



## Exploring the Participation of Physically Challenged Students in Physical Education: A Case Study of Colleges of Education in the Volta Region

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### Abstract

The challenges associated with participating in 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 explore barriers to the participation of physically challenged students in the Colleges of Education in the Volta Region. The study used a case study research design to investigate the experiences of the physically challenged students on their participation in P.E. 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 the experiences of 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, and themes were 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. It was established that infrastructure, and equipment, societal perception and attitude, cultural norms inhibited their participation. It has been proven; that teacher attitude is a key factor that keeps 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.

**Keywords:** Physically Challenged, Pre-service teachers, Physical Education, Colleges of Education, Volta Region

### Introduction

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 well-being. 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 the 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 at not more than 5- 10 per cent and as many as 70-80 per cent of working-age people with disabilities are unemployed (Mji et al., (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, 737,743 people in Ghana 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 an 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. 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 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 als 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 and, 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 the 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 (Ogden & 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 the lack of engagement on stigma, mockery, and a lack of guidance (Osman et al., 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). The participation of physically challenged students in physical education programs in colleges of education in the Volta Region has been a topic of concern. Despite the recognition of inclusive education and the provision of equal opportunities for all students, there is a lack of comprehensive research and understanding of the factors influencing the participation of physically challenged students in physical education programs within this region (UNESCO, 2015). This knowledge gap hinders the development of effective strategies and interventions to promote the active involvement of physically challenged students in physical education, thus impeding their overall well-being and educational experiences.

The review was secured by a friendly consideration hypothesis. René Lenoir, a French humanist and legislator, fostered the idea of the social consideration hypothesis, regularly alluded to as the hypothesis of social coordination (Lenoir, 1974). The hypothesis puts areas of strength on the need to construct comprehensive networks in which each individual has an equivalent chance to take part and advantage of assets and social connections. The social consideration hypothesis is very appropriate to the examination of truly tested understudies' commitment to actual schooling in universities of training in the Volta Area. The hypothesis accentuates the need to examine the snags and challenges that crippled understudies experience while attempting to sign up for and take part in actual schooling programs determined to cultivate their full reconciliation into these instructive conditions. Examining how much tested

kids in the Volta Locale are socially included in actual training conditions is important to apply the social consideration hypothesis to the request. While directing this investigation, it very well might be important to investigate things like the openness of structures and hardware, the mentalities and points of view of companions and instructors toward consideration, the accessibility of help and facilities, and the overall comprehensiveness of the educational program and informative strategies. Scientists can track down ways and medicines to expand the contribution of actually tested youngsters in actual schooling programs by considering the principles of social consideration hypothesis. This might involve instituting comprehensive strategies, preparing teachers on comprehensive works on, empowering comprehensive mentalities among understudies and staff, and ensuring that the vital facilities and backing administrations are accessible. The battle to remember truly tested individuals for Africa has drawn a great deal of consideration throughout the long term, inciting global associations and the African landmass to pass regulations and strategies to guarantee their incorporation at all degrees of minimization. Somewhat, comprehensive schooling is being used, with numerous non-handicapped understudies encountering or holding entertaining considerations and originations regarding truly tested understudies' cooperation in a comprehensive setting. Munyi (2012) states that perspectives toward actually tested individuals change essentially starting with one gathering and then onto the next. The treatment distributed to those with inabilities affirms how they are seen starting with one local area and then onto the next. The treatment allotted to tested people affirms how they are respected. Understudies are tested to represent the hatred, abuse, newness, strange notions, and social treachery they experience as a result of their actual responsiveness and treatment. (Davidson, 2005) Africans view tested individuals as vulnerable, unwieldy, and sad. These convictions were found to be a misconception coming about because of an absence of comprehension of incapacities and what they mean for working (Gyamfi, 2015).

As per Groce (1999) one-sided mentalities and unfairness inside the nuclear family, as well as locally, may have been attracted by social convictions regarding handicap etiology. The very social traditions and ways of behaving that are shown in the bigger local area are extended to the instructive setting. A portion of this horrendous mentality can be seen in the homeroom. As per Baffoe (2013), attribute constraints on collective connection and cooperation in school were described by hardships in accessing open doors and the presence of harsh mentalities. Minimization and many types of social unfairness were continuous practices that brought about prohibition from school, thus making and empowering an environment for actually tested understudies. This, as well as numerous different exercises, were hung consistently on the side of the <https://www.ncbi.nlm.nih.gov/pack>. Handicap was now and again connected with cutthroat and negative perspectives among understudies in schools, especially at the pre-college level. Youngsters are regularly presented with social indecencies and segregation, in addition to other things (Donkor, 2010). Tugli, et al. (2014) noticed that public slurs on youngsters with handicaps bring about instructive isolation and that the proclamation of strategy and regulations alongside friendly backing prepared for instructive materials and prepared instructors to work with the conveyance of value schooling for kids with inabilities. Accordingly, the Ghana Handicap Regulation requires all guardians or gatekeepers of genuinely moved kids to select their youngsters in school (Nketsia, 2018). The Ghanaian government additionally executed a comprehensive training strategy to guarantee that kids with handicaps get fair and top-notch schooling in normal schools (Thomas, 2014). As indicated by a measurement from Ethiopia's Service of School, pretty much 3% of kids with hindrances gain admittance to essential instruction. As they progress through the schooling system, this small level of kids with debilitations lose admittance to tutoring. In Bolivia, 95% of youngsters aged 6 to 11 years are signed up for school, while just 38% of kids with handicaps approach essential training Ball, (Juvonen et al., 2019). Crippled individuals have forever been related to black magic. Many individuals accept that illness is a harbinger of looming destruction. This assists with making sense of why incapacity is frequently associated with aggression, doubt, and savagery. Rene (2015) featured that in the comprehensive setting, discernment and practice are especially unsettling and testing to the school's guidelines and standards of complete training.

As per Nowicki and Sanderson (2002), one of the essential difficulties in comprehensive training is non-tested understudies' perspectives toward people with handicaps. One of the fundamental ideas of comprehensive schooling is that both genuinely tested and non-tested kids gain socially in a comprehensive climate (Flem & Keller, 2000). As per the review, while certain children with disabilities seem to work well socially in normal study halls, a lot more battle to track down acknowledgement and fellowship (Bramston et al., 2002; Chamberlain et al., 2007; Kuhne & Wiener, 2000; Smoot, 2004). One of the techniques for achieving Ghana's comprehensive training objectives is strategy execution on consideration. The educators, as well as various assets, are essential parts that might assist with supporting this methodology. Deficiently prepared educators have been referred to as a hindrance in the homeroom for truly tested understudies. Proficient educators with important academic capacities in true instructional meetings or

in-administration preparation, as per Scruggs and Mastropieri (1996) are expected for comprehensive training. Regarding the fine principles in Ghana that hinder project strategy. Oriedo (2003) sees comprehensive practice as diversely concerned with functional techniques. Thus, it infers that comprehensive instruction experts are inconsequential, even with little recognition from general instructors. In the meantime, there is lacking limit working to empower general teachers to enhance experts in the field of comprehensive training. In-administration preparation is a prerequisite for running a comprehensive training program effectively (Hussain, 2010). Akinyi et al. (2015) tracked down that weather-beaten school offices in devastated countries, like the library, homeroom, lab, washrooms, and jungle gyms, are genuinely horrendous. The designs should be built to take into account basic access, which will accelerate the execution interaction by considering the transformation of hardware and particular staff (Kauffman, 1989). Truly tested understudies couldn't partake in the comprehensive class because of the absence of instructive partners, unbending adherence to educational time, and generalized use of showing assets (Juvonen et al., 2019). A larger part of understudies was likewise oblivious to the schooling of understudy educators in Extraordinary Instructive Requirements, as per the exploration. (Juvonen et al., 2019). There is proof that school executives and coaches should embrace a great deal of work to guarantee that the comprehensive strategy is carried out. As indicated by Odame et al. (2021) a critical number of truly tested understudies face significant worries at school. Numerous people view tutoring for the provoked individual to be a finished exercise in futility since they are seen as unfit in the public eye. As per Sossou and Yogtiba (2016) "government-funded training and grasping, simpler admittance to data, and more public permeability of useful people with handicaps" gave a lift to truly tested understudies' contribution in normal Ghanaian schools. Even though the regulations and guidelines that have been spread, as well as state-funded training, favour comprehensive schooling, minimization remains a worry in Ghana. No matter what the disgrace and concealment of actual snags in schools and society, certain individuals with handicaps take a stab at social acknowledgement by private fervour and cooperation in sports to show their actual capacity. Actual difficulties utilize this as one of their strategies for uncovering their actual power, fitness, expertise, and capacity. This shows that, no matter what their conditions, all children can be compelled to partake in actual schooling. Truly tested individuals know about this and are continuously ready to work with non-challenge understudies for their privileges, praises, and self-support throughout the homeroom.

Thus, sports and actual instruction are the motors that impel social incorporation forward. Genuinely moved kids are prepared to give urgent proof on issues regarding their schooling, showing how different social variables impact their association in school (Habyarimana et al., 2022). Gregorius (2016) expressed that offices both inside and outside the homeroom are critical hindrances to tested understudies' contribution to the school. It is consistent with contending that the quarters and auditoriums need actual openness, making the school climate unwelcoming to understudies with actual inabilities. The Handicap Act 715, passed in 2006, orders that by 2016, all schools and other public offices be suitably arranged and raised to give all genuinely tested individuals simple and helpful access. Notwithstanding, some other public foundation or confidential structure that serves general society should be available to individuals with handicaps. Thus, all ongoing school offices should have inclines or comparable designs to permit effective utilization of the offices by all individuals, no matter what their state of being. On account of story development, lifts will be given to ship moved individuals to any level or level they want. Past instructive foundation, the actual test ought to be helped by brilliant instructing and learning helps to work with powerful and significant training. At the point when schools give and guarantee that educating and learning assets are used as well as made accessible to the genuinely tested, Carew et al. (2020) perceives that students are dynamic members in the learning and educating process. Actually, tested students, as indicated by Karande (2014) require changed informative methods to empower their support.

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 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 handicaps. 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, brail lists, 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 normal students may call them names based on the sort of disability they have.

### Aims and Objectives of the Study

The study explored the challenges faced by physical education tutors in teaching physically challenged preservice teachers at Colleges of Education in the Volta Region. Specifically, the objectives of the study are to:

1. To identify and analyze the challenges that hinder the participation of physically challenged student teachers in the Physical Education program.
2. To assess the qualifications, training, and competencies of Physical Education teachers in Colleges of Education in the Volta Region.

### Research Questions

1. What are the challenges that affect physically challenged student teachers' involvement in the Physical Education programme?
2. What are the calibres of teachers who teach Physical Education in Colleges of Education in Volta Region?

### Methodology

The study employed a case study 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.

**Results** 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 my 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 an 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 into 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 discouraged 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 a 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 classroom and outside the classroom based on the support of my P.E. Tutor....P7*

It was discovered that some physically challenged students were not encouraged to participate in physical activities both intrinsically and extrinsically. Heiman et al. (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 cause 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 found themselves, physically challenged students found it difficult to participate in P.E. class. As a result, it was clear that cultural and societal norms instilled in them a sense of inferiority. 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 was the most highlighted difficulty when tutors were asked about challenges related to 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 along... Tutor 2*

*So, it is a big challenge and problem for students who 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 physically challenged students feel inferior so they are engulfed with self-denial...Tutor 4*

Given that low levels of physical activity are related to an 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 et al., 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 an encouraging teaching and learning atmosphere prepared to suit the needs of students with physical disabilities, instead, they had campaigns towards gender equity and exclusivity. Donkor (2010) adduced 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 from 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 (2011) supported the proclamation of inclusive policies and laws with social advocacy inducing the implementation of the policies and laws by way of introducing educational materials, and 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-challenged students in school. The Ghana government also introduced the inclusive education policy 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 are 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 their 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 a word cloud by applying a word frequency query (McNiff, 2016). Word clouds show the most used and repeated words in the thematic analysis (Zamawe, 2015). Thematic analyses of the present study show that the words 'students', 'physically', 'physical', 'challenged', and 'education' are the most used words. The size of the word shows its frequency during the interviews.

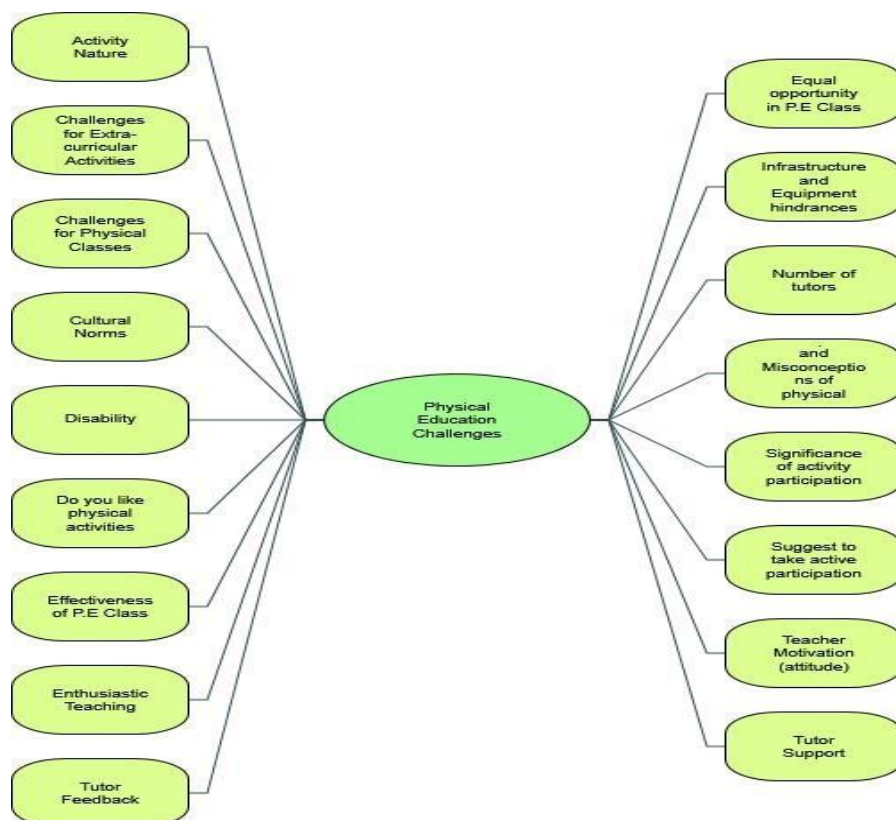


**Figure 1: Word Cloud**

### 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). In the meantime, 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 2: Mind map**

The word cloud and mind map demonstrates the concentration of ideas and moods of the participants. The study identified encounters that negatively affect the participation of physically challenged students. The social norms of education challenged persons living with disability in colleges of education. Discrimination has greatly induced physically challenged students' low self-esteem and denial towards participation in P.E. lessons concerning social links. This is confirmed that some students with impairments appear to operate well socially in ordinary classrooms, and many more struggles 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 practising. 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 Bandura (1977) inadequate and appropriate use of equipment and poor infrastructure adversely affect 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 show evidence of justification and credibility of data gathered and analyzed as about the manual analysis.

### **The Calibre of Teachers Who Teach Physical Education in Colleges of Education in the Volta Region**

The 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 are desired for a physical education tutor. On the other hand, the self-actualization requirement defines activities and behaviours adopted by tutors to ensure an effective way of teaching physical education. Analyses emerged 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 was consistent with positive attitude exhibition, in-school training (seminars, 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 accepted. 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 policy of disability and create adaptable programmes that uphold safe and effective exercise. Its intention is 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 per suing my PhD. 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' difficulty...**Tutor 1***

*I hold a Master of Philosophy in P.E. It started all with my 4-year Bachelor's 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. lest 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 immediately 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 helped 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 behavior 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 t tutor you serve as a role model to the learner...**Tutor 4***

## Conclusion

This study distinguishes a few factors that impact truly tested people's commitment to instructive establishments. As per some solid examination, institutional help in schools can animate understudies to take part effectively in actual training and along these lines promise their commitment to co-curricular exercises. Upholding comprehensive approaches and executing handicap mindfulness drives in instructive organizations could assist with altering partners' and non-genuinely tested individuals' negative mentalities about exceptionalities.

## Recommendations

Physically challenging 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. Physical education tutors in Colleges of Education should receive additional training in teaching students with disabilities. Tutors should be trained in instructional pedagogy to educate students with impairments regularly.
2. In schools, the government should ensure rigorous adherence to disability laws and policies. The implementation of inclusive laws and policies should be closely monitored and supervised.

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