 1451-1458.

Prakash, A., Venkataramani, E., Yin, H., & Lin, Z. (2014). On the trustworthiness of memory analysis—an empirical study from the perspective of binary execution. *IEEE Transactions on Dependable and Secure Computing*, *12*(5), 557-570.

Qatawneh, M., Hamed, B., AlMobaideen, W., Sleit, A., Oudat, A., Qutechat, W. A., & Al-Soub, R. (2009). FTRH: fault tolerance routing algorithm for hex-cell networks. *IJCSNS*, *9*(12), 268.recreation: International edition McGraw – Hill New York.

Rashi, R., Kumar, A., Sinha, A. K., & Kumar, B. (2020). Foreign body inhalation in children: A mixed bag of experiences over two years in a tertiary care center of Eastern India. *Indian Journal of Child Health*, *7*(1), 15-18.

Rene, C. P. (2015). The teacher and National development: Benin City Real printers

Richardson, B. J. (2017). *Time and Environmental Law: Telling nature's time*. Cambridge University Press.

Rieser, R. (2010). Disability, human rights and inclusive education, and why inclusive education is the only educational philosophy and practice that makes sense in today's world. In *Teaching and learning in diverse and inclusive classrooms* (pp. 168-181). Routledge.

Rink, J. E., & Hall, T. J. (2008). Research on effective teaching in elementary school. The Elementary School Journal, 108(3), 207-218

Ross, E. W. (2017). *Rethinking social studies: Critical pedagogy in pursuit of dangerous citizenship*. IAP.

Sage, H. (1987). *Incorporating Literature in ESL Instruction. Language in Education: Theory and Practice, No. 66.* Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Mill Drive, West Nyack, NY 10994.

Salim, A. S. (2015). The importance of giving students a voice '. *The Express Tribune*, *17*.

Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., ... & Jinks, C. (2018). Saturation in qualitative research: exploring its conceptualization and operationalization. *Quality & quantity*, *52*(4), 1893-1907.

Scruggs, T. E., & Mastropieri, M. A. (1996). Teacher perceptions of mainstreaming/inclusion, 1958–1995: A research synthesis. *Exceptional children*, *63*(1), 59-74.

Scruggs, T. E., & Mastropieri, M. A. (1996). Teacher perceptions of mainstreaming/inclusion, 1958–1995: A research synthesis. *Exceptional children*, *63*(1), 59-74.

Shearer, C. A., & Webster, J. (1985). Aquatic hyphomycete communities in the River Teign. III. Comparison of sampling techniques. *Transactions of the British Mycological Society*, *84*(3), 509-518.

Shields, N., & Synnot, A. (2016). Perceived barriers and facilitators to participation in physical activity for children with disability: a qualitative study. *BMC pediatrics*, *16*(1), 1-10.

Siebers, T. (2008). *Disability theory*. University of Michigan Press.

Silver, H. (1995). "Social Exclusion and Social Solidarity: Three Paradigms" in International Labour Review,133 (5-6) Pp. 531– 578.

Simonsen, J., & Robertson, T. (Eds.). (2012). *Routledge international handbook of participatory design*. Routledge.

Sitienei, E. C., & Mulambula, M. S. (2012). Challenges facing physically challenged children and interventional measures in Kenya. *Department of Educational Psychology, Moi University, Eldoret, Kenya. Received*, *5*.

Smoot, S. L. (2004). An outcome measure for social goals of inclusion. *Rural Special Education Quarterly*, *23*(3), 15-22.

Smyth, D. M. (1995). First-year physical education teachers' perceptions of their workplace. *Journal of Teaching in Physical Education*, *14*(2), 198-214.

Solomon, M. A., Worthy, T., & Carter, J. A. (1993). The interaction of school context and role identity of first-year teachers. *Journal of Teaching in Physical Education, 12(3), 31 3-328*

Sossou, M. A., & Yogtiba, J. A. (2016). Promoting social justice and human rights among vulnerable populations: Implications for a social development approach in Ghana. *Social Development Issues*, *38*(1), 25-37.

Sparkes, A. C., Templin, T. J., & Schempp, P. G. (1990). The problematic nature of a career in a marginal subject: Some implications for teacher education programmes. *Journal of Education for Teaching*, *16*(1), 3-28.

Sparkes, A. C., Templin, T. J., & Schempp, P. G. (1990). The problematic nature of a career in a marginal subject: Some implications for teacher education programmes. *Journal of Education for Teaching*, *16*(1), 3-28.

Stroot, S. A., Collier, C., O'Sullivan, M., & England, K. (1994). Contextual hoops and hurdles: Workplace conditions in secondary physical education.

Sutton, J., & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. *The Canadian journal of hospital pharmacy*, *68*(3), 226.

Templin, T. J. (1989). Running on ice: A case study of the influence of workplace conditions on a secondary school physical educator.

Templin, T. J. (1989). Running on ice: A case study of the influence of workplace conditions on a secondary school physical educator. *Socialization into physical education: Learning to teach*, 165-197.

Thomas, J. A. (2014). *Meaning in interaction: An introduction to pragmatics*. Routledge

Thompson, A., & Kent, G. (2001). Adjusting to disfigurement: processes involved in dealing with being visibly different. *Clinical psychology review*, *21*(5), 663-682.

Tinning, R. (2007). Aliens in the gym? Considering young people as learners in physical education. ACHPER Healthy Lifestyles Journal, 54(2), 13-18.

Tomlinson, C. A. (1999). Mapping a route toward differentiated instruction. *Educational leadership*, *57*, 12-17.

Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and applications*, *5*, 147-158. (UNESCO, 2004)

Tugli, A. K., Klu, E. K., & Morwe, K. (2014). Critical elements of the social model of disability: Implications for students with disabilities in a South African institution of higher education. *Journal of Social Sciences*, *39*(3), 331-336.

Twumasi, P. A. (2001). Social research in rural communities. Accra, Ghana.

UNESCO (2004) Becoming an inclusive learning friendly environment. (ILFE) UNESCO. Bangkok.

UNESCO. 2015. Education 2030: Towards Inclusive and Equitable Quality Education and Lifelong Learning for All. Paris: UNESCO

Unianu, E. M. (2012). Teachers' attitudes towards inclusive education. *Procedia-Social and Behavioural Sciences*, *33*, 900-904.Victorian Schools, 2017

United Nations Organization. (2013). Enable CRPD and optional protocol signatures and ratifications (as of 20 March 2013).(Accessed 6th July 2013 from: https://www.un.org/disabilities/documents/maps/enablemap.jpg)

Van Beurden, E., Barnett, L. M., Zask, A., Dietrich, U. C., Brooks, L. O., & Beard, J. (2003). "Move it Groove it"—a collaborative health promotion intervention. *Preventive medicine*, *36*(4), 493-501.

Wallhead, T. L., & Ntoumanis, N. (2004). Effects of a sports education intervention on students' motivational responses in physical education. *Journal of teaching in physical education*, *23*(1), 4-18.

Walsh, J. (2008). Differentiation in health and physical education. www. ophea.net/Ophea/Ophea.net/Differentiation-Health-PhysicalEducation.cfm.

Warburton, D. E., Nicol, C. W., & Bredin, S. S. (2006). Health benefits of physical activity: the evidence. *Cmaj*, *174*(6), 801-809.

Ward, P. (2013). The role of content knowledge in conceptions of teaching effectiveness in physical education. *Research Quarterly for exercise and sport*, *84*(4), 431-440.

Wilen, W., Ishler, M., Hutchison, J., & Kindsvatter, R. (2000). *Dynamics of effective teaching*. Addison Wesley Longman, Inc., Allyn & Bacon, Order Processing Department, PO Box 10695, Des Moines, IA 10695.

William, M. K. (2006). Research methods knowledge base: Deduction and induction.

World Health Organization (WHO) (2008). *Closing the gap in a generation: health equity through action on the social determinants of health: Commission on Social Determinants of Health final report*. World Health Organization.

World Health Organization. (2001). The World Health Report 2001: Mental health: new understanding, new hope.

World Health Organization. (2015). *Trends in maternal mortality: 1990-2015: estimates from WHO, UNICEF, UNFPA, World Bank Group and the United Nations Population Division*. World Health Organization.

Yin, R.K. (2014), Case study research: Design and methods (5th ed.) Thousand Oaks, CA: Sage

Zachariah, J. (2016). Education of Disabled: Open the Door. *Retrieved on 18th March*.

Zamawe, F. C. (2015). The implication of using NVivo software in qualitative data analysis: Evidence-based reflections. *Malawi Medical Journal*, *27*(1), 13-15.

APPENDICES

APPENDIX 1: INFORMATION SHEET

Project Title	INVESTIGATING INTO THE PARTICIPATION OF PHYSICALLY CHALLENGED STUDENTS IN PHYSICAL EDUCATION IN THE COLLEGES OF EDUCATION IN THE VOLTA REGION
Institutional Affiliation	UNIVERSITY OF EDUCATION, WINNEBA HEALTH, PHYSICAL EDUCATION, RECREATION, AND SPORTS

Introduction

I am Akude Seyram Kafui, a master of Philosophy student of the University of Education conducted a study on "Investigating into the participation of physically challenged students in the colleges of education in Volta Region"

Purpose of the Study

This study seeks to investigate the participation of physically challenged student teachers concerning practical physical education in the colleges of education in the Volta Region.

What participation involves

Accepting to take part in this study will take about 25 minutes of your time and we expect your honest response in answering a set of semi-structured questions concerning the study. The questions mainly focus on challenges and benefits associated with participation in physical education.

Benefits

Participating in this study is an opportunity for you to contribute to determining the associated factors of maternal health service utilization among adolescents.

Risks

Apart from the time, you will spend during the interview and the slight discomfort you may feel when asking questions, the study has no direct risk or harm.

Right to refuse

Taking part in this study is voluntary. In as much as your participation will be helpful, you are free to withdraw even if you have given consent.

Anonymity and confidentiality

We promise any information given will be entered with only your ID number and not your name and will only be used for research purposes.

Compensation

There will be no compensation or fee paid for participating in the study.

Contact

If you have a question you wish to ask later or anything you wish to seek clarification on regarding the research, please do not hesitate to contact any of the following persons

Investigator: Akude Seyram Kafui

Tel: 0244024485

Email: aseyramkafui@gmail.com

Principal Supervisor: Professor Puffa Henry

Tel: 0244107506

Email: hapufaa@yahoo.co.uk

APPENDIX II

CONSENT FORM

The above document describes the benefits, risks, and procedures for the research. I have been allowed to ask any questions about the research and answers given to my satisfaction. I agree to participate as a volunteer.

………………………………….   …………………………………………

Date   Signature of Volunteer

If volunteers cannot read the form themselves, a witness must sign here:

I was present while the benefits, risks, and procedures were read to the volunteer. All questions were answered and the volunteer has agreed to take part in the research.

…………………………………..   …………………………………

Date   Signature of Witness

I certify that the nature and purpose, the potential benefits, and possible risks associated with participating in this research have been explained to me by the above individual.

…………………………………..   …………………………………

Date   Signature/ Thumbprint of Volunteer
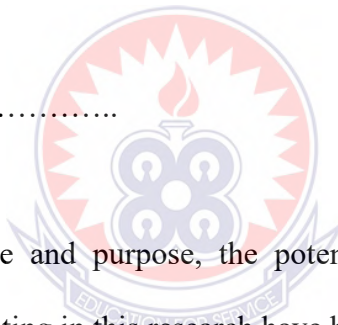
APPENDIX III

INTERVIEW GUIDE FOR STUDENT PARTICIPANTS

Below is an interview guide to soliciting information for the studies. The researcher used an interview schedule since it is appropriate and convenient for the study. It will also aid sequence questioning and build-up consistency, reliability, and credibility of research data.

1. Sex of participant

2. Age of participant

3. Level of study

4. Are you given equitable opportunity to learn among your peers in P.E class? If yes, how do you experience these equal teaching and learning opportunities?

5. What do you do in Physical Education lessons when your peers are performing physical activities?

6. Beyond the normal contact hours, do your tutor support you with special tuition or guidance? If yes, how does he/she do it?

7. Tell me about your participation in a group activity and individual activity? Which of these helps you to participate better.

8. How many Physical Education tutors teach in your College and what are their qualifications?

9. How often does your Physical Education tutor provide feedback after his or her lesson delivery?

10. In your opinion, what is the effect of the feedback?

11. What enthused you about your Physical Education tutor's performance in teaching Physical Education?

12. In your opinion, what is the significance of your participation in physical activities in physical education lessons?

13. How would your inclusion in P.E change some unacceptable norms in the school and home?

14. How does the teacher's attitude motivate your participation in P.E lessons?

15. What evidence do you have to say P.E is good for all students irrespective of one's disability?

16. What are the challenges and problems faced by physically challenged students in a physical education lesson?

17. What are the challenges and problems that confront physically challenged students during extracurricular activities?

18. How do perception and misconception affect the performance of a physically challenged student?

19. How do infrastructure and equipment hinder equitable education in the colleges of education?

20. What would you suggest as ways to help improve full and active participation of physically challenged students in physical education?

APPENDIX IV

INTERVIEW GUIDE FOR TUTORS

Below is an interview guide to soliciting information for the studies. The researcher used an interview schedule since it is appropriate and convenient for the study. It will also aid sequence questioning and build-up consistency, reliability, and credibility of research data.

1. Sex of participants

2. Age of participants

3. Years of tutoring

4. Do you provide equitable opportunities to all learners in your class? If yes, how do you do it?

5. What do you do to maximize the Academic Learning Time (ALT) of students who are physically challenged and cannot compete on equal terms with their peers?

6. How do physically challenged students perform tasks when assigned to groups?

7. How do physically challenged students perform tasks individually?

8. In your opinion, what are the internal and external practices that relegate the differences among all students in a P.E lesson?

9. What qualification do you need to become a Physical Education tutor?

10. What training do you go through to become a Physical Education tutor?

11. How do you develop your career to become an effective Physical Education tutor?

12. In your opinion, how do you evaluate your teaching performance to address different needs in your classroom to improve students' outcomes?

13. What are the benefits of participation in physical activities for college students who are physically challenged?

14. From your opinion, what dimensions of fitness do you expect to develop in a student who is physically challenged?

15. How does teacher attitude benefit the participation of physically challenged students in a physical education lesson?

16. How does participation in physical activities in sports and P.E impart the changing culture of a school and community?

17. What are the challenges and problems faced by physically challenged students in a physical education lesson?

18. What are the challenges and problems that confront physically challenged students during extracurricular activities?

19. How do perception and misconception affect the performance of physically challenged student teachers?

20. How do infrastructure and equipment hinder equitable education in the colleges of education?

21. What would you suggest as ways to help improve full and active participation of physically challenged students in physical education?