



## Challenges Faced by Physical Education Tutors in Teaching Physically Challenged Preservice Teachers at Colleges of Education in the Volta Region

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### Abstract

This study aims to investigate the difficulties physical education instructors face when instructing pre-service teachers with physical disabilities at colleges of education in the Volta region. This study's primary research query is: What challenges do physical education instructors face when instructing pre-service teachers with physical disabilities in colleges of education in the Volta region? This study investigates the unique challenges physical education instructors confront when instructing pre-service teachers with physical disabilities at colleges of education in the Volta region. This study is significant because it provides insights that can be used to identify the challenges instructors face in teaching these students and to develop strategies to assist them. A qualitative case study design was utilized to answer the research query. Through interviews, focus group discussions, and observations, data was collected. Findings revealed that physical education tutors confronted numerous obstacles when instructing pre-service teachers with physical disabilities. Due to the nature of the strenuous activities, there were first physical restrictions. Second, the instructors lacked the skills and techniques necessary to effectively instruct these students. Thirdly, there was a paucity of support from the government and other staff members. The study concluded that physical education instructors in the Volta region face difficulties when instructing pre-service teachers with physical disabilities. It is recommended that the government, educational institutions, and other relevant parties provide physical education instructors with assistance to enable them to teach these students effectively.

**Keywords:** Challenges, Physical Education, Tutors, Pre-Service Teachers, Volta Region

### Introduction

Comprehensive training has changed public discernment and the schooling system (Zachariah, 2016). The UN shows on the Freedoms of People with Inabilities globally (MacKay, 2006). Comprehensive training advances variety, acknowledgement, and consideration. Lawson (2006) placed that the General Announcement of Common Freedoms (1946), the Show on the Privileges of the Kid (1989) and the UN Show on the Freedoms of People with Incapacities (2006) deny instructive avoidance in light of orientation, identity, language, religion, ethnicity, financial status, or actual capacities. School exercises may be unstructured (playing), organized (sports, expressions), homeroom-based (bunch activities), or social. Crippled understudies' restricted support in these exercises influences their QoL and well-being forever. Notwithstanding, a great many kids internationally are barred from schooling. Graham (2014) said 33% of the 75 million grade school-matured youngsters who are not in school are handicapped, and more than 90% of hindered kids in agricultural countries don't go to class. As per the WHO (2008), most Africans with handicaps are avoided from school and work, guaranteeing that they live in destitution. Crippled school enlistment is assessed at 5-10%, and 70-80% of working-age debilitated grown-ups are jobless. Hughes (2018) claims inability to shame minimizes and disconnects individuals, compelling them to ask for endurance. The 2010 Populace and Lodging Registration found 737,743 Ghanaians with extreme impediments. Notwithstanding, Ghana's schooling for impaired kids needs viability, foundation, and execution (World Wellbeing Association, 2008). As indicated by the Ghana Measurable Help (GSS, 2008), PWD are denied proper schooling due to physical and socio-social boundaries. Kentiba (2013) says PWDs might be ignored when family assets are lacking to teach all kids. At the point when assets are

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scant, 'capable' kin are focused on. PWDs are qualified for schooling. Disgrace and terrorizing keep numerous youngsters and teenagers from going to class (Palmer & Harley, 2012). Pressing and definitive activity is required. As per this review, a handicap is any limit or powerlessness to typically do an action. Strolling weakness. Actual incapacities from sickness, injury, or medical issue are viewed as handicaps. Article 25 of the UN Show on the Privileges of People with Handicaps ensures equivalent well-being and schooling. To accomplish MDG-4 (quality instruction), MDG-5 (orientation uniformity), and MDG-8 (nice work and financial development), everybody should have equivalent admittance to schooling.

The UNDP has heightened endeavours to remember PWDs for the 2030 Plan's "Abandon nobody" Economical Advancement Objective (SDG-10). By 2030, weak individuals will be incorporated (Richardson, 2017). As per Ogden and Flegal (1999), actual training further develops body creation, bone wellbeing, mental well-being, and social contribution. Because of deferred gross engine advancement, unfortunate equilibrium and coordination, and low cardiovascular wellness, youngsters with debilitations are less dynamic than their companions (Calon et al., 2016). Actual work works on these insufficiencies. Despite the advantages of actual work, impaired youth and grown-ups face impediments. Concentrates on showing that low levels and separation have a few causes. An examination credited separation to shame, ridicule, and an absence of direction (Osman et al., 2008). The inability to calculate the model showed serious areas of strength between active work, its determinants, and well-being for people with weaknesses, including the job of logical variables (Richardson, 2017). In this manner, the model zeroed in on handicap-related actual work difficulties and advantages. Advances actual well-being and engine capacities by directing understudies. It likewise shows understudies solid living, certainty, and self-esteem. Actual training shows kids solid living (Grosse, 2009). School actual training commonsense meetings once in a while reject impaired understudies. Worldwide and public regulations likewise thwart PWD instruction. Handicap is seen as a weight and a revile in most African nations since most impaired individuals are mishandled, in some cases legitimized by culture or religion (Nyangweso, 2018).

SDG 4 of the Show on the Freedoms of the Kid ensures training for all youngsters. All understudies, including debilitated ones, should observe this overall guideline. Notwithstanding comprehensive conditions, organizations bar truly tested understudies from actual instruction classes and other proactive tasks. Active work difficulties are concentrated on more than facilitators. Actual schooling is challenging for impaired individuals in unfortunate countries like Ghana. Complex worries of outlook, social and strict convictions, and actual school systems — including educational programs at each level and admittance to athletic foundations like administrations, offices, and gear - are among these hindrances. Most comprehensive actual schooling instructors have almost no underlying educator training. Ghanaian post-optional understudies with disabilities frequently don't take PE. In any case, kids have equivalent admittance to training under basic liberties regulation (Rieser, 2010). These privileges ensure instruction for individuals of every social class, actual highlights, and capacities. Ghana's 1992 Constitution, 2003 Work Act, and 2006 People with Inability Act give handicapped understudies admittance to actual schooling (Osman et al., 2008). Handicap studies are creating, and information recommends that genuinely tested kids have a lot more noteworthy actual limitations than non-tested understudies (Ross, 2017). Analysts like Rashi et al. (2020) are worried about genuinely tested understudies' consideration in comprehensive conditions. Kentiba (2013) refers to lacking materials, hardware, the school compound, the shortfall of handicap sports contests, unfortunate understudy-to-student support, restricted proficient turn of events, and a deficient educational plan as central points keeping tested understudies from partaking in comprehensive training. The impediments that hinder actually tested understudies from taking part in actual training, especially at universities of schooling, stand out enough to be noticed than bias against individuals with handicaps. In spite of comprehensive tutoring, numerous youngsters persevere through a few difficulties that differentiate them from their "capable" colleagues. Social, ethnic, and different contemplations make comprehensive schooling less significant in Ghana and Africa. A stubborn way to deal with instruction pronounces genuinely tested understudies unsuitable for ordinary schooling, which subverts the comprehensive plan. Even though incorporation is currently generally recognized locally and universally, sensitive contemplations are expected to permit truly moved individuals to connect expressively in the comprehensive framework. Consideration arrangements, regulations, and changes should be executed in Ghana to further develop understudy educator planning. Comprehensive schooling imparts a comprehensive culture to people in the future. Regardless of Ghanaian regulation empowering comprehensive schooling, many truly handicapped individuals are denied admittance to postsecondary training, strikingly establishments of instruction. This keeps truly debilitated individuals the job from getting instructive good examples who could advance incorporation. The amount of understudy educators in universities of training and genuinely tested understudies in essential and second-cycle schools raises worries about careful exertion

at the postsecondary level. Tested understudies face difficulties as they advance scholastically. On a basic level, rules, regulations, and changes control genuinely crippled understudies, yet they are not carried out to safeguard and elevate their right to evenhanded instruction and solid social help. This study looks at actually tested understudies' and educators' actual schooling and exercise association. Consideration of the truly tested in comprehensive schooling is accepted to move fundamental and second-cycle understudies to prevail in the public eye. Visual, hearing, well-being, and dyspraxia are normal actual issues. To comprehend the social effect of instructing tested individuals, basic inquiries regarding the affirmations cycle, the difficulties actual schooling educators face in showing them, the advantages of a custom curriculum in comprehensive training, and the impacts of proactive tasks on them should be inquired. This study analyzes tested understudy educators' comprehensive schooling commitment in Volta's five universities of training. This study utilized 13 truly tested understudy instructors and 8 actual training guides from Peki, St. Francis, St. Teresa's, Akatsi, and E.P. universities of schooling. Coaches, school overseers, and guardians knew nothing about students' learning difficulties. Indeed, even the individuals who appeared to be mindful of the circumstance immediately abandoned fixing it. Universities couldn't carry out the comprehensive system since they didn't perceive learning difficulties, and the public authority missed its 2030 MDGs and SDGs.

Labourers in the instructive field, as a rule, and Actual Training Educators (PETs) specifically, deal with numerous issues, which change by the distinctions of the variables causing them. These elements are connected with pressure, placing them before wide obligations and difficulties which should be confronted (Faedi, 2010). The school is quite possibly the main instructive organization that accomplishes incorporated development to the people from all physical, mental, mental, social and well-being viewpoints; in light of the unique and different mental and skillful projects given by the school, so the singular will want to adjust to his general climate to accomplish the targets of the family and the local area (Berdegue et al., 2005). P.E. educators train understudies on the most proficient method to remain fit through legitimate well-being practices and exercise. These educators plan illustrations to incorporate a great many abilities and exercise exercises. The educational plan could incorporate helpful group activities, individual games, or one-on-one contests. Furthermore, the school is the principal spring of all the logical, physical, and social abilities. It addresses the primary point from which the understudy begins on more extensive and bigger possibilities (Albert et al., 2007). A schooling system refines the person's psychological and scholarly powers, controls his/her close to home and mental elements, changes his/her life as a youngster's perspectives and patterns, and situates his/her essential inspirations with the acknowledged capable standards and social qualities (Al-Shorman & Jbara, 2009). The school is the principal institute of stars, which finds the gifts of the competitors from an early age. Through the school, each youngster can rehearse his/her actual leisure activities in solid and sound climates. Thus, the game exercises become an essential part of shaping the coordinated character of the person, as well as in changing the broken ways of behaving to arrive at the most significant levels, as it is the fundamental construction for game development (Al-Sayeh, 2007). Sports exercises in schools are considered the spine of teaching and developing the understudies through the different social and sporting exercises. These game exercises empower money management recreation time, appreciating the obligation, regarding self, and others, and fostering the capacity to go with the ideal choice. School sports is an instructive and conservative framework that siphons units of youngsters for serious games and opens to the worldwide business sectors (Qatawneh et al., 2009). Actual schooling is one of the significant parts of the instructive and showing processes, particularly in the ongoing period, in which high qualities are set for the actual work, as it meaningfully affects the person. The PET is one of the fundamental mainstays of the instructive cycle, which its level and status locally depends, to a wide degree, on the job and level of the instructor's presentation and his/her accomplishment of the errands and instructive obligations that he needed to achieve (Husain et al., 2002).

As per Hegarty and Alur (2002) teaching students with extraordinary requirements in normal schools prompts extensive requests from educators and other staff. Expert educators need notwithstanding their particular appraisal and training abilities to have the option to work with different instructors and secure their co-activity, liaise with outside offices, include guardians, and by and large do different capabilities. Principal teachers need to manage a more extensive capacity range than previously. They might observe that their preparation and experience are deficient. Assuming that numerous educators are probably going to experience understudies with extraordinary necessities during their showing professions, starting instructor preparation should assess this. As per Ngugi (2002), Educator preparation is pre-essential for the consideration of students in the customary school. The public authority in a joint effort with different partners has an extraordinary obligation of preparing and overhauling educators and this ought to incorporate all people paying little mind to physical or mental deformation. Carew (2020) says that when educators

are prepared and have what it takes to deal with actually tested students, they typically gain boldness in their work. Mindfulness causes them to have uplifting outlooks towards the students. Educators can encounter more prominent work fulfilment and a high feeling of achievement when all youngsters are prevailing in school as well as could be expected (UNESCO, 2004). Showing subsequently turns into a delight and not an errand. Regardless, there are difficulties genuine challenges people face in partaking in specific courses like P.E. These difficulties should be addressed to guarantee the satisfaction of the arrangement of comprehensiveness. In numerous nations, showing actual schooling is confronting a few difficulties (Hardman & Stensel, 2009) for example, diminishing in the showing time, educational program, deficiency in hardware, negative perspective on the educators as well as understudies and gatekeepers about actual training (Nyakweba, 2005).

These are battles that most educators go about as mentors in their game's groups and what's more substitute as proxy guardians, delinquency officials, conduct clinicians, pseudo administrators and authorities of discipline for different instructors in their schools (Figone, 1994; Sage 1987). These consolidated jobs and assumptions have prompted job clashes.

As per a concentrate by Marshall and Hardman (2000), on the state of Actual Training in Schools, nonattendance of strategies for public P.E, programs are expressed yet not completely done, P.E mentors are not subject matter experts, absence of government help, deficient designs and offices and absence of time for educating were the significant deterrents of P.E in most grade schools (Marshall & Hardman, 2000). Inside the expansive school system, a larger nation has legitimate necessities for actual training in schools for some piece of obligatory tutoring a long time in any event. Along with states, where there is no compulsory essential for actual training except for a typical excellent of training, P.E. programs accomplishments rise. Actual training is neither compulsory nor could be presented for young ladies (Marshall & Hardman, 2000). Marshall and Hardman (2000), noticed that because of instructive change, P.E. is joined with well-being training, and now and again science which results in the lessening of the educating and learning season of actual projects. As indicated by Marshall and Hardman (2000) for the last ten years, many states have transformed their school systems. While it is empowering that actual training has remained or become required in an extraordinarily greater part of nations, starting around 2000, it has lost its obligatory situation in 6% of nations (Marshall & Hardman, 2000).

Almond (1997) stressed the meaning of having appropriate HR, planning and giving adequate informative materials and actual conveniences to support instructive endeavours. Assets expected for powerful actual instructive exercises in most Kenyan public elementary schools are deficient. The absence of room-like play fields is extremely normal in many schools tracked down in ghetto regions. Deficient subsidising from the public authority has intensified the absence of actual training assets in open elementary schools in Kenya. Boyle et al. (2008) in the Australian Diary of Educator Schooling, portray that instructors feel that understudies are tricked by the more noteworthy availability of dormant open doors. Hence, recommended that lower actual ability in students may be influencing both conveyance and contribution in P.E and proactive tasks (Boyle et al., 2008). In an Australian diary of educator training introduced by Jenkinson and Benson (2009), the difficulties of actual schooling and proactive tasks are expressed. The obstructions can be institutional, and educator related. Dwyer et al. (2003) detailed that PE is dispensed lower status and need in learning foundations, absence of accomplishment measures for P.E and actual work and lacking framework. As per a concentrate by Marshall and Hardman (2000), P.E. is designated with not very many hours and the two educators and students peer downward on the situation with P.E. when contrasted with other examinable subjects. A concentrate by Sparkes et al. (1990) likewise insinuates the discoveries of Marshall and Hardman (2000) that educators and different partners overlooked and concurred low status to P.E. (Marshall & Hardman, 2000; Sparkes et al., 1990) recommended that the "over-burden educational program" limits educators from planning and executing P.E, planning talks about the circumstance. A reasonable system is a thought of how the specialist shows the connection between factors in the review, (Orodho, 2009). The exploration depends on two speculations about a social idea that urges truly moved understudies to partake in a comprehensive setting. Understudies who effectively partake in comprehensive training develop socially more than the people who go to isolated establishments. Genuinely incapacitated individuals as often as possible battle to incorporate into society (Konza, 2008). Tested individuals become unwholesome and rebel due to their social connections with non-tested understudies and educators, as well as the remainder of the school's local area. Comprehensiveness is a cycle wherein everybody is urged to partake in the public eye, and those with handicaps are helped with accomplishing value and a feeling of equilibrium in their lives. The impacts of abuse on genuinely requesting understudies and instructors, as well as the usefulness of the harmed

material part, can be utilized to conjecture their presentation (Sitienei & Mulambula, 2012). Genuinely moved understudies might have ominous responses to their limits. This could prompt low confidence, self-indulgence, withdrawal from all school exercises, and in the long run exiting. To stay away from minimization, the specialist conceived the social model idea, which joins the social learning hypothesis and the social comprehensive learning hypothesis to take into consideration the improved and successful commitment of truly tested understudy educators. With the assistance of the social connection of impersonation, perception, and practice, the social model of schooling guarantees that all understudies partake completely. The thought requires the foundation of successful school offices and approaches, as well as sufficient instructing capacity. This joint would bring major areas of strength for educator support in both hypothetical and pragmatic Actual Training illustrations, bringing about ideal achievement. The social connection of perception, impersonation, and practice advances all understudy educators, no matter what their disparities, to gain from their course-mates and mentors. At last, this gives all students, including genuinely tested understudy instructors, a feeling of having a place and certainty.

### **Aim 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. Explore the way physical education lessons are taught in the colleges of education in the Volta Region and the difficulties physical education tutors face in teaching physically challenged student teachers.
2. Identify the challenges and problems affecting the participation of physically challenged student teachers in educational programmes in the Volta Region Colleges of Education.

### **Research Questions**

1. How do the physical education teachers approach instruction with inclusivity in Colleges of Education in the Volta Region?
2. What are the challenges and issues that affect physically challenged student teachers' involvement in the Physical Education programmes?

### **Methodology**

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. 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.

### **Results**

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 the 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 part of a group and confident in themselves. These include direct teaching, indirect teaching, cooperative activities, command style, exploration style, and reciprocal style (Jiang et al., 2023). The pedagogy used for practical lessons is based on practical exercises to help the learner to gain movement skills. The training aims to enable the students to master movement skills, through multiple repetitions. The tutors must 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 practice as a whole or in parts. Demonstration is an attempt by a tutor to present positive movements technically correct. The tutor successfully presents certain motor forms that enable students to do better and successfully. Demonstration is significant in processing 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 Pozas (2023) 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 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 challenged 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***

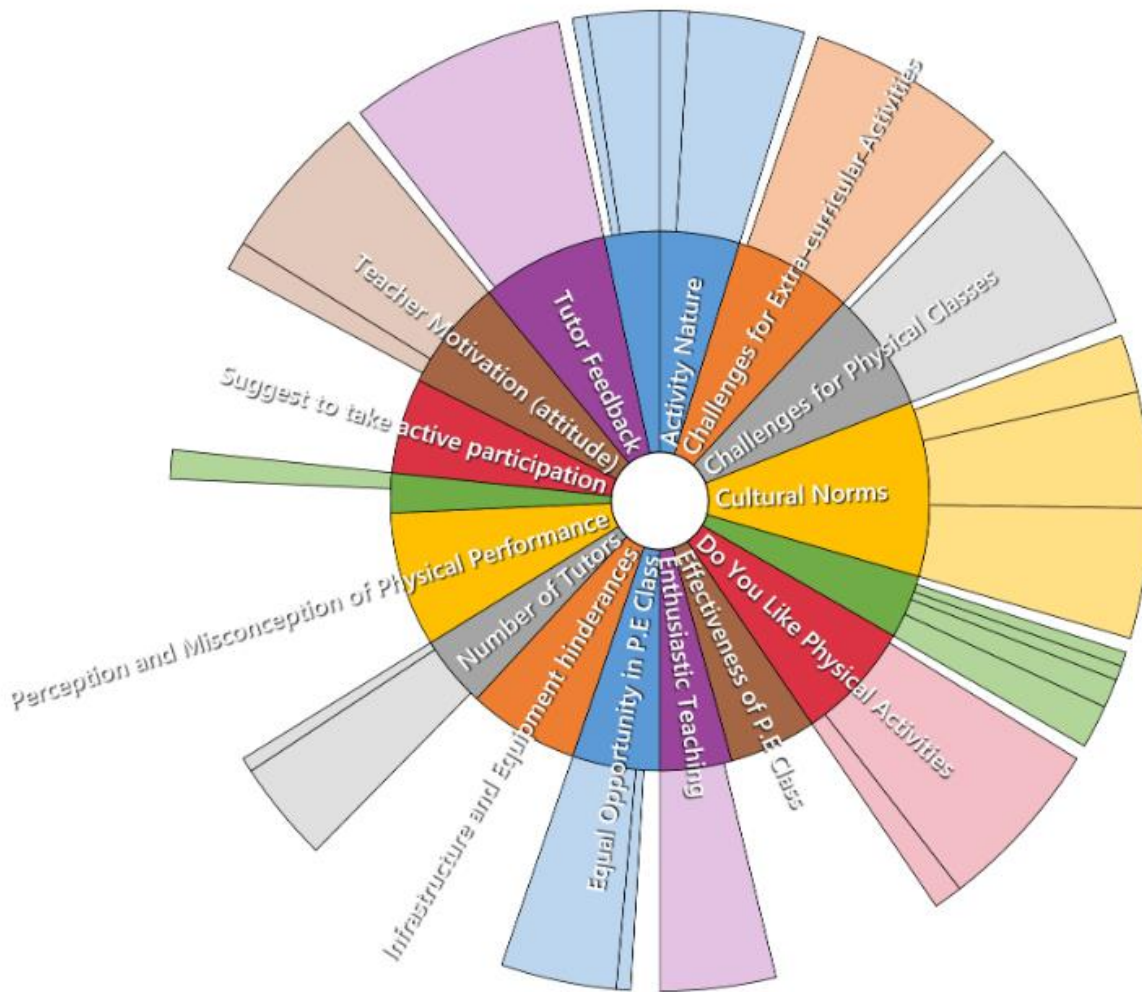


Figure 1: Treemap Chart

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). This throws more light on instructional

benefits to the physically challenged student. By comparing the diameters of the ‘special rectangles’, the reader can estimate the number of nodes. The ‘special rectangles’ grow 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 the total words. So, with the help of TreeMap, a reader can easily imagine the values counted for rectangular areas in the Map and the percentage weightage of the factors. The other rectangular areas show different values.

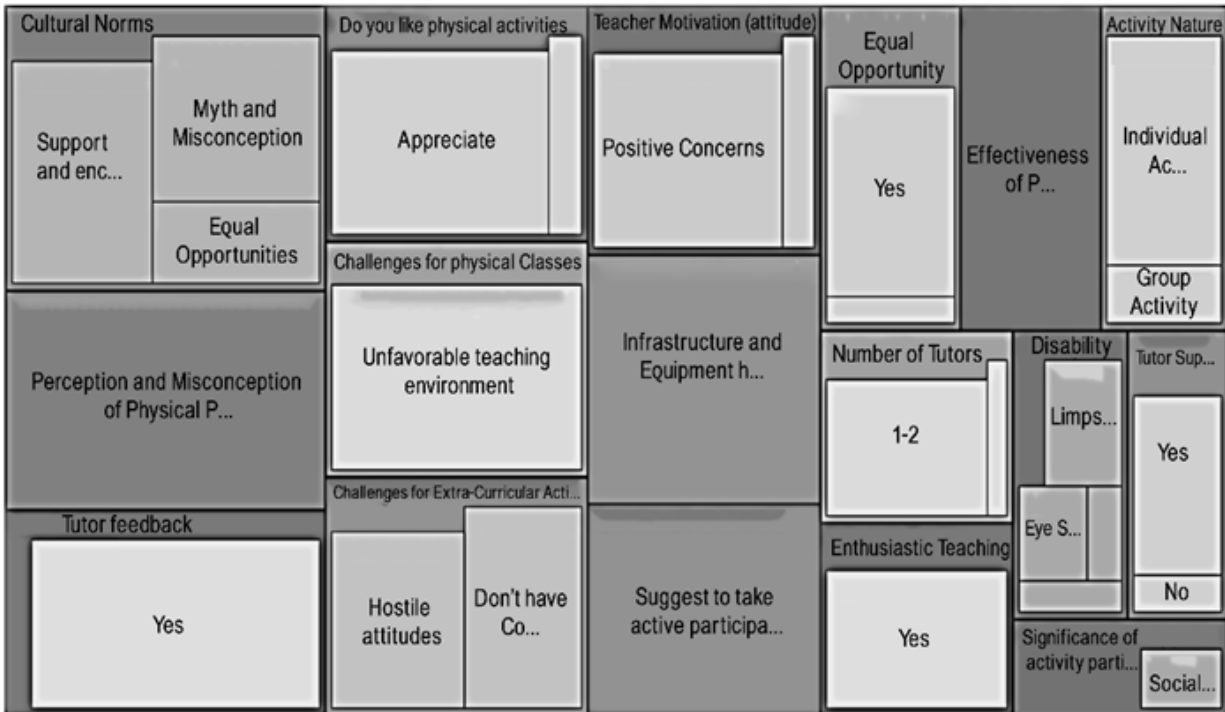


Figure 2: Hierarchy Chart

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. A 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 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 them) 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, and tutor motivation are some ways the Treemap and the hierarchy chart suggest the strength of the 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.

## Conclusion

Physical education instructors in colleges of education in the Volta Region must make concerted efforts and take proactive measures to overcome the obstacles they face when teaching pre-service teachers with physical disabilities. Colleges of education can create an inclusive and supportive environment for both physical education instructors and physically challenged pre-service teachers by implementing the aforementioned recommendations. This will not only improve the quality of physical education instruction, but it will also improve the well-being and empowerment of physically challenged individuals pursuing careers in education. To ensure a more inclusive and equitable education system, all stakeholders must collaborate and prioritize the inclusion and equal participation of physically challenged individuals in physical education.

## Recommendations

The study made the following recommendations:

1. Create a curriculum that takes into account the unique strengths and limitations of students who are learning to become teachers despite having physical impairments. Adaptive strategies, adapted activities, and assistive equipment should all find their way into this program.
2. Implement specific training programs for physical education teachers so that they can better assist students with physical impairments in their classrooms. Learning tactics, physical activities, and individualized interventions should all be central to these types of programs.
3. Accessible Infrastructure: Make the equipment and space used for physical education classes more easily accessible for students with disabilities at universities that offer such programs. Make sure there are ramps, elevators, and adapted equipment for physically challenged pre-service teachers to use so they can take part completely in physical education classes.
4. Give PE teachers and aides access to assistive technology and other resources that can improve education for all students. Tools for effective instruction and student participation may range from adaptive sports gear to mobility assistance to digital resources to means of communication.
5. Promoting cooperative efforts among educational institutions, advocacy groups for the disabled, and other interested parties is a priority. Physical education tutors who are teaching pre-service teachers with physical disabilities can benefit from collaborations that encourage the sharing of knowledge, dissemination of excellent methods, and provision of continuous support.

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