UNIVERSITY OF CAPE COAST

INCLUSION OF STUDENTS WITH SPECIAL NEEDS IN PHYSICAL EDUCATION LESSONS IN THE CENTRAL REGION, GHANA

KODWO OWUSU

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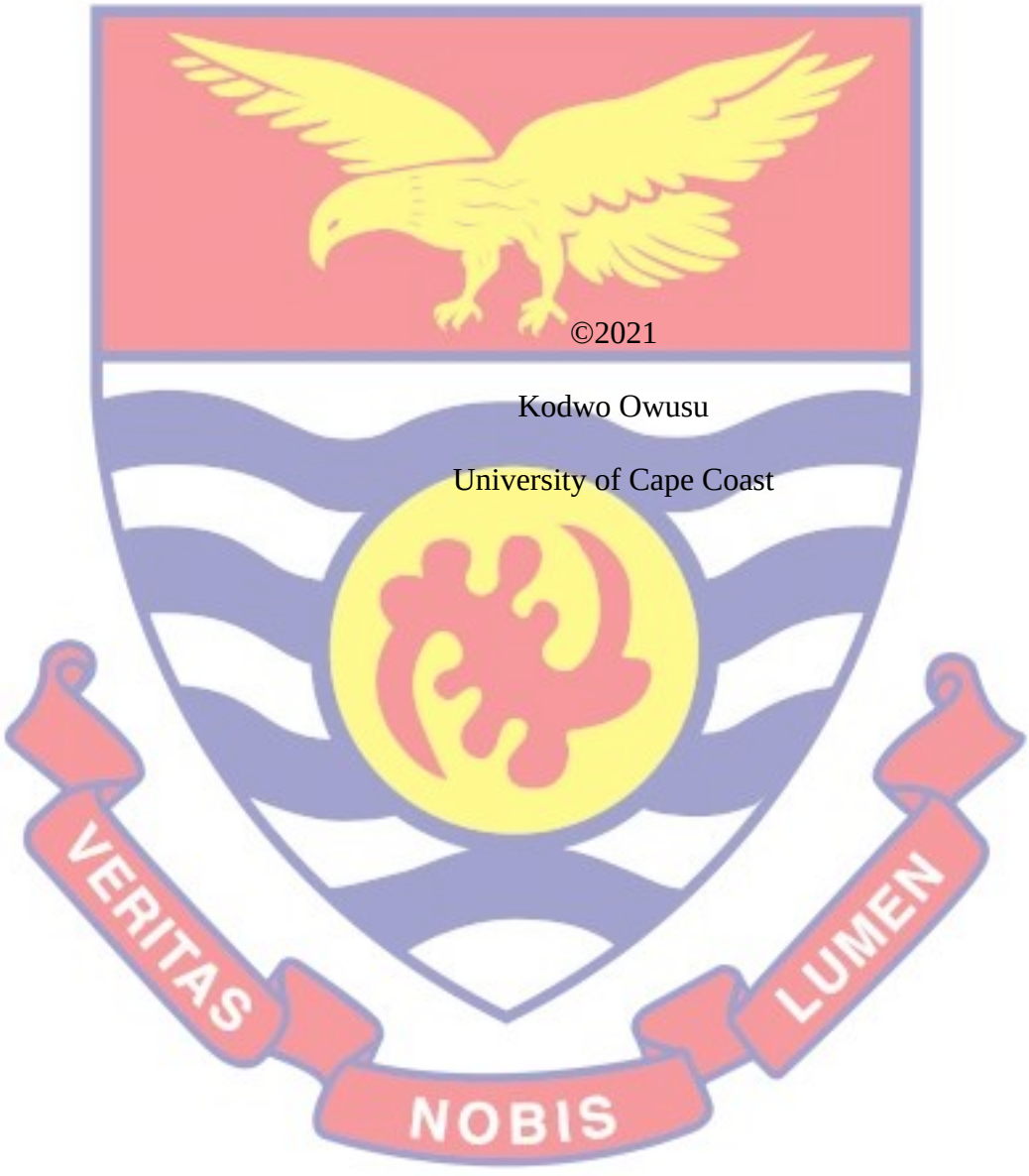

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INCLUSION OF STUDENTS WITH SPECIAL NEEDS IN PHYSICAL EDUCATION LESSONS IN THE CENTRAL REGION, GHANA

BY

KODWO OWUSU

Thesis submitted to the Department of Health Physical Education and Recreation of the Faculty of Science and Technology Education, College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Doctor of Philosophy Degree in Physical Education (Curriculum and Pedagogy)

DECEMBER 2021

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:..... Date:.....

Name: Kodwo Owusu

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature:..... Date:.....

Name: Prof. Charles Domfeh

Co-Supervisor's Signature: ..... Date:.....

Name: Dr. Daniel Apaak

ABSTRACT

This research investigated the inclusion of students with special in physical education lessons in the Central Region of Ghana of individuals with special needs. For the analysis, the concurrent research design was implemented, with both quantitative and qualitative approaches. Out of the 89 senior high schools in the Central Region, 230 respondents from 63 senior high schools were sampled purposively. Therefore, the sample consisted of 116 physical education teachers and 114 students with disabilities were all purposively selected. Both teachers and students were purposively sampled. The analysis for all five (5) research questions were addressed using Chi square to determine the level of significance of majority response. The study also employed the chi-square and F-test techniques to test the hypotheses. The qualitative data from the observation checklist was thematically analysed according to the objectives of the study. The study revealed that majority of the physical education teachers perceived inclusive education as a right to full participation. PE teachers accepted that their knowledge was not enough to handle students with special needs. Lack of equipment and other teaching-learning materials, as well as teaching assistants, were some of the barriers that the study realised to be the hindrances to inclusive PE. Again, gender was not a significant factor in determining participation of the special needs in inclusive PE. There was no significant difference among the PE teachers according to their teaching experience. The study recommended that physical education teacher training at the Bachelors level should be tailored to address inclusive teaching.

KEYWORDS

Central Region

Ghana

Inclusive Education

Physical Education Lessons

Students with Special Needs

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DEDICATION

To the honour of my father, Mr. Emmanuel Kweku Tetteh and in memory of my late mother, Mrs. Veronica Wilhemina Tetteh.

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LIST OF ABBREVIATIONS

CP	–	Cerebral Palsy
CRSCSA	–	Central Regional Schools' and Colleges' Sports Association
GES	–	Ghana Education Service
GPE	–	General Physical Education
GSS	–	Ghana Statistical Service
IEP	–	Individualised Educational Plan
IMAPA	–	Inclusive Model of Ability in Physical Activity
INSET	–	In-service Training
NSCE	–	National Council for Special Education
OECD	–	Organisation for Economic Co-operation and Development
PE	–	Physical Education
PEH	–	Physical Education and Health
PWDs	–	Persons with Disabilities
PWSN	–	Persons with Special Needs
SEN	–	Special Educational Needs
SHS	–	Senior High School
SN	–	Special Needs
SNA	–	Special Needs Assistant
SR	–	Social Representations
UNESCO	–	United Nations Educational, Scientific and Cultural Organisation
UNO	–	United Nations Organisation

CHAPTER ONE

INTRODUCTION

Background to the Study

Social treatment of children with disabilities characterised by misconceptions and negative societal attitude is well presented in historical records of education. Children who were different because of exceptionality have often been denied full and fair access to educational opportunities (Heward & Orlansky, 2002). Even more, some were totally neglected and hidden away; others were abused, exploited, or, even put to death (Morgan, 1987). In the past, many children with disabilities were entirely excluded from public schools (Yekple & Avoke, 2006). This was due to the fear people had and the belief that the disabilities were contagious and were seen as outcasts.

It should be noted that the endorsement and signing of the Salamanca Statement on inclusive education and the United Nations Convention of the rights of children by Ghana signify the purpose of the country to open up regular schools for children with disabilities (UNESCO, 1994). This has seen a shift in paradigm from exclusion to inclusion nationally and internationally to provide a more unbiased and all-inclusive system of education which will address the needs of all pupils. Inclusion is a new way of discerning about specialised education.

The change from special education to inclusive education indicates a philosophical change. Inclusion is a trust in the intrinsic right of all persons to partake meaningfully in humanity. Inclusive education implies acceptance of differences and making room for persons who would otherwise be excluded. This practice of educating children who have disabilities together with their

counterparts without disabilities means creating learning groups that appreciate and respond to the diverse need of its members (Engelbrecht, Kriegler & Booysen, 1996).

Though seen as a contemporary issue, the inclusion of pupils with disabilities in the mainstream school has been in existence for long and can be traced to mid-1800 (Thomas & Smith, 2009). One criticism of the segregated system was that it did not cater for pupils' individual needs or competencies. Few attempts were made at the time, according to Barnes, Mercer and Shakespeare (1999), to explore whether the support given to pupils with disabilities was adequate or not.

There was a growing consensus around the 1960s, where support was rallied for young individuals with special needs to be educated alongside their age peers in mainstream schools (Halliday, 1993). Halliday argued that inclusion of these young people into conventional education would assist in facilitating their access to and participation in social life more generally. It should be noted that it was mainly those pupils who were seen or realised to have 'less severe' difficulties, e.g. physical disabilities, who joined the mainstream education system. Their peers with 'more severe' disabilities, e.g. multiple disabilities, remained in the special school sector (Halliday, 1993).

The Educational Strategic Plan in Ghana, according to Avoke (2005), was focused on including all persons with disability in the mainstream by 2015. It is, therefore, not out of context that Ghana during the last two decades, has gone through educational transformations. Though unintended, the outcome for students with disabilities is further marginalisation from the mainstream of

educational opportunities. The primary solution to this problem has been to advocate for inclusive education in an inclusive society.

Internationally and nationally, the contemporary drift has focused increasingly on the philosophies of inclusion and inclusive schooling. Embedded in the education policy of UNESCO which Ghana is a signatory of, adopted at the Salamanca Conference in 1994 (UNESCO, 1994), inclusive education is gradually being recognised as an efficient means by which biased attitudes towards students with disabilities may be reduced. The Salamanca Statement and Framework for Action establishes the prerogative to the education of every individual as a fundamental human right, regardless of individual differences (UNESCO, 1994). Additionally, there is international focus, through the "Education for All" initiative, arising from the United Nations Convention on the Rights of Children (1989), the 1990 Jomtien Declaration, and the World Summit on Children. This has revealed a commitment on the part of world leaders to set targets, which will increase the number of children who attend school and will focus on the education of marginalised groups (UN, 1989). These international developments have affected policies and practices at the national level.

As one of the social benefits, children, especially those with disabilities, learn to communicate and interact primarily with their peers and develop cognitive and motor skills in physical education (Rouse, 2009). Making physical education inclusive, therefore, will provide rich, resourceful support in the participation and learning of all students regardless of their educational needs and individual characteristics.

Statement of Problem

As a phase of general education, physical education aims to produce a physically educated individual, that is, a physically fit person, mentally alert, emotionally sound, and socially wholesome (Karbo, Ogah, & Domfeh, 2015). The three main reasons for providing physical education in the schools as stipulated by Karbo et al. (2015) are movement education, fitness and wellness, and sports performance and leisure. Movement education means the child can learn to move and use movements to solve movement problems. Fitness and wellness imply that activities should be designed to help improve muscular strength and endurance, cardiovascular endurance, flexibility and optimum weight in individuals. The third consideration is sports performance and leisure, which ensure that every child is provided with sports performance skills to play games for pleasure and recreation as a pupil and an adult. It is also to provide opportunities for all children to identify sports performance as a potential income-earning opportunity (Karbo et al., 2015).

Regardless of the numerous benefits of PE, students with disabilities often experience difficulty in gaining access to the same opportunities available in PE and sports as their peers without disabilities (Geidne & Jerlinder 2016). This inequality limits their ability to acquire core developmental skills, knowledge and experiences that contribute to building their trail to a healthy active way of life. With the emergence of the inclusive paradigm, general education is to absorb students with disabilities in mainstream education (UNESCO, 1994). With this, O'Brien (2009) claims that the inclusion of students with disabilities in PE will work well for the child with disabilities and

can work without adversely impacting on peers without special needs. (Faison-Hodge & Porreta, 2004).

The absorption is not just to share space, but to build a community of learners as in sharing everything else and to pin down the defining characteristic of an excellent PE programme. This means that the PE teacher is to modify and adapt lessons and activities to ensure that every student learns and achieves success at his or her own pace, and according to his abilities to reap the benefits of PE. Therefore, the question that comes to mind in this situation is 'to what extent are students with physical disabilities included in Physical Education to reap the benefits of PE?' It is against this setting that this study was conducted to ascertain if students with disabilities were being included in physical education lessons or not and to what extent.

Purpose of the Study

The primary purpose of the study was to investigate the extent to which Physical Education teachers' welcome students with special needs in Physical Education lessons in second cycle institutions in the Central Region of Ghana.

Objectivs of the Study

Objectives of the study were to:

1. Gain insight into how Physical Education instructors perceive inclusive education.
2. Delve into the extent to which Physical Education teachers are prepared to handle persons with special needs in physical education lessons.
3. Find out how Physical Education teachers support the inclusion of persons with special needs in physical education.

4. Examine the challenges Physical Education teachers go through when putting in the effort to include persons with special needs in physical education lessons.
5. Gather baseline information on the status of Individualized Education Plans for students with disabilities, and the extent to which teaching is modified for students with special needs.
6. Find out the difference in the responses of PE teachers with less than five years of teaching experience and those with more than five years of teaching experience in inclusive education in PE practical lessons.
7. Find the difference in the participation of physical education activities by male and female students.

Research Questions

1. To what extent are Physical Education teachers knowledgeable about inclusive education?
2. To what extent are Physical Education teachers trained to teach persons with special needs?
3. To what extent do Physical Education teachers support the inclusion of persons with special needs in physical education?
4. What challenges do Physical Education teachers face when teaching students with special needs?
5. What is the status of Individualized Education Plans for students with disabilities and the extent to which teaching is modified for students with special needs?

Research Hypotheses

1. There is no statistically significant difference in the responses of PE teachers with less than five years of teaching experience and those with more than five years of teaching experience in inclusive education in PE practical lessons.
2. There is no statistically significant difference in the participation of physical education activities by male and female students.

Significance of the Study

With the full take-off of inclusion as stipulated in the Education Strategic Plan 2015 in Ghana (Avoke, 2005), there is a need to develop ways of engaging students with disabilities in physical education lessons for the substantial benefits to be achieved. Benefits such as physical, psychological and intellectual benefits (Sherrill, 2004) should not elude the student with a disability. The study cannot be used for generalisation in Ghana's wider education sector; however, information obtained would have practical consequences for the inclusion of persons with disabilities (PWDs) in physical education lessons.

The proper identification of explicit teaching skills and strategies to encourage positive inclusion in physical education will address issues in the training courses for pre-service teachers. Apart from the ultimate results likely to be better physical education experiences for learners with disabilities, it will break the grounds for many research studies by other scholars in the field of teacher education for special needs education.

Delimitation

This study was conducted within the eighty-seven (87) schools at the second cycle level of Education in the Central Region of Ghana. Relative to the selection of participants, the study was delimited to schools that have professionally trained Physical Education teachers, as well as students who have disabilities within the government-assisted schools; hence, 63 schools were used for this study. The Physical Education personnel were purposefully selected because they have been trained professionally to handle Physical Education in the second cycle schools. Special needs students who were involved in the study included all students who by the nature of their disabilities required modifications in teaching in order to cope with Physical Education lessons.

Limitations

It is believed that there was a possible exaggeration of teaching for the classes that were observed. This is because though unofficial, certain comments from the class made the researcher feel that in order to suit the observation, classes were taught differently by the Physical Education teachers. This may have adversely impacted the study results, as the true reflection of what really pertains in the classrooms was not portrayed. If there is going to be a similar version of this research, it would be appropriate that physical education periods for a range of time be given so that the researcher could select one at random to avoid 'artificial' teaching.

Since answering a questionnaire is likened to self-reporting, it is difficult to determine which respondent is being honest or otherwise. Questionnaires do not allow additional information and partial response are quite possible.

Respondents may also complete answers with the information they think should be written rather than feel about a topic. This may affect reliability adversely. Therefore, similar work of this sort could include interviews to clear specific questions that might crop up and that are not covered by the questionnaire.

Definition of Terms

Special Education Needs – This refers to those with disabilities and/or circumstances that thwart or hamper them from benefiting adequately from the education, which is usually provided for pupils of the same age.

Disability - Any inability or lack of ability (which results from an impairment) to carry out an action in the way or within the range considered usual for a human being.

With similarities in definitions, the terms 'disability' and 'special educational needs' are often used interchangeably. In the case of this research, this is no different as they are very often used in legislation, policies, disability

Multiple disabilities - means concomitant impairments (such as y and educational research.

A physical disability - limitation on a person's physical functioning, mobility, dexterity or stamina. mental retardation blindness, mental retardation-orthopaedic impairment, etc.), the mixture of which produces such harsh educational needs that they cannot be contained in special education programs exclusively for any one of the impairments.

Exclusion - having children with disabilities attend a special education institution that will accommodate their needs.

***Inclusive education* –** This is when students with special needs are placed in age-appropriate general education classes in their own neighbourhood schools,

irrespective of any difficulties they may have, to receive high-quality instruction, interventions and services that allow them to excel in the core curriculum.

Segregation - when students with disabilities are educated in separate environments (classes or schools) designed for students with impairments or with a particular impairment.

Mainstreaming - the practice of putting students with special education services in a general education classroom during explicit times grounded on their skills. These students may attend art or physical education in regular education classrooms.

Organisation of the Study

There are five chapters for this study. Chapter 1 introduced the study and spelt out the statement of the problem, the purpose of the study and research questions as well as the research hypotheses. It also discussed the significance, the delimitation and limitations of the study. Again, chapter one considered some terms in relation to this study, as well as how this study was organised. Chapter 2 was the presentation of the literature reviewed for the present study, which formed the basis and guidelines for the study. Topics that were considered for discussions were; Inclusive Education, Empirical studies on inclusion, Participation, Factors related to participation in Physical Education, Social relationship for participation in physical activities by the students with disabilities, Environmental factors affecting Physical Education and sports participation, Physical education, How to promote physical activity amongst students with disabilities, Teacher attitudes towards students with disabilities and Theoretical framework. Chapter 3 discussed the methods and techniques

followed to bring this research study into fruition. The research design, population, sample and sampling technique, instruments as well as data collection and analysis procedures were discussed. The focus of the fourth chapter was on the results and discussion of the data collected. Chapter 5 is the final chapter. It captured summary, conclusions, recommendations as well as suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

This research was aimed to examine the inclusion of persons with special needs in physical education lessons in the Central Region of Ghana. This chapter presents an overview of the related literature which influenced the research. Literature for the study was reviewed under the following subheadings;

i. Inclusive Education
ii. Empirical Studies on Inclusion
iii. Perceptions towards Inclusive Education
iv. Attitudes of the Teacher towards Inclusive Education
v. Teacher Stress
vi. Curriculum Related Issues
vii. Training Issues
viii. Support Structures and Systems
ix. Personal Characteristics of Teachers
x. Class Size
xi. Individual Educational Plan
xii. Special Need Assistant
xiii. Participation
xiv. Factors Related to Participation in Physical Education
xv. Social Relationship for Participation in Physical Activities by the Students with Special Needs
xvi. Environmental Factors Affecting Physical Education and Sports Participation

xvii. Physical Education

xviii. How to Promote Physical Activity among Students with Disabilities

xix. Teacher Attitudes towards Students with Disabilities

xx. Theoretical Framework

Inclusive Education

Inclusion is today, a term that is extant in the literature on education (Powell, 2015). It appears that any education policy worth its salt must as a matter of necessity deal with the issue of inclusion. The same comments hold when it comes to the point of implementation of policy, especially so in the developed world. This condition, therefore, tells us that inclusion is a critical issue that ought to be confronted in formal education. Despite the importance of inclusion as a term and as an essential aspect of policy implementation in education it also lacks agreement about the meaning of the term (Winter & O'Raw, 2010). However, before we get into the different conceptualisations of inclusion within the literature, it is appropriate that we undertake a historical review of the development of inclusion and inclusive education.

Gadagbui and Danso (2012), has expressed the view that inclusion within the context of education has its roots in campaigns for access to education and universal human rights. Identical sentiments are expressed by Winter and O'Raw (2010) who point out that the field of special education was first developed in the 20th century and that this development was mainly due to the Civil Rights Movements' penchant for questioning segregation in all spheres of life, especially so in the area of education. The historical association between inclusion and the Civil Rights Movement is not, therefore, surprising given the

fact that exclusion, which inclusion seeks to undermine within the context of education, amounts to a violation of human rights. Winter and O'Raw (2010) further opined that inclusion is about the right to take part in school life fully and the school's responsibility to appreciate and accept persons with disabilities. In this regard, the school is to ensure the comfortable stay of the students with disabilities in school. Consistent with Flem, Moen and Gudmunsdottir (2004), inclusion as a concept admits that the existing tendency in education is the exclusion of specific categories of pupils from education based on parameters that are mostly unfair and detrimental to the educational needs of such types of individuals. This means that in the broader context of social development, the lack of inclusion in education is harmful to the entire society at large since it will result in educational outcomes that will not harden to the advantage of the whole society.

The rights discourse demands the right for people with disabilities to be considered as equal as other people without disabilities so that they can participate meaningfully in the social and economic aspects within society (Fulcher, 1989; Neilson, 2005). It fights against discrimination, exclusion and oppression (Hendy, 1995) for equal opportunities to education, employment and social activities. People with any disability do not desire to be discriminated against, but to be independent, self-reliant and participate equally along with those who do not have disabilities.

Physical education and sports are necessary for the complete development of an individual (UNESCO, 1978), and involvement in sports, as well as exercise, is considered vital for socio-cultural integration and equity

(Burchell, 2006). This is of special importance for people with disabilities (Havana Sport for All Declaration, 2006).

There have been many human rights declarations and national/international charters focusing on the Rights of People with Disabilities over the past decades, with several mentioning of the right to sports and recreation. However, it wasn't until the latest UN Convention on the Rights of Persons with Disabilities (2006) that there was a resolution requiring all nations to recognize the needs of people with disabilities, including equal inclusion in social, recreational and sporting events.

Inclusion and inclusive education are problematic concepts and that because of their complicated nature, there appears to be a lack of consensus about their definition (Mitchell, 2010). This is consistent with Winter and O'Raw (2010) who define inclusion as a term used to describe the extent to which a child with special educational needs is involved as a full member of the school community with full access to and participation in all aspects of education. This idea of inclusion illustrates a crucial element of the concept in that it addresses how children with special needs should be incorporated into what can be loosely called the conventional education system. The definition also implies that inclusion is not merely concerned with adding special needs children to regular schools or educational systems but is interested in how an enabling environment can be created in the regular school system to ensure that the learning potential of children at the periphery is materialised.

It is because of this understanding of inclusion that Agbenyega and Deku (2011) point out that inclusion is a multi-layered practice dealing with value and faith systems, and celebrates multiplicity and variance. This argument implies

that, within the concept of inclusive education, the difference is not taken to be a weakness that is unwholesome or as countering the quality of education, but that difference has to be embraced and taken as a point of strength. A second implication of the observations of Agbenyega and Deku is that, with regard to the successful implementation of the policy of inclusion in education, attention has to be paid to how the policy will relate to the entire socio-cultural setting. This then means that inclusion has to be integrated somehow into the value system of the culture. If this is done, inclusion in the context of education will not be seen as alien but as part of the cultural system.

One significant relationship in inclusive education is between persons with disabilities and inclusion. This relation has seen an evolution of the concept of inclusion from the point of its direct association with the civil rights movement to the point where it is seen more as a solution to the discrimination against individuals with specific disabilities or special need (NCSE, 2010). Here then, inclusion implies a turning away from the segregation of persons, not as a result of their race, but as a result of disabilities. That is the concept behind Mittler's (2000) claim that inclusion is a progressive change of the school system in terms of people's education, evaluation, pedagogy and groupings. He goes on to state that inclusion means that all students be served in the general classroom as peers. This contention is set on the premise that educating all students with their peers irrespective of their peculiar challenges will inure to the benefit of all stakeholders in the educational system.

Empirical Studies on Inclusion

In terms of the scientific focus that has been given to the concept of inclusion, quite extensive research has been done. Alhassan (2014) examined

teachers' attitudes towards implementing inclusive education in primary and junior high schools in Bole and New Juaben. The sample for this study involved 108 teachers and 20 students. The data gathering tool was the interview. The study revealed that teachers' attitude towards inclusion differed depending on the type and severity of the disability inhibiting students. It also showed that large class size and the presence of students with disability resulted in negative attitudes towards the physically challenged. Another key outcome of this study was that teachers had some positive attitudes towards inclusion, but had little knowledge of inclusive practices. The last finding of this study is very relevant in the context of the present study in particular and research on inclusion in general. This is because further studies on inclusion need to be undertaken to ensure that the implementation of inclusion becomes successful.

A similar study to Alhassan's (2014) is that by Agbenyega (2007). This study also examined teachers concerns and attitude toward inclusive education of students with disabilities in Ghana. In this study, responses were taken from 100 teachers, 33% of whom were male with the remaining 67% being female. These respondents were sampled from 10 schools the study used as a survey. In terms of the instrument used, the study used the Attitudes towards Inclusion in Africa Scale.

One criticism against this Agbenyega's study was in respect of the methodology employed. The study did not provide any justification for the sample size nor the gender ratio. A key finding of this study was that inclusion was not leading to equal and appropriate educational outcomes for students with disabilities because of inappropriate school practices. The study, therefore,

recommended that policies on inclusion needed to provide clear cut guidelines and commitment to the principle of inclusion.

In a study report, Lamptey (2015) concentrated on the problems facing children with intellectual and developmental disabilities in Ghana's inclusive education. This study involved 20 participants. It emerged from this study that some of the most critical challenges faced by children with intellectual impairments arose from the fact that teachers were ill-prepared by their training to confront these challenges. This is understandable given the fact, that even in the so-called developed world; the preparation of teachers for dealing with students with disabilities has a lot of problems and shortcomings (Ryndak, Jackson, & White, 2013). The suspicion that inclusive education will face some particular challenges as a result of it being implanted in different socio-cultural settings is the basis on which Agbenyega and Deku (2011) proceed to undertake a critical post-colonial discursive look at the concept and practice of inclusion in education. This allowed for a problematizing of inclusive education in terms of how it relates to the existing pedagogy or pedagogical practices.

Agbenyega and Deku (2011) noted that there is a hegemonic colonial rationalist way of managing an educational practice in Ghana and that this hegemonic method is what has been used for the training of teachers for the country's educational sector. Agbenyega and Deku argued then that if the new teacher training continues to replicate teachers in the conventional role of transmitters of knowledge, inclusive education would be difficult to achieve. What they then suggested as part of the solution to this issue was the incorporation in the inclusive setting of instructional and curricular approaches suitable for the advancement of diverse cognitive, psychological, cultural, and

physical needs. To this extent, inclusive education could be viewed as a model that encourages multiple ways of learning.

Ocloo and Dogbe (2006) on inclusive education in Ghana have noted that there exist some barriers that alienate people with disabilities. On the concept of inclusive education itself, they pointed out that the Jomtien World Conference of 1990 makes it clear that inclusion in the context of education implies the integration of persons with barriers to learning and development in ordinary schools. They also note that the implementation of this inclusive education has to be understood within the broader framework of fundamental human rights. In this regard, it then becomes not surprising that Ocloo and Dogbe observed that the majority of people with disabilities do not enjoy fundamental human rights in Ghana.

Also, on the nature of inclusive education practice in Ghana, Ocloo and Dogbe (2006) pointed out that although special education has not been given the needed focus, a distinctive feature of its implementation is that it is mostly provided in urban areas and district capitals, even though a significant number of people with disabilities are found in rural areas. Ocloo and Dogbey documented that this is the foundation of an ineffectual inclusive education practice since the institutions for educating the individuals are far removed from these individuals. If one considers the economic status of Ghana and the cost of education, the practice becomes more unacceptable. Ocloo and Dogbe, therefore, went on to make the conclusion that there was the need for a new public education policy which will have to pay attention to special and inclusive education.

Another study with a focus on inclusive education within the West African landscape is that by Fakolade, Adeniyi, and Tella (2009). This study focused on the attitudes of teachers about the inclusion of special needs children in secondary schools. This study, set in Ibadan, which used the descriptive methodology had 600 secondary school teachers as its participants. The analysis of the attitudes of these participants towards inclusive education reveals that female teachers have a more optimistic approach towards children with special needs. It also revealed that professional teachers also tend to have a positive attitude towards special needs children as against teachers that were not professionally trained. The last significant finding of this study was that single teachers did not have a constructive outlook towards children while those who were married did. Given the results of this study, it is essential that the training of teachers, as well as the social background of teachers, has to be considered in the determination to realise inclusive education.

Rouse and Agbenu (1998) have discussed the obstacles to the advancement of inclusive education and how those obstacles could be resolved. In their paper, the central argument that Rouse and Agbenu put forth was that the teacher needs to be at the centre of inclusive education. This argument is complicated to refute, given the fact that the success of any policy of education relies to a more considerable extent on the quality and dedication of the teachers involved. The teacher is the individual who is at the forefront of the implementation of educational policy. This argument implies that teachers need to be better equipped through the process of training to be better prepared to implement policies of inclusive education. In this regard, Rouse and Agbenu go further to make the proposition he called the ‘three apprenticeships’. These are

the apprenticeship of the head, the apprenticeship of the hand and the apprenticeship of the heart. By the apprenticeship of the head, Rouse and Agbenu meant that prominence must be given to the development of the cognitive aspect of the teacher. The theoretical basis of the profession must, therefore, be given much attention in the training process. The apprenticeship of the hand emphasised the technical and practical skills that needed to be imbibed by the teacher to make him/her function better in the practice of inclusive education. The apprenticeship of the heart takes into consideration the ethical issues that are sometimes at the core of inclusive education.

The argument about the centrality of the teacher in inclusive education has also been made by Shulman (2004). In evaluating this argument, it has to be noted that although there is merit in emphasising the role of the teacher in inclusive education, such emphasis tends to make the student who is the target of such education peripheral. The student, as well as the teacher, will have to be at the core of any theoretical approach to education if that approach is to achieve the required results.

In the literature, there seems to be a fair amount of studies dedicated to examining the various concepts that exist in inclusive education. On the definition of inclusive education itself as a term, Boston-Kemple (2012) cited Dukes and Lamar-Dukes (2006) who define inclusion as all students being educated where they would be educated if they did not have a disability with necessary support provided to students, educators and families so that all can be successful. From this definition of inclusive education, we can see that the emphasis is on the provision of an enabling environment that allows students from different backgrounds and circumstances achieve the highest quality of

education possible. It also highlights the importance of the learning environment to inclusive education. Inclusion is only possible within the context of an enabling environment.

Dukes and Lamar-Dukes (2006) also revealed that in practice, terms such as inclusive classroom, inclusion, co-teaching, and disability were used without a clear understanding of their definitions or how they are related to one another. This apparent stage of vagueness in terms of what these concepts, according to Dukes and Lamar-Dukes, stand for should not be taken lightly since advancement in knowledge is dependent on the ability to communicate concepts. The literature recognises this importance and calls for a conceptual analysis of key terms in inclusive education. In his attempt to bring clarity to the terminology used within the discourse of inclusive education, Boston-Kemple (2012) describes inclusive classroom as a class in which all students are taught. It is a class in which teachers and staff have the requisite training and resources to mentor all the students in their class successfully. It is a class in which every attempt is made to provide educational resources for the success of all students, and it is a class in which all students can be successful.

The Boston-Kemple study report (2012) also looked at the implementation of inclusive education in the USA. In this respect, the report concludes that statistics indicate a progressive increase in inclusive education and that students educated outside of the regular classroom set up the amount to less than 21%. This finding, therefore, goes to provide evidence that, at least within the developed world, the practice of inclusive education is becoming the norm rather than the exception.

Ametepe and Anastasiou (2015) undertook a systematic account of the standing of special and inclusive education in Ghana. In providing a brief historical survey of inclusive education in Ghana, they noted that the effect of international organisations and policies was not apparent in Ghana before the Salamanca Statement of 1994. In undertaking a description of the status of inclusive education in Ghana, the study adopted three parameters. These are: (a) the extent to which the country delivers education to all of its potential students considering the national educational system as a whole; (b) the extent of special education services; (c) the extent of inclusive education. These three principles put together are sufficient for providing a balanced and objective assessment of the state of inclusion in any given society. They are, therefore, a comprehensive way of evaluating the status of inclusive education in Ghana. Ametepe and Anastasiou employed data from UNESCO's Institute for Statistics, the World Bank, and the Ministry of Education. The data was analysed using 11 different variables. These are as follows:

1. Special education coverage;
2. The adjusted enrolment rate in elementary education;
3. The net enrolment rate in secondary schools;
4. Survival rate to last primary grade;
5. School life expectancy;
6. Pupil/ teacher ratio;
7. Adult literacy rate;
8. Gross national income per head; and,
9. Human development index.

On the matter of findings of this research, it was revealed that a small number of students are receiving inclusive education. This finding is not surprising given that general enrolment is low in the country. The study also revealed that inclusive education was limited in the sense that it took into consideration only three disability types - deafness, blindness and intellectual disabilities.

Parekh's (2013) stance is that approaches are not geared towards definite exceptionalities, but are geared to be employed within exceptionality categories. In implementing strategies of inclusive education, therefore, actors must make sure that all disability categories are included to make the approach more holistic and broad enough to make a meaningful impact. Parekh, thus, pointed out that programmes for other disability categories are not in place. If it is the case that not all disabilities are taken into consideration in the inclusive classroom in a developed country such as Canada, one can begin to see the magnitude of the problem in the developing world.

Ametepe and Anastasiou (2015) have also provided some statistics on the state of inclusive education in Ghana. It noted that as of 2008, special and inclusive education coverage stood at a meagre 0.098%. Even though this is an imperfect statistic, observations made by the authors should have most stakeholders worried. Reasonably, the EFA goal of free and compulsory primary education for all, above the level of 90-95% actual participation of the school-aged population, could not be attained by 2015 without including children with disabilities. In making logical projections for 2015, Ametepe and Anastastiou indicated that it is perceived Ghana seems to be very close to the critical threshold of 90-95%. Again, their theoretical projection is susceptible to

a further empirical investigation that is a progress in the goal of universal elementary education above the threshold of learners.

Quite some observations ought to be made from the quotation above. The first is that despite the centrality of inclusive education to the attainment of goals of universal education, not enough attention has been paid to it in the matter of implementation of the policy. The other observation worth noting from the statement above is that there is the recognition that inclusive education is a key education policy and as such, has to be pursued to achieve the goals of universal education. Despite this recognition, Ametepe and Anastastiou concluded that disability and educational provision for students with disabilities are non-existent in the EFA goals that guide several sub-Saharan countries' education strategic plans. It looks obvious here that if universal primary education, early childhood education, literacy and gender equity in education are to be achieved, educational provision for students with disabilities is paramount. Therefore, an essential framework such as that of the EFA must, as a matter of necessity, provide guidelines that indicate how inclusive education must be implemented. The lack of policy direction provided by this document, therefore, shows a very negative drawback on inclusive education.

Another study situated within the field of inclusive education that is worth some extensive review is that by Parekh (2013). This study is essentially a case study of inclusive education in a district in Canada. In this study, Parekh points out that empirical research on inclusive education supports the adoption of inclusive education models in both school structures and the delivery of service. He acknowledged this was because of the need to give students with Special Needs the best possible education. In justifying the need for the adoption

of inclusive education models, the study noted that inclusion strategies and interventions in the classroom are also critical for the production of high quality, inclusive knowledge for students with Special Education Needs (SEN) on the steps towards the implementation of inclusive education. As mentioned early on, Parekh pointed out that strategies are not geared towards specific exceptionalities, but are instead designed to be implemented across exceptionality categories. This is a significant point because it marks a point of departure from Ametepe and Anastasiou's (2015) study which observed that within the context of Ghana, a specimen for the developing world, inclusive education did not broaden itself enough to take into cognisance the multiple disabilities that pupils face and have to cope with. This signifies that there is lack of compliance with the core principles of inclusive education, as Porter (2008) has argued rightly that principles and methods to inclusion can relate to students with exceptionalities.

A cursory look at a study by Parekh (2013) revealed that studies on disabilities have tended to concentrate on non-physical disabilities or intellectual. Some of the disabilities that were listed in this study include autism, learning disabilities, and mild intellectual disability. The impression created by this listing is that there is the privileging of specific disabilities types over others. Another observation that ought to be made here is that the studies on the implementation of inclusive education coupled with the fact that the disabilities focused on have more to do with the non-physical side means that the relationship between inclusive education and physical education is not defined correctly.

Another policy document that outlines the fundamental principles for promoting inclusive education is the European Agency for Development in Special Needs Education (2009). This document titled Key Principles for Promoting Quality Inclusive Education highlights recommendations regarding key aspects of educational policy that seem to be effective in supporting the inclusion of learners with different types of special educational needs within mainstream provision. However, before highlighting its fundamental policy guidelines, the document presents a summary of the key policies in the United Nations' policy document on inclusive education. In this regard, the authors noted, among other things that there is a reciprocal relationship between inclusion and quality of education. This argument is a tenable one given that for quality in education to be achieved, there is a need to ensure that it is relevant and accommodating of all potential recipients of that education. Another critical point in the UN's document is that access to education and quality are linked and are mutually reinforcing. This means that the ability of individuals to access education is a major contributing factor to the quality of that education. It again points out that quality and equity are central to ensuring inclusive education. The report in discussing the UN guidelines concludes that these propositions are fundamental to the key principles evident within the Agency's thematic work and which are presented in the following section.

The European Agency for Development in Special Education (2009) outlines seven fundamental principles to quality inclusive education. The crucial first principle that the document elaborates is that of widening participation to increase educational opportunity for all learners. This key principle aligns with what many scholars have said in the literature about the

relationship between inclusion and the quality of education. It is also without reason that this is considered a fundamental principle giving the fact that inclusion is all about ensuring that all categories of learners are given equal opportunities to succeed within the domain of education. The second fundamental principle is that there is a need for organisational culture and ethos that promotes inclusion. This principle is key in terms of the implementation of inclusive education. This is because it identifies that for inclusive education to be successful, changes must happen on the ground, or there needs to be a cultural change in respect to how people with disabilities are viewed. For this principle to see the light of day, key stakeholders within the educational enterprise must be made to undergo a process of re-acculturation so that they come to imbibe the values of inclusive education. The stakeholders that this process of acculturation should focus on include the learners, families, teachers and educational staff and most importantly, the local communities. The local communities are essential in that without the support of the communities in which the educational system is set, the culture of inclusion cannot take proper root and ultimately succeed in its goals.

The fourth key principle of inclusive education that is the need for support structures organised to promote inclusion. The report notes that support structures that impact inclusive education are varied and often include a range of diverse service professionals, tactics and working methods. Established support structures can act as a support to, or as a barrier to inclusion.

The support of these structures, whether financial or legislative, is integral for the success or otherwise of the enterprise of inclusive education. Another point about support structures is that, in fashioning these structures, stakeholders must

take into cognisance the different professional bodies and individuals involved in the process of implantation of inclusive education. The diverse categories of individuals involved in the process must, therefore, be given the needed and necessary attention.

Closely related to the principle of support structures is that of flexible resourcing systems that promote inclusion. The report explains that funding policies and structures remain one of the most significant factors determining inclusion. Limited or no access to individual facilities and provision may hinder inclusion and equality of opportunity for learners with SEN.

This principle highlights the fact that for inclusion to be successful, there is the need to ensure that there are funding and financial support. The support structures for inclusive education cannot thrive without the needed funding. Concerning the system of funding, the report makes a significant observation that there was a need for decentralised approaches to the allocation of resources that enable local organisations to support effective inclusive practice. This was an observation that highlights the situation whereby a centralised funding system which is a mark of inflexibility results in the misappropriation of funds. The last two significant principles of quality inclusive education discussed in the paper are the need for policies that promote inclusion and the need for legislation that supports inclusion. With regard to legislation, the paper notes that; all legislation that potentially impacts upon inclusive education in a country ought to undoubtedly affirm inclusion as a goal. Subsequently, legislation in all public sectors should point towards the delivery of services that boost expansions and processes working near inclusion in education.

The UNESCO (2009) policy guidelines on inclusion in education outline some challenges to policymakers on inclusive education that are worth looking at in this review. The first challenge the report confronts is that of attitudinal challenges. It noted that the term 'inclusive education' needs to be further clarified and adopted by educators, governmental and non-governmental organisations, policy-makers and social actors. The clarification of the term will help tackle the lack of understanding, awareness and support in society about inclusive education. Another critical challenge that policy-makers in inclusive education need to address is ensuring thorough early childhood care and education. This will ensure that resistance to inclusion is confronted as early as possible in the development of the child.

Perhaps the most critical challenge that needs to be addressed is the development of inclusive curricula. The implementation of inclusive education ought to be based on a set curriculum. There is, therefore, the need for such a document right from the onset. An inclusive curriculum must address issues such as transition as well as the number of academic subjects that it prescribes. In designing the curriculum, there should be the inclusion of multiple stakeholder participation. Another challenge that has to be confronted is that of teachers and teacher education. The report recommends that both pre-service and in-service teachers should be re-oriented and associated with inclusive education methods to give teachers the pedagogical capacities needed to make variety work in the classroom and in-line with reformed curricula. The last challenge that the UNESCO (2009) report discusses is that of resource allocation and legislation. It argues that national legislation should be changed and revised to incorporate notions of inclusive education. This is vital because,

without proper legislation to back inclusive education, implementation will be at the mercy of stakeholders. This is, therefore, a significant challenge that must be addressed.

Perceptions towards Inclusive Education

Teachers demand to pledge those persons with learning needs are furnished with conditions, much the same as their peers without learning needs, to build and draw in with intellectual abilities that are viable for a living (Chappell, 2008). Numerous instructors within academia feel that training youngsters with boundaries to learning is past their subject matter; thus, they ought not to be required to be discharging their teachings without help (Engelbrecht, 2006; Gaad, 2004; Fox, 2003). Instructors have detailed a few hindrances that forestall the adequate consideration of all students in the study hall; to be specific the class size, absence of teaching-learning materials and educators' pre-service preparation (Lifshitz, Glaubman & Issawi, 2004). An indication from history is that teachers come up short on the learning procedures, backing and help expected to address successfully every one of the issues of their students (Burke & Sutherland, 2004). In their studies, Engelbrecht, Oswald, Swart, and Eloff (2003) recognised five factors that are most upsetting to educators, i.e. managerial issues, absence of fitting help, issues identifying with learners conduct, teachers personal professional skill and an absence of a good relationship with guardians of learners. The apparent absence of teaching skills, restricted designated arranged time and lack of resources were prominently the setbacks to an inclusive paradigm (O'Rourke & Houghton, 2008),

The seeming needs of teachers who are believed to oblige a decent variety of student needs in regular classrooms should be attended to (Engelbrecht et al., 2003). Once the teachers' needs and concerns are listened to, the challenges with the execution of inclusive education will be eliminated to offset the teachers' stress. The concept of inclusiveness expects to take out all hindrances to learning that are entrenched in the framework, which may comprise physical blockades, curriculum obstructions or obstructions made by the atmosphere of the learning situation, to give some examples (Engelbrecht, 2001).

Attitudes of the Teacher towards Inclusive Education

In his study, Landsberg (2005) outlines that, suppositions, convictions as well as attitudes are legitimately converted into actions and habits in teaching and can likewise lead to help in making the right decisions. In other words, attitudes are defined as the positive or negative perception of instructors of what is happening within their study hall with regard to people with special needs who have learning difficulties (Cross, Traub, Hutter-Pishgahi, & Shelton, 2004). It is critical to take a look at teachers' demeanours towards inclusive education and students with learning needs as it impacts their perceptions just as their conduct, activities and accordingly their instructional practices that will illuminate their decisions (Engelbrecht et al., 2001; Moolla, 2005). When attitudes are created, they are difficult to change. Hence, teachers' demeanour becomes positive towards inclusive practices when right from the onset, the right and positive attitudes are formed.

Lambe and Bones (2007) argue that attitudes are believed to be prepared once they are shaped and are experienced to be exceptionally hard to change. Hence, in this way, instructors who create positive dispositions at the onset before they begin to teach under inclusive settings will turn out to be increasingly positive. It is proved in research that teachers have varied clarifications of inclusion and inclusive education and that how inclusive practices are executed in the classroom depends on how individual teachers perceive and define inclusion (Hays, 2009).

According to Schimper (2004), Wylde (2007), and Hays (2009), many studies have been done on the attitudes of teachers towards inclusion. Schimper and Wylde discovered that most of their respondents were confident about inclusive education, and this demonstrated the teacher's obligation to the justification for the inclusive paradigm. So far, studies done on the attitudes of teachers towards inclusive education have depicted those attitudes are firmly impacted by the type of disabilities of the learners. Instructors were increasingly positive towards the inclusion of students with learning needs and did not require additional instructional or managerial skills concerning the teacher (Engelbrecht et al., 2003; Hays, 2009). This assertion, therefore, means that there are specific disabilities that can blend easily in the regular classroom, and their presence may place less or no demand at all on the teacher's effort. There is a proof that teachers improved positive self-assessment in regards to their capacity to encourage learners with educational needs to learning was related to higher positive mentalities towards inclusiveness (Lifshitz et al., 2004).

Disabilities have been linked to black magic, juju or as a handiwork of God's interceded powers. Gaad (2004) believes that many negative mentalities towards persons with disabilities originate from these recently held misguided judgments and the absence of legitimate comprehension towards the medicinal side of handicaps. These discernments may channel down into the society, school and the teachers whose attitudes and perceptions could aggravate the practical practice of inclusive education (Gaad, 2004).

Teacher Stress

Engelbrecht et al. (2003) indicated that stress on educators is best labelled as a multifaceted procedure involving an interaction between the educator and the environment that contains a stressor(s) and a response. This is characterised with spiteful feelings such as tension, frustration, anxiety, anger, as well as depression (Moolla, 2005). Four types of stress are seen to be experienced by teachers in terms of their profession. The four experiences are difficulties with learners, time pressures, poor ethos due to inadequate workforce relations and poor working settings (Engelbrecht et al., 2003; Engelbrecht, 2006; Moolla, 2005). Engelbrecht et al. further state that the implementation of inclusive education could be seen to place extra strains on teachers, possibly triggering stress. They assume that teacher stress will be minimised if there are marginal discrepancies between teachers' perceptions of the accessibility of resources and support, and their perceived need for those resources and support that are realised to be used in an inclusive classroom. The implication here is that there should be a provision of the necessary resources needed to help the teacher to go through his work in the inclusive classroom.

This will reduce or possibly eliminate the usual stress that the teacher goes through.

Curriculum Related Issues

It is not always easy to accomplish the curriculum, which even represents the economic, social and cultural conditions of the community and give members of society a voice (Chappell, 2008). Teachers are typically concerned and concerned with achieving targets set by educational officials and also achieving individual goals for each student's special needs (Cushing et al., 2005). Hays (2009) observed that research has shown that teachers typically lack the expertise or experience to be able to change the demands of the modern curriculum, and this may lead to educators becoming hesitant to approach their teaching with new ideas and methods. This means that some teachers are likely to perceive themselves as incapable of managing diverse classrooms (Hays, 2009) since inclusive education is relatively new to them.

Hays is of the view that the curriculum is seen to be an external hindrance to learning, and is, therefore, gratifies educators to use dissimilar teaching methods to address these concerns. Hence, curriculum variation is a very substantial aspect to support the effective implementation of inclusive education (Engelbrecht et al., 2003). Educators differentiate teaching methods in the hope of differentiating the curriculum; however, the teachers in their study do not familiarise the goals, content and evaluation methods to each need (Ghesquiere, Moors, Maes & Vanddenberghe, 2002). In their report, Avramidis et al. (2000) cited that teacher understand material resources as critical components in adapting the curriculum to students with unusual barriers to learning. Effecting some crucial changes to existing education aids is vital to

allow students to take part in classroom activities and routines (Hays, 2009; Wylde, 2007).

O'Rourke and Houghton (2008) and Moolla (2005) emphasise mechanisms that are effective in the accomplishment of inclusive education such as co-operative learning, explicit and individualised instruction, peer support, curriculum differentiation and instructional strategies and teacher collaboration. Shongwe (2005) detailed these practical methods for teaching in an inclusive classroom, namely; group work, which provides support for students with barriers to learning from their educators and their peers in the school. Shongwe stressed that group work may also produce an improved thoughtful of cooperative learning and is advantageous to effective classroom organisation. Fox (2003) specified that useful inclusion of students, regardless of the type or severity of their obstacle to learning, is possible if educators use an organised teaching style, and practical support is provided.

Training Issues

Teacher training has been pigeonholed by fragmentation and includes grave discrepancies in both duration and quality (Engelbrecht et al., 2003). According to Engelbrecht et al. (2003), many teachers are seen to be underprivileged owing to the poor quality of their training in the field. Studies show that the need for professional development including initial teacher training and continuous professional development as being essential to the effective development of inclusive practices (Avramidis et al., 2000; Pearson & Chambers, 2005).

In Ghana, there is little training in special education for regular teacher trainees during their training (Okyere & Adams, 2003). However, Post-Graduate programmes in Special Education are also available at the University of Cape Coast and the University of Education, Winneba. Besides the degree course in special education that makes a teacher a specialist, the University of Cape Coast and the University of Education, Winneba have also mounted courses in "Introduction to Special Education". These courses present the effects of hidden disabilities as preparation for effective teaching.

According to Essel (1996), "Introduction to Special Education" has been designed to prepare the ordinary classroom teacher to recognise the need to identify cases of disabilities in the classroom and to make efforts at helping those children so identified. This means that graduate teachers are equipped with the necessary skills to enable them to handle students with disabilities.

In the past, in-service training was given to a large degree by universities, teacher training colleges and non-governmental or private organisations (Logan, 2002). The pieces of training, according to Logan, were generally clumsy, with no clear, complete policy procedures expressed by government education departments. She continued that as a result, educators decided their development programmes to meet the needs and knowledge necessary. Among the problems met with these in-service training programmes, according to Logan, were that they were mostly unreachable to all teachers; this was mainly due to their cost, entry criteria and qualifications, language proficiency of the teachers, travelling costs as well as the workload of the teachers in their workplaces. The factors cited generated barriers that disallowed teachers from taking advantages of these training programmes.

Avramidis and Kalyva (2007) reported that research works have revealed that professional advancement courses on inclusive education have resulted in less opposition towards inclusive practices by teachers and a decline in teachers stress levels when dealing with inclusion. In related ways, Downing and Williams (1997), Hays (2009) and Wylde (2007) reported that teachers' previous familiarity with inclusive education from pre-service training, and in-service training, were learnt to have added optimistic attitudes towards inclusion than teachers not haven grown that knowledge. Amod (2004) viewed teacher training in inclusive education as an ultimate aspect of training that involves administrative issues besieging inclusive education, exposure to the best inclusive practices, collaboration with colleagues and parents. They additionally specified that teachers should be provided with extensive training in managing the emotional and behavioural difficulties of students in the classroom to address impediments to learning within the classroom. This is because teachers that are trained to educate students with obstacles to learning expressed more optimistic attitudes towards inclusion related to educators with no any prior training (Lambe & Bones, 2007; Lifshitz et al., 2004).

It is proposed that inclusive education would be a confronting task if there were no impending education and training for teachers. This is because it is a fact that educators' insights or attitudes become inspiring and optimistic with additional training in the broad policies and skills (Amod, 2004; Avramidis & Norwich, 2002; Thomas et al., 1998). Research conducted by Scott (2006) emulated the frustrations teachers identified towards promised classroom support and curriculum training by the government. Studies cited focused on teachers' perceptions of the training courses. However, the studies should

contemplate those perceptions signify subjective experiences and not always reality. Training could be outstanding in fact, but teachers may have recognised it to be unsatisfactory and unhelpful (Hays, 2009; Logan, 2002).

Support Structures and Systems

Historical perspectives, according to Engelbrecht et al. (2003), indicate that scarce resources offered to conventional education were seen to be the source of educational tension for teachers interested in serving students with special needs. For the children and for that matter those with learning needs to experience practical learning and development, the active participation of parents is a dominant factor (Amod, 2004; Burke & Sutherland, 2004; Hammond et al., 2003). The involvement of parents, nevertheless, does not usually happen in government schools and teachers account for the increase of stress surrounding the restricted contact with parents of students, specifically with intellectual disabilities. Amod lamented that the key contributor to parents' deficiency of participation with their children's education is the socio-economic status of the parents which may be the result of the difficulty for parents to join in school meetings, parents working long distances away from home coupled with poor health influencing their ability to be involved in school activities.

Enabling systems and mechanisms that could be put into place to assist in supporting educators have been proposed by Amod (2004). The structures comprise the formation of School-based Support Teams (SBST), District Support Teams (DST), Special Schools as Resources, School Governing Body (SGB), School-Based Staff Development Programmes (SBSDT) and the employment of local society resources, and learner-to-learner support. In their study, Avramidis et al. (2000) testified that 56% of teachers specified that they

needed more support for students with learning needs. The process by which individuals with special needs feel valued cared for, and related to a set of people which as a result will shape that individual's values, belief system and thought processes to require social support in an inclusive classroom (Pavri & Monda-Amaya, 2001). We-feeling, receiving necessary assistance and passionate support from essential members in one's social network influences positively on the social welfare of students with hindrances to learning (Pavri & Monda-Amaya, 2001; Wylde, 2007). Studies discovered that inclusive classrooms promote cooperative relationships between students with learning difficulties and their peers, which then augments student's social satisfaction at school (Pavri & Monda-Amaya, 2001; Shongwe, 2005). Nevertheless, there is contradictory research that specifies that inclusive education could be catastrophic to persons with disabilities, disadvantageous to students with no difficulties to learning and students with challenges to learning may endure from peer rejection and inferiority complexes (Shongwe, 2005; Wylde, 2007). It, therefore, means orientation or education that is geared towards acceptance of individuals with disabilities into the regular schools for successful inclusion has not been tailored in a way to include pupils or students without disabilities.

Downing and Williams (1997) admit that students without learning needs become more tolerant, understanding and recognising likenesses with students with special educational needs when they are opened to them in the classroom. Hays (2009) attests that these students become more aware of other children's needs, more contented around people with disabilities, more accepting of differences and an enhanced social and emotional development. Nevertheless, through inclusive education can be a decisive factor to students

with no obstructions to learning. It is also reported to be unfavourable to these students at times as parents have noted the teacher's absence of time spent in supporting all learners in the class (Shongwe, 2005).

Personal Characteristics of Teachers

There are mixed opinions on the association amid teachers' age and gender and their views regarding inclusive education. In their research, Avramidis et al. (2000) specified that none of those variables was found to be meaningfully related to teachers' attitudes. Wylde (2007) asserts that there are no significant relationships between the age of the teacher and their attitudes towards inclusive education. On the contrary, however, Parasuram (2006) recounted that, educators in the age range of 20-30 years had extra positive attitudes towards inclusion compared to 40-50-year-olds (Avramidis & Norwich, 2002; Christie, 1998). It is assumed that this might be the result of the younger generation being exposed to changes such as globalisation, information technology and internet growth (Parasuram, 2006). Some other studies, according to Parasuram and Avramidis, and Norwich (2002), found that women appear to be more optimistic about people with disabilities while others reported that gender is not linked to inclusive education attitudes.

Other studies have also shown diverse views on the relationship between the number of years of teaching experience and teachers' views towards inclusive education. Parasuram revealed that educators with 5-10 years' experience had more positive attitudes compared to those with 10 to 12 years' experience. Research by Scott (2006) indicated that educators with 12 years or more teaching experience struggled to adjust their perceptions towards useful teaching methods. The teachers' failure to adapt their teaching techniques can

result in added stress for teachers, which probably could result in contrary perceptions towards inclusive education (Scott, 2006; Lambe & Bones, 2007). Avramindis and Norwich (2002) discovered that the more knowledgeable educators had with special needs students, the more promising their attitudes towards inclusion tended to be, and the more confident the educators became. This denotes that the number of years that educators have been in touch with students with special educational needs is also an essential factor in evaluating the teacher's understanding of inclusive education. Conversely, a study carried out by Moolla (2005) found that the majority of teachers stated limited experience working with students with barriers to learning and this resulted in teachers' lack of confidence to teaching in new conditions.

Class Size

One known reported barrier to active learning in an inclusive classroom is the class size (Shongwe, 2005; Wylde, 2007). Avramidis and Norwich (2002) reported that the more students with special needs in a class, the less attention is allocated to all the other students because the majority of the students require more one-on-one attention from the educators. Class size should reduce to 20 students per class, to allow for the effective implementation of inclusive education, Avramidis and Norwich lamented. This is likely to reduce the struggle with which the instructor would have to deal with as the problems of discipline and conduct become more of an issue.

From the above-mentioned barriers to learning, it can be seen that it is crucial to recognise the particular background of the school when planning and to establish inclusive educational programmes (Engelbrecht, 2006). Indications from further research are that while teachers support inclusive education

generally, many have concerns concerning its execution (Amod, 2004; Hays, 2009).

In his lamentations, Salisbury (2006) claimed that schools' ability to meet the diverse needs of students who vary in their capacity, language, culture, and socio-economic status would require schools to adjust not only their systems, strategies, and procedures, but also the school's fundamental philosophy and attitudes and beliefs. This means that schools should not be dumping grounds for persons with learning needs but a place where they will enjoy educational support just like their peers without special needs.

Individualized Education Plan

The Educational Strategic Plan (ESP) 2003-2015 in Ghana was about integrating children with special needs into the mainstream schools by the year 2015 (Avoke, 2005). One aim of the Plan was that the learning needs of everyone must be met to allow inclusive education to advance (Ametepee & Anastasiou, 2015). The strategy used was to design and implement programmes for the integration of special and formal schools. Furthermore, ESP called for a redesign of facilities and infrastructures to accommodate all children with special needs (Avoke, 2003). According to Avoke, ESP stipulated that there should be support systems and programmes for children with special needs to help increase their attendance into the mainstream schools. Again, there should be the provision of social, emotional and psychological environment for the children to feel welcome, and motivated to come to the school and learn (Lopez & Caspe, 2014). All strategies mentioned as stipulated in the ESP could be seen as targeting the individuals with special needs to make them comfortable and to

address their personal needs at wherever the need would arise for them to be included.

Similarly, in 2004, the Education for Persons with Special Needs (EPSEN) Act was published in Ireland. Among the critical issues lined up in this Act was the provision of the legislative basis for the introduction of individualized education plans (IEP's) for children with disabilities and special educational needs (SEN). The Act classifies Special Educational Need as an impairment of an individual's ability to engage in and benefit from education because of permanent physical, visual, mental or learning disability or some other condition that results in a person functioning differently without that disorder.

Children with disabilities are suggested to be educated in an inclusive environment with children who do not have special educational needs under the Act. Significantly, to be noted is that the Act stipulates that the child should be educated in the least restrictive environment that is a place where the best interests of the child are met. As a working document, the Individualized Education Plan (IEP) should be accessible, beneficial and understandable to all those dealing with students with disabilities. It should be capable of providing a complete record of the students learning needs, goals and progress (NCCA, 2002).

According to Ferrari (2015), an IEP describes the personalised objectives of a child who has been determined to have a disability or requires specialised accommodation. It further states the IEP is intended to help children reach educational goals more quickly than they otherwise would. It, therefore, means that the IEP must be fashioned to suit the individual student's needs as

recognised by the IEP evaluation process, and must particularly help teachers and related support professionals such as school managers understand the learner's condition and how the learning process impacts the condition.

The IEP explains how the student learns, how the student best expresses the learning, and what teachers and service providers are going to do to help the student learn better. Developing an IEP includes an assessment of students in all areas of potential impairment, parallel consideration of the ability to access the general curriculum, consideration of how the impairment affects the learning of the student, setting goals and objectives that relate to the student's needs, and selecting a placement in the least restricted environment possible for the student (Ferrari, 2015).

Ferrari emphasises that IEP is to safeguard that students receive an appropriate placement, not only in special education classrooms schools. This means that IEP is to provide the student with learning and an opportunity to engage as much as possible in daily school culture and academics. The individual student can have specialised assistance in this way only when such support is unconditionally necessary and then sustains the liberty to relate with and participate in the activities of his or her more general school peers.

In as much as teachers understand the worth of IEP (Sahin, 2012), teachers consider the preparation of the IEP or IEP paperwork as an administrative burden (Bandu & Jelas, 2012). Vogel (2006) also noted that teachers continue to complain about administrative paperwork that accompanies the IEP even though they understand that if it is used as intended, IEP can guarantee the provision of educational services to suit the needs of the students.

This means that though IEP is considered to assist students with learning needs, teachers are not comfortable with its implementation as it burdens them.

Special Needs Assistant

It is the onus of school systems to involve students with disabilities in regular physical education, and a whole school method needs to be implemented in order to be successful (NCCA, 2002). Meegan and MacPhail (2006b) agree that the Special Needs Assistant (SNA) plays an essential role in making the community of the school and physical education a better place, friendly and inclusive environment for students with SEN and the SNA is a necessary resource in the delivery of the physical education curriculum. Specifically, the role of the special needs assistant is to assist in the care of the students with disabilities in an educational context. DES (2002) noted that the duties of a special needs assistant are non-teaching. Ensuring that children with disabilities enjoy quality physical education in schools is a fundamental function for the special needs assistant and is a supportive and transparent partnership between the physical education instructor and the special needs assistant (Hannon,2005). Despite all these, a study by the Special Needs Committee (2004) revealed that 44% of SNAs surveyed indicated that they were uncertain of their role and misunderstandings between them and the teacher had arisen as a result. Responsibilities should be changed to meet the individual needs of the pupil involved when special needs assistant has been chosen to help a school in caring for a particular student (DES, 2002). Logically, once conflict emerges between a teacher and a Special Needs Assistant who are to see to better teaching in their class, the students are likely to suffer academically and eventually, inclusive education may be a failure. Conflict-related issues among teachers and special

needs assistants if not eliminated could be reduced if responsibilities of teacher and Special Needs Assistant are modified and apportioned to enhance good teaching in the inclusive classrooms.

The Special Needs Committee Report (2004) in the United States has suggested that having a non-teaching staff member in classrooms is a practice that teachers continue to adapt to in classrooms. Teachers also had concerns about the confidentiality of students with disabilities especially if the SNA was a parent of another student. The responsibilities of the SNA were issues that were also interrogated in the report as some SNAs were uncertain of what they were supposed to be doing which often led to misunderstandings, and some teachers indicated that in their school, SNAs were used to perform administrative and supervisory duties. It, therefore, means that in certain situations, the roles of the special needs assistant were not clearly defined to allow them to perform as expected of them.

Participation in Life Activities

One needs to be an active part of his own life in order to participate, being able to decide how and what activity they wish to participate in and to be allowed to take part in desired activities. This means that participation is a multidimensional concept with an internal personal dimension, an activity dimension, and a contextual dimension. It should be noted that participation in life activities is part of a child's development, learning process, and life. According to Law, Finkelman, Hurley, Rosenbaum, King, King and Hanna (2004), participation enables children to explore their potential, and it affects future life satisfaction. Bradley, Keane and Crawford (2013) are of the view that full participation in school supports academic achievements. This implies that

opportunities to participate in desired activities and to make decisions about everyday life are necessary for the individual's experiences of participation and well-being. Molin (2004) suggests that to be engaged in an activity, an individual must be aware that the activity exists, have access to the activity, and be interested in participating in the activity. One's involvement and participation in activities can be observed and experienced at the nodal point between the person and the immediate setting, that is, the person-environment niche (Imms, Granlund, Wilson, Steenbergen, Rosenbaun & Gordon, 2017).

In defining participation, Gustavsson (2004) indicated that it is something essential to facilitate on the personal level, but it is not always clearly defined. He continued that participation could have a civil rights perspective and be a part of the advocacy movement in which participation is used together with concepts such as normalisation, integration, right living conditions, and is an equal member of society with the same rights as others. Participation can have various meanings, depending on where and when it is used. Participation can be seen in several ways, such as being part of something and having a feeling of kinship (Gustavsson, 2004).

Gustavsson indicated that the feeling of participation on a higher level is one of the prerequisites for a society to create solidarity in various societal settings. Engagement and participation for young children manifest through play, according to Johnson, Christie, and Yawkey (1999). Szönyi (2005) focused on children with mental retardation in special elementary schools and realised various perspectives on school participation. Szonyi's research realised that students identified social aspects of participation more often than academic aspects and problems. Special schools, according to Szönyi, were seen as

something positive for their participation even though they usually felt that they wanted to be a part of the regular school. Szonyi, however, did not mention the reason why the students preferred to be in the regular schools but would like to be in the special school when it came to participation in social activities. The possibility can either be that teachers had it difficult to blend the students with disabilities in the same group as the abled students or the students with disabilities felt unwanted when it came to social participation.

Owusu (2009) defines participation with a focus on students with disabilities in special high schools by placing activity and participating in activities as central concepts. Being involved and being able to make decisions where necessary, Owusu argues that maximal participation happens in interaction with context. It is marked by acceptance and reciprocity, together with a sense of belonging; hence, it also focuses on personal, interaction, and contextual factors. Owusu claims that one cannot talk about participation without mentioning belonging and that belonging by itself is not the same as participation. He added that participation, inclusion, and belonging are essential factors for children with disabilities and that being able to make decisions, to be involved in everyday activities, to belong to groups, and to have friends are vital aspects of life, regardless of setting.

Factors Related to Participation in Physical Education

Drawing a line between what is participation and what factors are related to participation is difficult. This is because participation is a multidimensional concept, consisting of personal traits, interactions, and contextual prerequisites. Owusu (2009) cites Bronfenbrenner (1999) that according to modern theories of development, most outcomes related to developmental processes such as

participation are consequences of multiple functional and structurally interrelated factors of influence. It continues that depending on the type of outcome, these factors might vary, so in studying participation in school events like physical education and sports, it is vital to define participation and to delimit factors that are directly and indirectly related to participation. This means that the degree of participation depends on patterns of factors related to participation. For example, it has been found that having an overall positive rating of several personal and contextual factors was the strongest predictor of frequent participation in school (Almqvist & Granlund, 2005). Furthermore, Almqvist and Granlund contend that factors related to participation in young adults with disabilities were personal factors such as involvement, self-efficacy, self-determination, and well-being, and environmental factors such as social support, having choices, opportunities, availability of activities, and people's attitudes.

Social Relationships for Participating in Physical Activities by the Students with Disabilities

Holt (2003) indicated that children with disabilities should be educated within mainstream school settings and not segregated in special schools. Students with disabilities are included in regular school activities like physical education and sports to increase their opportunities of gaining theoretical and social knowledge to promote their independence and social participation (Bronson, Hauser-Cram, & Warfield, 1995; Gustavsson, 2004).

Evidence shows that children with disabilities have long been integrated into regular schools, but they often have problems with social integration, such as participation in group-activities (Cullinan, Sabornie, & Crossland, 1992).

Cullinan et al. defined being socially integrated as being socially accepted, having at least a mutual companionship, and being a dynamic, equal member in activities performed by the peer group. In line with this, Kennedy, Cushing, and Itkonen (1997) think that adjusting the environment can support social relations and friendships for severely disabled students as well as educating teachers and peers in giving social support, placing the peers close by, and providing support within the general school setting. This means that participation in school activities, including physical education, is related to having and creating friendships. The status of children and adolescents who seem to be less liked, as playmates are improved with the participation of physical education and sports together (Jacobs & Coie, 1999). This is so because school activities like sports contribute to educational success and support good relationships with peers (Mahoney, Cairns, & Farmer, 2003). Lane, Givner and Pierson (2004), according to Owusu (2009), stated that without vital social skills, students risk academic under-achievement, peer rejection, and strained relationships with teachers. Therefore, social skills from teachers will be a necessary tool to help advance the inclusive paradigm.

Assigning the reason, Magiati, Dockrell, and Logotheti (2002) attest that the problem in interacting with other children might be that, even though people have a favourable view of including children with disabilities when asked, they are less favourable when it concerns activities that they are involved. According to Holt (2003), teachers' attitudes and behaviour affect children's motivation and participation. He laments that teachers are often favourable to the inclusion of students with disabilities but prefer that they receive support outside their classroom. Holt continues that teachers often feel that removing the child from

the class is the right solution that helps them manage the class. Removing a student from the class reduces opportunities for being included, and participation in activities with friends and peers might be a hindrance. He further stated that the reason for excluding students who require special classroom support is pressure to maintain standards regarding inclusion as social intervention and not an academic intervention.

Evidence from Cole, Waldron, and Majd (2004) revealed that excluding children from class does not increase their performance. The research of Cole, Waldron, and Majd found no difference in performance and learning between children with disabilities in inclusive and special classes. What they realised was that the diversity benefited the learning of students without disabilities and that students with disabilities included in regular classes risk experiencing inappropriate educational interactions. According to Cook (2001), students who require special support were found to be over-represented in teachers' indifference and rejection categories. His reason for this is that teachers feel they do not have the knowledge and training to support these students. It is the belief of Skinner and Belmont (1993) that involved students receive emotional support, and uninvolved students receive responses that further undermine their motivation. They are also of the belief that when students receive less support and experience the teacher as inconsistent, they may develop an external locus of control. The implication here is that teachers and their attitudes and behaviour are a critical component of the proximal environment.

Environmental Factors Affecting Physical Education and Sport Participation

In as much as the actual environment is essential, its physical and social elements can develop and limit participation opportunities. The perception of the students as far as the environment is concerned can affect participation opportunities, they feel they possess, which in turn has its effects on situations they participate in, depending on interest. A suitable environment for a child has an excellent personal fit in which they locate avenues for the promotion of participation.

As cited in Owusu (2009), McDougall, Dewit, Hong, Miller, Offord (2005), five factors serve as impediments to participation in sports and recreational activities. These are interest or preferences, time, money, facilities and skills. The elements of planning and preparation for play and interaction will support and enhance children's play, development and social relationships (Doctoroff, 2001). Literature in line with the relationship between the student's environment and participation is not readily available. Consistent with this, Hemmingsson (2002) laments that there is little research on environmental factors that affect participation in school. Hemmingson realised that most students with disabilities experience participation restrictions in their physical and social context. He continues to argue that even though older students perceived barriers, many of the obstacles emanated from the organisation and carrying out of teaching and not from the degree of disability. It, therefore, implies that though unintentional, teachers' organisational and teaching flaws can create some kind of artificial disabilities to aggravate the already existing learning difficulties for students with disabilities.

To remove such barriers, Howes, Farrell, Kaplan and Moss (2003) suggested a support mechanism in the form of a personal or classroom assistant. They, however, caution that occasionally an assistant can create impediments for participation in the school. This means that the work of the assistant can either impede to enhance participation and social relationship. Howes et al. continue to argue that it not sufficient to have an assistant to enhance participation; an assistant needs to be a valued member of the educational team, working as mediators and being excellent at tapping into the socio-cultural lives of students.

In his argument, Owusu (2009) laments that there seems to be a compromise that persons with disabilities participate less and that there has been the focus on the societal level of participation, such as human rights, normalisation, and self-determination, but more focus on the child in his/her everyday setting is needed. It is also necessary to focus on participation as a multidimensional concept related to many factors. Participation may be defined in many ways, and the concept of participation for children and adolescents with and without disabilities must be understood. It is also necessary to recognise what factors are relevant to the participation since research indicates that social factors, such as social skills and friendship, play a more prominent role in the level of participation than disability type. Environments seem to consist of facilitators and barriers. Finding out what role environments have on participation, therefore, is necessary, especially to how participation for children with disabilities is measured.

Physical Education

According to Wuest and Bucher (1995), physical education can be looked at as the educational process through which human performance and human development are enhanced through the medium of physical activities. Physical education, therefore, includes the acquisition and enhancement of motor skills, development of physical fitness and knowledge about physical activities. What this concept of physical education shows us is that it is about the child's physiological growth, and how that physiological development leads to the child's overall development.

A comprehensive definition of physical education is provided by the Berlin Agenda (1999). It says physical education is a comprehensive introduction and development through the skills and understandings necessary for a lifetime commitment in physical activity and sport as well as successful participation in work, family and leisure activities in the 21st century. This definition is comprehensive in that it highlights the two critical aspects of physical education. The first is that physical education is interested in horning the skills of the students. There is, therefore, an emphasis on the enhancement of the physical attributes of the student. The second dimension of physical education that is highlighted in this definition is that it is also interested in revealing the knowledge that students need to enhance their physical attributes. This can be thought of like the theoretical dimension of physical education. The definition also draws attention to the function of physical education, especially within the context of modern society. The importance of physical education as a tool for professional development is hinted at by this definition. We, therefore, see within the parameters of this understanding that physical education can

result in the discovery of talent that will form the foundation for a career in professional sport.

On the importance of physical education, the National Summit on P.E. (2005) sees Physical education as the structured development of physical skills to allow children to move quickly, effectively and safely and to understand what they are doing. The consequence, physical literacy, is as critical as numeracy and literacy for the education and growth of the children.

This view in terms of the importance of physical education, therefore, equates physical education to both literacy and numeracy on the cline of educational significance. Whatever has to be added is that we must see both physical education and intellectual education as complementary rather than competitive. It is in recognition of this idea that the National Council for Curriculum and Assessment (2003) points out that the purpose of physical education is to contribute to the preparation of the student for a life of self-directed well-being. This purpose, therefore, looks at physical education in terms of how it relates and helps improve the overall health of the student.

Despite the acknowledged importance of physical education, it has often been looked at as a less important subject of study in schools. Physical education is often considered, according to Kanan (2006), as a peripheral or second-class subject, having a lower status and being negative, vocationally non-productive, non-academic, deficient in educational value, and merely a compulsory recreational practice. These perceptions about physical education are unfortunate, given that the benefits students stand to derive from the subject are numerous. Even viewed alone from the perspective that physical education does enhance the physical wellbeing of the student, no counter-argument about the

unimportance of physical education is tenable. It is, therefore, within this line of reasoning that Hardman and Marshall (2000) pointed out that quality physical education is the utmost useful and comprehensive way of providing all children with the skills, behaviours, beliefs, experience and awareness to engage in physical activity and sport for a lifetime.

In reflecting on perspectives on the importance of physical education, the National Association for Sport and Physical Education (2011) has pointed out that states and school districts also consider ways to reduce spending and balance the budget during difficult economic times. In effect, physical activity is frequently aimed at reduction or removal. Such action, as indicated above, is fuelled by perceptions about the relative unimportance of physical education. It is against this backdrop that Le Masurier and Corbin (2006) catalogue ten reasons for which physical education should be prioritised. These reasons are listed below:

1. Regular physical activity helps prevent disease.
2. Regular physical activity promotes lifetime wellness.
3. Quality physical education can help fight obesity.
4. Quality physical education can help improve lifelong physical fitness.
5. Quality physical education offers exclusive prospects for activity.
6. Quality physical education imparts self-management and motor skills.
7. Physical activity and physical education promote learning.
8. Regular physical activity makes economic sense.

9. Physical education is widely endorsed.

10. Quality physical education aids to teach the total child.

The outline above is comprehensive in that it touches on all the reasons for which physical education has to be prioritised. Cutting funding for physical education, therefore, has implications far beyond physical education itself.

Given the problem of funding when it comes to inclusive education, a UNESCO (2009) study titled 'Towards inclusive education for children with disabilities': A guide indicated that there was a need for the establishment of a dedicated fund for inclusive education. Such a legal instrument would ensure that there is always funding for inclusive education. Another recommendation meant to fix the problem of funding for inclusive education made by this report is that in the early stages of the implementation of inclusive education, there should be an increased budget. This is to ensure that positive outcomes are guaranteed in the early parts of the operations of the policy to protect that the policy is not discontinued.

Aside from the critical commentary on the issue of budgeting that the report confronts, its conclusions were also worth paying attention to. The study looked at the state of inclusive education in some selected countries in Asia. It points out that there is an increasing understanding of the concept of inclusive education, its relationship to special needs or special education. Despite this great observation, the report also makes another important observation of the implementation of special education within the region. This is important in that it points out the critical challenge to inclusive education in the region. This challenge is that in most countries in the region, the difference between the

concept of inclusive education and the actual provision for children with disabilities is still too high.

As has already been hinted at in this review, physical education even has a bearing on the intellectual development of the child. It is in this vein that McNamee (2005) makes the point that quality physical education greatly enhances the intellectual development of the student. The benefits of physical education cannot, therefore, be looked at in isolation but have to be examined in terms of how they relate to other subjects in the school curricula. It is in the face of such a comparison that the intellectual benefits of physical education are brought to the fore. What the intellectual benefits of physical education tell us also is that the programme for physical education must be integrated across into the educational system. Such integration will ensure that the physical, social, emotional cognitive, aesthetic, moral and creative aspects of the development of the child are catered for (Sleap, Warburton, & Waring, 2000). Physical education must, therefore, aim at the complete and holistic development of the child to ensure that the child can function across multiple situations throughout his or her lifespan. This education must also provide the student with the knowledge and skills needed to engage in activities that go to improve his or her health. Physical education is, therefore, essential because it encourages an active lifestyle in its recipients.

The aims of physical education are tied to the general objectives of education itself. One of the general objectives of education is that it aims to enhance human performance and development through the medium of physical activities. This leg of the objectives of education is what physical education attempts to realise. The influence of the objectives of physical education to its

nature is what is highlighted by Okonkwor (2006) when he defined physical education as a branch of general education, which educates the child through the physical, which aims not only at the intellectual but other aspects of the individual's development including psychological and social. In this regard, physical education has to be understood within the broader context of the purpose of education to society.

A position statement by the National Association for Sport and Physical Education (2011) in the United States holds that physical education is critical to educating the whole child. What this implies is that holistic education of the individual cannot be attained if it does not recognise the role of physical education in that endeavour. According to this policy document, research within the field of physical education has confirmed the fact that students excel in school when they are emotionally and physically healthy. Physical education is then the means through which the physical health of the student can be attained. The National Association for Sport and Physical Education's position statement also points out that physical education aims to create physically trained individuals who have the experience, skills and motivation to pursue a physical activity for a lifetime.

Given what physical education is meant to do, one question that is worth answering is who the physically educated individual is. The National Association for Sports and Physical Education (2011) indicated that a physically educated person is a person who has the following:

1. Demonstrates capability in motor skills and movement patterns to accomplish a variety of physical tasks;

2. Demonstrates a realising of movement concepts, principles, strategies and tactics as they relate to the learning and performance of physical tasks;
3. Participates regularly in physical activity;
4. Achieves and preserves a health-enhancing level of physical fitness;
5. Displays responsible personal and social behaviour that respects self and others in physical activity settings; and
6. Appreciates physical task for health, enjoyment, challenge, self-expression and/or social interaction.

From the criteria outlined above, it is apparent that the two essential dimensions of physical education are the skills that are enhanced and the knowledge that is needed to enhance those skills. The goals of physical education, therefore, range from intellectual to physical, where the physical can be measured in terms of the health of the individual. The position statement concludes by arguing that a high-quality physical education program offers students more than just skill development and physical activity; it emphasises student learning in all three domains (psychomotor, cognitive and affective).

It has already been pointed out in this review that there is consensus in the literature that quality education and inclusive education are intrinsically related. Despite this acknowledgement, the practice of inclusive education in Ghana appears not to consider this fact. Pekeberg (2012), in a study in Ghana, found that there was no consideration for the relation between quality of education and inclusive education. In discussing the practice of inclusive education in schools in Ghana, Pekeberg argued that inclusive schools are aimed at universal values

of education, which concentrate on educational access for people with disabilities and learning challenges, and that no particular attention has been paid to quality. This finding means that within the context of education in Ghana, inclusive education is seen as access to education. The implication, therefore, is that the measures that need to be put in place to ensure that there is access to quality inclusive education have not been considered even for schools whose purpose is to provide inclusive education. Pekeberg concluded that there was no significant difference between the comprehensive studied school and the reviewed conventional school because the critical difference was that the two schools promoted different children's access to education.

Nevertheless, even regarding the poor implementation of inclusive education, Pekeberg pointed out that children with visible disabilities were denied access to education. This finding is important since it implies students with disabilities that are not visible are not respected when it comes to implementing inclusive education. It, therefore, means that a high number of students with disabilities are not provided with the services that they need to succeed. However, a more worrying finding with regard to Pekeberg's study is the silence about how physical education was implemented in the inclusive school. This, therefore, means that even in the inclusive school, the focus was solely on the academic and intellectual aspect of the child to the utter neglect of physical education. In implementing physical education in Ghanaian schools, therefore, physical education is peripheral. In the face of this observation, it is safe to conclude that the quality of inclusive education in inclusive schools in Ghana is inadequate if not negligible.

Forlin, Chambers, Loreman, Deppeler, and Sharma (2013) discuss inclusive education for students with a disability within the literature on inclusive education. The study which focused on inclusive education in practice in Australia sought to measure the state of inclusive education in Australia in comparison to other countries of the developed world. After reviewing the literature on inclusive education, they realised that, while there was a body of literature that aims to detect suitable inclusive practice, there is much less literature that reviews actual practices that meet these criteria. In particular, there is a scarcity of data on good inclusive practice in most jurisdictions in Australia. This state of affairs, therefore, means that there are not enough attempts towards evaluating the way of inclusive education. Without such studies, it is hard to envision how inclusive education can be assessed to lead to improvements in its practice.

One other key point about the practice of inclusive education that Forlin et al. (2013) looked at is the issue of the adaption of policies. The study stated that Australia should exercise carefulness in the wholesale adoption of policies or practices from elsewhere deprived of due consideration of context and the complexity of the jurisdictional educational systems that exist within its states and territories. This voice of caution is critical within the context of inclusive education in Ghana. Policies developed, for inclusive education outside of the social reality are not adopted as wholesale for implementation. Instead, they will have to undergo a process of adaption so that they become consonant with the social environment. This is the only way the goals of inclusive education can be attained in situations where policies of inclusive education are developed outside the host community.

Forlin et al.'s (2013) study concluded by outlining some suggestions aimed at assisting future policy development on good practice in inclusive education. The first of these suggestions was that the tensions arising from the choice and equity debates must be confronted. This is because these debates and depending on the leaning of a particular administration could negatively be influencing the funding for inclusive education. The second suggestion that the study makes is that there was a need to increase pressure to demonstrate improvement in academic outcomes. This is important because it will help highlight the importance of inclusive education to stakeholders such as funding agencies and government. Thirdly, it indicated that there was a need to align teacher education programmes with inclusive education policy. This was to ensure that teachers acquire the skills to function in an inclusive educational environment. This suggestion is also in recognition of the centrality of the teacher to the inclusive education enterprise. The eminence of the teacher has a significant influence on the success or otherwise of inclusive education. The final proposal that was given by the study is that teacher education has to be seen as professional learning. This point encourages the teacher to undertake on the job learning regularly. This will ensure that the teacher is informed continuously concerning current and up-to-date practices on inclusive education.

Seymour, Reid, and Bloom (2009) examined the role of friendship in inclusive physical education. This study made the famous remark that social interaction and development of friendship between children with and without disabilities are often proposed as potential outcomes of inclusive education. The remarks mean that the practice of inclusive education must be seen, to result in

the building of social relationships between children with disability and those without a disability. This is in the sense that if the practice of inclusive education results in the building of friendship between children irrespective of the presence or otherwise of disability, then inclusive education can be said to have contributed optimistically to the development of the child.

Seymour et al. (2009) also suggested that when it comes to studies on physical education and inclusive education, the concept of friendship has mostly been ignored. This is even though sports education is an essential avenue for interaction among students and as such, is a crucial medium through which inclusion can improve. In light of this observation, Seymour et al. set out to examine the nature of and role of friendship in inclusive physical education. In this attempt, their study sought to answer the following research questions:

1. Do friendship amongst students with and without disabilities develop?
2. What factors assist or perform as barriers in friendships that emerge?
3. Do friends in inclusive physical education play an essential role in critical self-perceptions such as competence, self-esteem, and enjoyment as suggested in sport psychology?
4. Is inclusive education associated with individuals with disabilities being socially isolated or having difficulty developing social relationships?

In terms of the methodology used in their study, the research involved sixteen participants, eight with a disability and eight without a disability. The use of a semi-structured interview guide was employed to study the

relationships that existed among the 16 students who provided the study data. Concerning the findings of the study, it was observed that persons without disability had more extensive social networks beyond school in comparison with those with disabilities. The authors, reasoning from this observation, concluded that the school setting provided opportunities for making friends for children with and without a disability. The study further revealed that persons with disabilities often had best friends that were restricted to the school environment. This study was, therefore, able to point out that children with disabilities had less external social interactions as compared to the school environment. It, therefore, stands to reason from this finding that to improve inclusiveness, the external environment, or the home social environment should also be focused on since it has a vital role to play in ensuring that the goals of inclusive education are realised.

In the matter of the relationship between friendship and inclusive physical education, it is pointed out that within the school environment; persons with physical disabilities were more involved in physical education, which can be seen as a function of the friendships developed with fellow students. This finding must be highlighted because it speaks to the importance of the success of inclusive education in the diminishing of the social as well as the educational gap that exists between persons with disabilities and those without a disability. Again, in concluding, the study made the point that all participants articulated desirable characteristics of a best friend and spoke with genuine apprehension about the qualities of their best friend. The study concludes by making one last important observation. This observation is that during recess, persons with disabilities were more physically active in communities than those without

disabilities. The authors, therefore, recommend that strategies should be developed to reduce this difference in terms of the relationship between the social environment and participation in physical education.

Another study which examined the extent and nature of social interactions among students with and without disability in physical education was conducted by Blinde and McCallister (1998). They found that one general feature in terms of the relationship between children with disability and physical education is that they feel uncomfortable in physical education. This general discomfort by children with disabilities is, in effect, an essential hindrance to inclusive education in general and inclusive physical education in particular. This result is not extraordinary given that physical education, by its nature, requires that students use certain parts of their bodies to perform the necessary exercise or physical educational regime. Physical education, if not appropriately planned with students with disabilities in mind, therefore, will result in the feeling of discomfit amongst students with disabilities.

Grenier (2011), whose study was situated within the context of co-teaching, used the qualitative research method to investigate the issues that informed general and tailored physical education teachers' co-teaching practices within an inclusive high school physical education programme. The theoretical framework for this study was the Social Model of Disability. According to Grenier (2011), this theory views disability as a social rather than an individual barrier. This theory, therefore, contends that the disadvantages that people with disabilities face are not as a result of some shortcomings of the individuals concerned but are because of social organisation. This framework appears to encourage a societal response to the issue of disability since this

response would have a higher tendency of earning results in the fight against the disadvantages of disability.

In terms of the methodology, Grenier used mostly an instrumental case study conducted at a high school in New England. The data for the study comprised interviews filed notes and documents that were reviewed by the researcher. In discussing the nature of co-teaching physical education, the study revealed that co-teachers generally employed strategies to promote positive peer relations to establish cohesion through shared values of teaching, learning, and development of classroom community. The study also revealed that core values such as trust and respect were inherent in teachers' relationships. The study again pointed out that co-teacher interaction was critical for the success of inclusive physical education because it limited the possibility for social isolation for students with disabilities. This study's results centred on the value of co-teaching for comprehensive physical education. This is because co-teaching allows the team of teachers to complement one another, which in the end will ensure that the curriculum addresses every student category's needs, employing the different skill sets that are put to use by the co-teachers on the programme.

How to Promote Physical Activity among Students with Disabilities

A study to promote physical activity among people with disabilities was conducted by Rimmer and Rowland (2008). In the study, Rimmer and Rowland noted that people with disabilities reported substantially poorer health. Added to this is the fact that people with disabilities also report low physical activity involvement. It, therefore, appears from these two observations that the poor health of people with disabilities is linked to their low involvement in physical activity. The study again observes that, although physical activity involvement

was generally high amongst young people, the reverse was the case when it came to young people with disabilities.

In discussing the barriers to physical activity involvement, Rimmer and Rowland (2008) noted that equipment built for physical activities must be made universal. They must be universal in the sense that they must take into consideration the challenges that people with disabilities may encounter in using any of such equipment. The equipment, therefore, must be made to be disability user-friendly. This will go a long way in encouraging people with disabilities to part-take in physical activities. The study also recommended that opportunities for participation should exist for people with disabilities. This is because, without prospects, it becomes more difficult even for individuals with a disability and willing to engage in physical activity. The provision of opportunities for participation, therefore, will go a long way in contributing to improving the participation of people with disabilities in physical activities.

Tubic and Dordic (2012) undertook a review of the process of implementation of inclusive physical education in Vojvodina, Serbia, and noted that when it comes to the process of implementing inclusive physical education, the process is hampered by multiple challenges, especially so in the area of teaching. Despite these challenges, they point out that inclusive physical education is vital, in that it plays an essential role in social inclusion as a whole. Tubic and Dordic also observed that physical education is extremely resourceful in supporting the participation and learning practices of all students regardless of their educational needs and individual characteristics. In terms of the process of implementation of inclusive physical education, the study revealed that in Vojvodina, interdepartmental committees were serving as the driving force in

the process. The study also pointed out that educational institutions were playing a pivotal role, especially in identifying children who may need support. Despite the positive aspects observed in the process of implementation of inclusive physical education, the study observed that there were quite some challenges encountered in the implementation process. In this regard, Tubic and Dordic (2012) noted that many schools in the Republic of Serbia lack the necessary material capital, which is a unique challenge to implementing good physical education. A whole half of Vojvodina's primary and secondary schools struggle to meet the PE teaching equipment requirements.

This challenge faced by schools in Serbia is hardly surprising given that challenges stemming from financial constraints are hardly alien to the educational sector as a whole. Even in more advanced economies, the issue of financing for education as a whole is not without challenges. The problem becomes more acute when it relates to funding for physical education due to the negative perceptions in terms of the relative importance of physical education. Tubic and Dordic (2012) felt that the content of curricula related to physical education is most frequently studied within the context of optional subjects/modules, or to a limited degree, as part of other subjects, especially kinesitherapy. This lame attitude towards physical education affects that there is no consistency in the provision of content, courses or modules that deal with inclusive physical education.

After reviewing the process of implementation of inclusive physical education, the paper concludes by making some recommendations concerning how the goals of inclusive physical education could be attained. The following

are the five-point recommendations that implementation bodies and agencies must ensure:

1. The delivery of material, organisational and professional resources required for additional development of inclusive Physical Education.
2. The formation of closer ties amongst all stakeholders – educators, parents, various connected experts and services, appropriate institutions/organisations,
3. Improvements in the programme of initial training for the direct participants in inclusive PE and providing continuous specialist assistance and specialized technical training.
4. Modernisms in PE curricula and planning.
5. Additional development of inclusive culture and practices.

Some of the recommendations here are worth commenting on. For instance, the second recommendation must be given attention in the process of implementing inclusive physical education generally. This is because, without the cooperation of all the stakeholders involved in the educational process, the implementation cannot be successful. The other recommendation which can be thought of as paramount is the last one. Inclusive education, in general, and inclusive physical education, in particular, can only succeed and be sustainable in the long term only if there is an established culture of inclusiveness.

In a study as this, it is crucial that we, at this point, provide a brief historical overview of inclusive physical education within the broader context of physical education for persons with disabilities. Kirk, Macdonald, and O'Sullivan (2006) provide such a historical overview. They begin their overview by pointing out

that to a large extent, the historical development of physical education and sport for disabled people was influenced by broader medical understandings of disability and other developments within physical education that founded their roots within the field of medicine. This observation, with the development of physical education, indicates that physical education, especially in the matter of its relationship with the disabled, was not initially conceived within the context of physical education. This situation perhaps is the singular most important reason why physical education for people living with disabilities appears to lag behind other aspects of the education curriculum. This is because, from the statement above, it would appear that physical education for persons with disabilities was adopted later in its development into educational curricula.

The above situation, therefore, partly accounts for the marginalisation of physical education for persons with disabilities into the school curriculum. Kirk, Macdonald, and O'Sullivan (2006) made the point that the marginality of physical education within schools for students with disabilities was also evident through the training of special school teachers who frequently did not receive any instruction during their initial teacher education in physical education. It is likely that this historical account of the development of physical education accounts for the current state of inclusive physical education in terms of problems such as lack of qualified workforce, lack of the needed infrastructure, among others that bedevil it.

Although we have so far defined inclusion within the broader context of education, we must examine what scholars have said about inclusion within the more specific field of physical education. In this endeavour, an appropriate place to start is the view provided by Block (1995) as cited in Butler (2000).

Butler defined inclusion as a concept that refers to the safe, successfully educative, and satisfying experiences of students with disabilities in general physical education classes who may require the use of support personnel and accommodations. The view, as cited above, is essential in that it examines the conception of inclusion solely from the perspective of physical education.

Butler also added that inclusion within the field of physical education could be looked at as a philosophical perspective that advocates the placement of all students with varied abilities and disabilities into general physical education classes with peers in their neighbourhood school. This philosophical perspective emphasises the nature of the relationship between inclusion and physical education. In emphasising the nature of that relationship, the viewpoints above make the argument that there should not be a special relationship in terms of how physical education is viewed within the broader educational ideology of inclusion. The points of view indicate that when it comes to inclusion in education, the values which hold when inclusion is examined in terms of academic subjects should also hold when it comes to physical education.

At the theoretical level, the viewpoints about the nature of the relationship between inclusion and physical education are appropriate and challenging. This is because inclusive physical education is perhaps the most crucial avenue through which inclusion can be attained, especially within the context of formal education. Treating the relationship between physical education and inclusion as parallel but equivalent to the relationship between other educational subjects and inclusion creates the significant perception that within the school system, there is at least equality in terms of how different

subjects are treated. Despite these theoretically sound objectives of regarding the nature of the relationship between inclusion and physical education, we have to caution that these noble objectives can only be realised if the bottlenecks in the radicalisation of these theoretical perspectives are taken into cognisance in the transfer of theory into practice. For instance, implementers of inclusion in physical education must be aware that special expertise may be needed in ensuring that inclusive physical education for students with disabilities achieves its goals. Aside from this, the issue of logistical support is vital in that students with disabilities may need some special equipment if they are to enjoy physical education with their peers.

Therefore, from the preceding paragraph, the goals of inclusive physical education can only be attained with careful planning and implementation. Positive attitudinal improvement for students without disabilities is one of the main goals identified by Ride, French and Sherill in Comprehensive Physical Education is one of the advantages to be achieved by incorporating students with disabilities into daily physical education programmes. From this perspective, the impact of inclusive physical education is measured in terms of how it can foster positive attitudinal changes in the students without disabilities. It is not difficult to see that communication theory informs this claim, which holds that the interaction between different categories of individuals has the attendant effect of influencing modifications of social behaviour. Although this objective or goal of inclusive physical education is essential, it poses a significant risk with conceptualising inclusive physical education in this manner. The risk is that if the overall goal of inclusive physical education is in transforming the negative attitudes of abled students towards students with

disabilities, it will result in a side-lining of the other numerous benefits of physical education, especially to children living with physical disabilities. This will draw the focus away from the proper implementation of physical education and therefore, lead to the robbing of children with disabilities off the core benefits of physical education, which is increasing the physical, health as well as psychological wellbeing of students as a whole.

According to Evans and Davies (2017) physical education is one of the primary areas of the curricula within the context of formal education. What this means is that, as already hinted at in the preceding paragraphs, physical education is not peripheral to the educational curricula and, as such must be taken as an integral subject within the curriculum. This point is essential and is being emphasised here because of the perception, especially within the context of Ghana, in particular, that physical education is not an important subject and, as such does not warrant attention as well as resources. Perhaps a more critical observation that Evans and Davies (2017) made that has to be highlighted here is that there is a lack of empirical studies and research on physical education. Evans and Davies observe that such studies are needed in that they will help in providing a framework for understanding the effects of disability on the relationship between attitude and behaviour of students with and without disabilities in general physical education settings. The emphasis here is on available physical education settings because this statement highlighted the fact that we are not looking at physical education within any other context but the context of inclusive education.

Some studies on disability and physical education have focused on specific disabilities and how those disabilities related to students' participation in physical education. Among such disabilities is cerebral palsy. Cerebral palsy (CP) is the utmost usual motor disability in young people, and it encompasses of a group of conditions, heterogeneous in causation and manifestations, grouped mainly for purposes such as the planning of habilitation and support (Himmelmann, Hagberg, Beckung, Hagberg & Uvebrant, 2005). Primary risk factors for the condition's development are low birth weight, intrauterine infections and multiple gestations (Odding, Rowbroeck, & Stam, 2006). Griffiths and Clegg (1988) described cerebral palsy as a persistent but not unchanging disorder of posture and movement caused by nervous system damage before or during birth or early childhood months. This definition means that CP has dire implications for the student when it comes to physical education practice and acquisition.

Stokes (2004) claimed that the various CP classifications are based on two things: disability and this disability's distribution. The disorder may be spastic, ataxic or dyskinetic. Spastic CP is caused by cortex damage; the child may be rigid in one or more limbs and will involuntarily move. Dyskinetic or athetoid CP causes damage to the basal ganglia or cerebellum, and the key symptom is poor muscle tone leading to one or more floppy limbs. Finally, cerebral ataxic palsy is caused by cerebellum disruption and contributes to shakiness and erratic movements (Stanton, 1992). It may be hemiplegia, diplegia, or quadriplegia. Hemiplegia means one side of the body, diplegia means the lower half of the body, and quadriplegia means the entire body is affected.

Whatever the classifications, there will be a degree of reduced mobility for all CP sufferers. Children with CP are considerably poorer than their willing counterparts (Murphy & Carbone, 2008). Besides, they often have deformities at the joints. Stanton (1992) stated that scoliosis (distortion of the spine) is the most common deformity in children with CP, followed by hip deformities. Physical education represents a potential mechanism through which some of these challenges can be addressed.

Bailey (2006) recognised a range of possible benefits that can be associated with physical education. It assists children to increase respect for the body, their own and others', contributes toward the integrated development of mind and body and develops an understanding of the role of aerobic and anaerobic physical activity in health. In addition, psychological advantages such as self-esteem and self-confidence were highlighted along with social benefits such as acquiring essential social skills and opportunities to interact with others (Bailey, 2006). We will have to, as a matter of necessity, critically examine the assumption, however, that physical education, in and of itself, has automatic paybacks for all members. While there is a need for more empirical evidence to support some of these hypotheses, there is a prevalent perception that participation in physical education and school sport is somehow fair (Hiderley & Rhind, 2012). It is essential to explore whether children with CP in the physical education environment enjoy these potential benefits.

The need to appreciate the experiences of children with CP within PE is of particular importance when one considers the critical role played by physical fitness in their lives. Rimmer (2001) has importantly pointed out that persons with CP must maintain higher levels of fitness than the average population to

offset the decline in function associated with the condition and with the natural ageing procedure. It is commonly agreed that physical activity helps children with CP (Murphy & Carbourne, 2008). Murphy and Carbourne suggested that adequate levels of muscular strength and endurance are associated with increased bone mass, reduction in injury from falls, and a more remarkable ability to complete activities of daily living. Young people with CP were described as having a substantial risk of a sedentary lifestyle (Longmuir & Bar-Or, 2000). Therefore, it is essential to examine the experiences of children with CP, as well as teachers and support staff, to illustrate what they consider as the advantages and potential obstacles to participation.

Barriers to participation have also been extensively looked at by numerous scholars. This interest is not surprising given that to be able to improve physical education for persons with disabilities there is a need to establish the factors that discourage and hinder such students when it comes to participating in inclusive physical education. With sports in general, persons with a disability have been known as the most excluded group (Sport England, 2004). One of the most substantial causes of lower participation in sport for persons with disability has been identified as lack of motivation and confidence, negative school experiences, no support from family and friends, lack of information on opportunities, transport problems, lack of time and money, and poor physical access (Thomas, 2008).

In physical education, it is accurate to anticipate that children with CP will have to overpower physical blockades. Impairments such as fatigue, muscle spasticity and poor coordination make engaging in sports difficult for children with CP. Nsenga, Shephard and Ahmaidi (2013) demonstrated that children

with CP had lower cardiovascular endurance, based on their values, which might reflect inadequate ventilation, compromised circulation, and local fatigue in the spastic limb muscles. Research by Nadeau and Tessier (2006) also illustrated some of the social problems in schools that children with CP face. Several negative implications of including children with CP in mainstream classrooms across the curriculum were recorded. Nsenga et al. showed that children with CP differed from their classmates concerning social status, several reciprocated friendships, sociability/ leadership, social isolation behaviour, and verbal and physical victimisation. Such studies highlighted the need to explore people's experiences of the barriers to inclusion.

The need to explore the experiences of children when considering situations that affect them has been emphasised (Coates & Vickerman, 2008; Ravet, 2007). Medcalf (2010) performed in-depth case studies of ground breaking qualitative analysis, with six children identified as having psychological, emotional or behavioural issues. This study illustrated the idiosyncratic essence of the perceptions of these adolescents and how many truths are apparent. The sense of independence and opportunities for socialisation with peers were established as main narratives relevant to the experience of physical education.

Spencer-Cavaliere and Watkinson (2010) have conducted further qualitative research. Semi-structured interviews were undertaken with eleven children aged between 8-12 years old. The children had impairments, including CP, fine and gross motor delays, and muscular dystrophy. Analysis of content stressed the value of gaining entry to play, feeling like a legitimate participant and getting friends. Other people's acts have been described as a critical

determinant of the degree to which useful inclusion was achieved. It is imperative to build on this research to take a more holistic approach through and including the perspectives of the teachers and support workers.

Many variables impact teachers' attitudes toward students with disabilities. Some of the variables include the age of the teacher, the student's grade level, the severity of a disability, teacher experience, gender, social status, ethnicity, and the capacity of the teacher, and how teachers feel about their skill level (Elliott, 2008; Rizzo & Kirkendall, 1995; Rizzo & Vispoel, 1991). As a significant factor in influencing the positive attitudes of teachers towards inclusion, researchers have identified teacher beliefs about fairness and acceptability of school inclusion. Hodge, Ammah, Casebolt, LaMaster and O'Sullivan (2004), for example, looked at the attitudes and actions of secondary health and physical education teachers regarding inclusion and found that because of their positive core views regarding inclusion, teachers preferred to teach students with disabilities. For these educators, their values were inspired by the thought that doing so was a socially acceptable professional responsibility.

Furthermore, Bennett and Wynne (Ontario Ministry of Education, 2006) suggested that teachers usually have a constructive attitude to inclusion that is driven by the desire that all students should succeed and the desire that classroom teachers should make a difference to student success. The identification and integration of learners with various disabilities, sadly, continues to be a concern. (Tripp & Sherrill, 1991).

When it comes to studying the integration of students with disabilities, teacher attitude is a significant variable. The examination of principles, underlying behaviours, and social expectations, explain the definitions of teaching outstanding students, according to Folsom-Meek and Rizzo (2002). Hodge et al. (2004) have discovered that the beliefs of teachers in health and physical education have some impact on their practice. Similarly, Singleton (2006) noted that other researchers in general health and physical education indicate that the beliefs held by educators might affect their pedagogical approach in the gymnasium. It is essential to investigate the attitudes of teachers, as it will help to gain a better understanding of teachers' basic values and perceptions of inclusionary education in general health and physical education.

Teachers' attitudes toward students with disabilities are informed by a desire to help this specific population. Hodge et al. (2009), for example, found that most teachers were intrinsically inspired to teach students with disabilities while analysing the values of general health and physical education teachers cross-culturally. A similar study by Hodge et al. (2004) found that the attitudes of teachers in their research in their GPE classes towards inclusion and education for students with disabilities were generally positive. Butler (2005) discovered, however, that notwithstanding this evidence, fairness difficulties exist, that lots of teachers fundamentally teach as they were educated, and remain unaffected by the four years of teacher education they got.

Besides, Smith and Green (2004) suggested that teachers appear to feel more relaxed with the kinds of PE they have encountered and, subsequently, to reproduce them. Regrettably, the tendency among teachers of health and

physical education to duplicate an exact form of general health and physical education curriculum that has fought to provide an accessible classroom in the past means that students with disabilities continue to be disadvantaged. Furthermore, according to Smith and Green, while teachers were empowered to teach students with disabilities in their classes, many felt limited by what they could do.

This constraint was central to the theory of power. Teachers felt restricted by how little control they had over things like their ability to individualize teaching. (Hodge et al., 2009). This constraint was central to the theory of power. A lack of control can lead some teachers to confusion and frustration. Their effect on how to teach students with disabilities directly influences how challenging they interpret inclusion to be, according to Morley, Bailey, Tan and Cooke (2005). Also, the study shows that, despite clear challenges, teachers perceived inclusion as a continuing mechanism where, for example, using more preparation time could give them the increased sense of control they needed for more optimistic inclusion attitudes.

Unfortunately, at best and at worst, the attitudes of teachers towards inclusion remain volatile and are occasionally undesirable (Block & Obrusnikova, 2007). Most generous of this confusion and negativity stems from the recorded absence of instruction by the physical educators themselves (Hodge et al., 2009a; Smith & Green, 2004; Vickerman & Coates, 2009). Further, health and physical education teachers, regardless of how effective or experienced they might be, were inadequately prepared to cope with the challenges of inclusion, and they understood and felt that lack of preparation (LaMaster et al., 1998).

Sadly, one of the factors most closely linked to their attitudes is how qualified teachers are to interact with children with disabilities (Rizzo & Kirkendall, 1995). Then perhaps what drives such pessimistic attitudes is the inadequacy of teacher preparation systems (Welch, 1996). Hardin (2005) found that teachers of health and physical education take a handful of modified classes and have no practical experience dealing with individuals with special needs. This scenario results in conditions where teachers lack the skills required to represent students well. In itself, this will produce pressure on the instructor because he is ill-equipped for his work. It appears that in these negative teacher attitudes, the lack of teacher training resulting from inadequate teacher education programmes can play a significant role.

The teachers themselves agreed that the lack of time, equipment and resources, regular expectations and greater class sizes eliminate the individualized training needed for a student with disabilities to excel in a classroom of general health and physical education (Ammah & Hodge, 2005; Hodge et al., 2009). Hodge et al. suggested that teachers raised particular concerns about large classes and limited educational space that they viewed as impacting their ability to educate students with disabilities effectively. Leinert, Sherrill and Myers (2001) found in a cross-cultural study involving teachers from both Germany and the United States of America that teachers from both countries were worried about the everyday demands put on them about inclusion. Suppose they were willing to fulfil those expectations, or not.

Likewise, LaMaster, et al. (1998) observed the problems linked to resources for students who have been included fully. Regrettably, the majority of the teachers recognised a lack of these resources, even being in good schools.

Students with severe disabilities also influence teacher attitudes (Block & Obrusnikova, 2007; Hodge et al., 2004). Brown and Evans (2004) noted that PE teachers are implicitly recruiting potential PE teachers and athletes in their image and, according to LaMaster et al. (1998), the success in general health and physical education for students with disabilities can vary according to the type of disability they have.

Ammah and Hodge (2005) researched two teachers of health and physical education, who handled students with moderate to serious disabilities. These teachers found that other students indulged in name-calling against students with severe disabilities, and a higher demand for teacher training was put on students with severe disabilities. When interviewing health and physical education practitioners, Hodge et al. (2004) discovered similar findings. Compared to students with extreme disabilities, they found that perceived behavioural influence towards teaching inclusive swim classes was much more beneficial for students with moderate disabilities. However, for male and female teachers in health and physical education, these behaviours can be different.

The gender of the instructor in health and physical education also influences the attitude of the teacher (Hodge, 1998). Hodge stated that female health and physical education teachers had slightly more favourable attitudes towards teaching students with disabilities than their male counterparts in their inclusive classrooms. Besides, Papadopoulou, Kokaridas, Papanikolaou and Patsiaouras (2004) found that, compared to men, female teachers displayed more positive attitudes towards the advantages that both children with and without disabilities would have in their classrooms. This may be because women have calm characters and are more open-minded than males (Fakolade,

Adeniyi & Tella, 2009). The attitudes of health and physical education majors, towards teaching students with disabilities were examined by Hodge and Jansma (2000). They found that while women were less negative than their male counterparts, both genders were not favourable for teaching students with physical disabilities when they majored in physical education.

Teachers' attitude towards inclusive physical education has been studied extensively by researchers. Many scholars stress the experiences of teachers as a critical component in ensuring that SN students are effectively included. (Dulčić & Bakota, 2008; De Boer et al., 2011). De Boer et al. emphasized that teachers' attitudes could boost or hinder inclusion implementation. Teachers who truly support multicultural practice and accept the principle of inclusion will more readily adopt the learning atmosphere to the different needs of the students and use a variety of approaches and teaching strategies (Ryan, 2009). Added factors affecting the inclusion attitude were also examined, such as the introduction of school inclusion, sources of funding and resource allocation, funding from school administration and colleagues, organizational structure, and so on (Morley, Bailey, Tan, & Cooke, 2005; Jerlinder, Danermark, & Gill, 2010).

Recent studies have highlighted the value of teacher training that trains teachers for inclusion and provides them with experience that is more professional. This better trains them for working with SN children, improves their self-confidence, and helps them develop a more positive attitude towards the inclusion of children with special needs. For example, a study by Symeonidou and Phitaka (2009) has shown that teachers' positive attitudes are closely linked to safe, well-planned, and long-term training. A study by Barber

and Turner (2007), which examined the attitudes of younger primary school teachers, showed that teachers have good theoretical knowledge at the beginning of their career, making them effective; they have access to further training. Other research (Rakap & Kaczmarek, 2010) indicate that inclusion is more optimistic for younger teachers with the least experience.

Research by Talmor, Reiter and Feigin (2005) investigated the connection between environmental factors and stress in inclusive education found that a high percentage of SN students in inclusive classrooms (more than 20 per cent), insufficient assistance and workload generates a high level of teacher stress. Similarly, studies by Bhatnagar and Das (2013) and Mukhopadhyay (2014) highlighted that insufficient teacher inclusion training and the absence of support undermine the self-confidence of teachers while causing stress and thwarting active engagement with inclusion challenges.

Different studies conducted by a multitude of researchers have revealed the category of special needs of the child as an essential factor linked to the attitudes of teachers about inclusion. Instructors are mostly opposed to the inclusion of school children with mental, emotional and behavioural conditions (Lifshitz, Glaubman & Issawi, 2004; MacFarlane & Woolfson, 2013). Although they are typically more supportive of the inclusion of children with physical and sensory difficulties, accompanied by those with particular learning issues (Avramidis & Norwich, 2002; Lindsay, 2007).

The perceptions of teachers by learners, i.e. their social representations (SR), which affect how students communicate and accommodate, are an important aspect of the inclusion of SN students. A study by Linton, Germundsson, Heimann and Danermark (2015) examined the idea that students'

SR is influenced by their previous experience with disabilities. In contrast with teachers with no experience, prior work-related and/or private encounters with disabilities form the teachers' SR of special needs students. There were more SR elements related to environmental and learning factors for teachers with previous experience, while teachers with no previous expertise had more features related to the child's behaviour. These findings underline the significance of contextual variables and previous experience in the development of SRs.

Rose et al. (2007) researched the attitude of secondary teachers among vocational school teachers in Estonia towards the inclusion of SN students. The findings showed that the majority of teachers interviewed generally had a positive attitude towards inclusion. However, teachers with sufficient training more clearly emphasised the need for improvement in education, and even more promoted inclusion growth, providing teachers with the required resources and inclusion training.

In Bangladesh, a study by Khan (2012) also found that educators normally agree with inclusion, but have reservations about individual variables that affect their path. Teachers see challenges in large classes with inadequate skills and teaching aids; they also emphasize the need for more extensive job support and motivation. A study in Croatia by Ljubić and Kiš-Glavaš (2003) examining the attitudes of primary and secondary teachers towards the inclusion of SN students showed a generally positive attitude towards inclusion among both groups of teachers. Secondary teachers, however, proved more willing to work with SN students; they were more aware of the importance of inclusion for these students' socialization, and less perceived them as disturbing.

Although some research has explored the experiences of physical education and health (PEH) students, according to Smith and Thomas (2006), there is a void in the literature about the experiences of children and young people with disabilities participating in sports activities. These findings illustrate the importance of contextual influences and previous experience in social formation. Sport forms a substantial portion of their lives for a lot of children and young people, influencing their growth into members of society and the kinds of people they become. They can learn to create and maintain friendships, compromise with others, resolve disputes and enhance qualities of leadership and self-confidence in a sport as a social activity (Özdemir & Stattin, 2012). Studies also show, however, that children and young people with disabilities appear to be excluded from sport. (Kristén, Patriksson, & Fridlund, 2002; Smith & Thomas, 2006). For example, Vickerman et al., (2003) found that few activities are inclusive and that, in contrast to people without disabilities of a similar age, children and young people with disabilities are only limited to offering opportunities for full participation in sports. The authors also appreciated that withdrawals are more frequent in this group. Besides, they have typically fewer opportunities to participate due to physical, social and emotional barriers. Due to the lack of necessary skills, over-protective parents, social isolation, time-consuming treatment and care and difficulties making it to and from training and matches, their connections are often limited (Taub & Greer, 2000). Furthermore, earlier research found that congestion and alienation, inaccessible premises, lack of sports aids and few personally tailored practices lead to negative interactions and exclusion. Crushed self-confidence is most often a consequence of prejudice (Blinde & McCallister, 1998).

Research focused on living environments has shown that children and young people with disabilities have positive sporting environments in settings where they are actively engaged and can improve their physical, mental and social skills (Goodwin & Watkinson, 2000). Very little research, however, has attempted to describe inclusive practices from the perspective of individual involvement (Maxwell & Granlund, 2011; Smith & Thomas, 2006). In particular, this refers to children with specific needs and trouble communicating in speech and writing (Fitzgerald, Jobling & Kirk, 2003a). Based on that argument, it is concerned that children and young people are rarely able to express their thoughts and thus have little influence on their athletic activities. Such a systemic invisibility pattern can be described as a form of "hidden discrimination," a notion that often arises in gender equality studies. Hidden prejudice suggests that the support they need to develop, express their views and be included in ways that affect them is ignored or not provided to children and young people in general and, in particular, those with disabilities. Hidden prejudice can also mean that nothing happens or something does not happen that should happen, such as not seeing, hearing, inviting, asking, accepting or encouraging people to participate in a sporting context. Similarly, organizations that serve children and young people with disabilities officially may not be able to share their views on topics or policies that directly or indirectly affect the target community they serve.

Fitzgerald, Jobling and Kirk (2003a) have led to a greater understanding of the role that sport can play in the personal and social development of children and young people by discussing how the sport makes sense for young people with disabilities, through the compulsory education system and the voluntary

sports movement. It also highlighted how, in sports there are various notions and perceptions of inclusion, diversity, sporting bodies, and gender.

In several countries, the inclusion of students in need of exemplary assistance has increased over the years in conventional educational settings. This is part of the comprehensive, inclusive education push (Smith & Thomas, 2006). While inclusion is a term derived from political discourse, it is more commonly used in the compulsory school system. (Maxwell & Granlund, 2011).

Pupils gain an early understanding of what bodies are deemed to be approved and wanted, which has ramifications for how they think of the sport and understand each other. As Evans, Rich, Allwood and Davies (2007) have argued, discrepancies between "able" and "non-able" participants can be seen to relate to particular social and political meanings in and around the involvement of sport, gender and young people, which spread across a variety of leading concepts and understand what "true sport" is and should be about (Wickman, 2008, 2011b). Such differences are pertinent since they relate to the sharing of resources per value to apparent bodies (Clark, 2012). Therefore, dominating concepts and understandings of "being good at sport" may be seen as reflecting specific ideas of sporting activity and encompassing particular definitions of who could symbolise such an identity and what physical skill this entails. Sporting participation, therefore, involves both an affective investment, as a sense of "fit" with athleticism's dominant ideas, and an articulated mind of talent, as a collection of skills and competencies learned as time goes on through participation and practice (Clark, 2012; Shilling, 2004). What is considered to be a healthy, functional and achieving body is also evident in the marking of teachers, according to Redelius, Fagrell and Larsson (2009), where boys with

organised sports experience are favoured, and girls' interests are ignored in teaching planning. Physical Education and Health is an essential aspect of schooling, and the majority of students have positive participation experiences (Karlefors, 2012; Larsson, 2004). While the compulsory school system and the voluntary sports movement have different aims for their athletic activities, it is unclear where the dividing line between them lies (Peterson, 2005). A lot of teachers have been or are active, as forerunners in the sports crusade in their leisure time, and several have also contested in sports. This perhaps contributes to organised sport's norms, values and ideals having an impact on the PEH lessons in schools (Olofsson, 2007). The sports events of schools may henceforth be said to be strongly influenced by the logic of competitive sport (Olofsson, 2007). Consequently, children and young people with disabilities must be granted access to sport. It is not only because of the implication that a broader representation of bodies capable of performing sport challenges the expectation of ability, but also because sport is one of the few institutions in a society where people with disabilities can change their bodies from previous characteristics as "defective" and "pathological" to specifically imply empowerment and competence (Hargreaves, 2000).

While sports have the ability enable both men and women to perceive their bodies as powerful, autonomous instruments, women are only allowed to be athletes if they also engage in the protection of their feminine image in body activities. Studies, for example, indicate that the contemporary engagement of women in sport and exercise is frequently followed by standards of producing unique styles of slender fashionably dressed for active bodies (Cole 1994). Similarly, since the late 1980s, the multifaceted interaction of masculinities,

gender and sport, have been investigated by several researchers. Wickman (2011) concluded that sport was an integral component of self-sustainable types of exclusive male culture, lubricating a closed system of male bonding and female denigration, summarizing the results of several of these studies. For people with disabilities, who have been removed from the mainstream sport in different forms and to varying degrees, these restricted practices have long been evident in sports. As Wickman (2015) pointed out, because they were unable to meet the socially defined expectations of physicality, masculinity and sexuality, people with disabilities have historically been excluded from sport. The people with disabilities who were originally included to some degrees were those that appeared closest to the principles, typically the white male with lower spinal cord injuries who competed in wheelchairs.

Research shows that sport and PEH still embody masculine ideals of physical strength and domination. This permit (some) individuals with special needs the chance to display critical characteristics linked with the able-bodied concepts of masculinity, such as competitiveness, fortitude and excellent control of the body (Huang & Brittain, 2006; Schell & Rodriguez, 2001), thus confirming their masculinity which might have been brought into question by their disability. Similarly, men with disabilities seek to prove "physical prowess" via their sport involvement (Huang & Brittain, 2006). According to Messner (1992), since winning was based on physical power, determination, endurance and the ability to bear, disregard or deaden pain, elite male athletes prefer to view their bodies as machines and instruments of force and dominance. Sport provides a compelling case to study in terms of diversity, as there is a tension between performance (winning) and participation (recreation). In most

cases, sports clubs contest competitions to win. This can work against the inclusion of people with diverse backgrounds and abilities (Spaaij et al., 2014). Consequently, some studies have concentrated on earlier studies that have demonstrated the significance of culturally and socially established gender and skill stereotypes to promote dominant heterosexual masculinities. (Butler, 1990; Oakley) and notions of the person without disability's body as the ideal body (Garland-Thomson, 1997; Seymour, 1998). This implies that male ideals such as strength, discipline, dominance and perseverance establish gender and ability standards that set the tone for how to conceive and understand what "real sport" is and should be about (Schell & Rodriguez, 2001; Wickman 2008, 2011a, 2011b).

Teacher Attitudes toward Students with Disabilities

The attitude of teachers towards children with special needs depends largely on whether teachers are educated in normal or segregated schools to deal with students with disabilities (Obeng-Asamoah, 2016). Obeng-Asamoah believes that teachers can develop a positive attitude towards children with special needs; however, when teachers are not trained to handle these children, it becomes a challenge for them to manage and develop a positive attitude towards them. In corroboration with Obeng-Asamoah, Kuyini (2010) stated that the concept of inclusive education means that teachers need to have training in teaching approaches and styles suitable to teach all children to equip them with the views and importance of inclusive education, thus developing a positive attitude towards disabled children. In the opinion of Obeng-Asamoah and Kuyini, training on the part of teachers seemed to be a potent weapon to build a positive attitude towards students with disabilities. However, it should be noted

here that attitudes formed are not easy to change. It, therefore, means that training cannot give the full assurance that all teachers could develop a positive attitude towards students with disabilities.

In another development, Hardman (2008) noted that only 60% of African countries implement their PE programmes per policy. This usually occurs where policies do not receive the necessary backing to thrive. For example, successive governments in Ghana have not demonstrated total commitment to PE as a school subject (Ammah, & Kwaw 2005). One would need a very committed teacher to develop a positive attitude towards teaching, bearing in mind that the government that has rolled out the educational policy is rather not showing commitment.

The reputation of movement in both mind and body education is verified by research. In a range of sports, such as dance, play, gymnastics, swimming and athletics, outdoor and adventure events, physical education specifically affects the growth of learners' physical skills, fitness, motivation and skills (Doll-Tepper, & DePauw, 1996; Bucher, 2008). By learning what they want to do and what their strengths are at school, students can realize the value of healthy and active lifestyles through participating as individuals, in couples, groups and teams through lessons in physical education.

Active play can be related positively to motor skills and cognitive development in the early school years. (Bucher, 2008). As children get older and reach puberty, physical activity can enhance the formation of a healthy self-concept and the ability to address academic, social and emotional challenges. Quality physical education will cultivate emotional, cooperative and problem-solving competencies during the school years. Quality physical education

programmes are essential for the development of motor skills, physical activity and awareness of principles that encourage healthier lifestyles throughout life. (Sherrill, 2004).

Physical Education has many positive qualities. Scientific research has shown that involvement in daily physical exercise offers valuable physical, social and mental health benefits and well-being for individuals of all ages throughout their lives, (Biddle, Fox, & Boutcher, 2000). Research has shown that physically active individuals will live longer than those who are sedentary. Moreover, those engaging in regular physical activity can have an advantage in their ability to perform daily activities and enjoy aspects of life (Schenker, Coster, & Parush, 2005).

The importance of participating in physical activity in reducing morbidity and mortality from chronic disease and conditions has been well documented (Warburton & Bredin, 2016). According to Auxter, Pyfer and Huetig (2005), physical activity is a predictor of subsequent disability in midlife and older populations. Childhood and adolescence are ideal periods for cultivating regular physical activity to reap health benefits across the lifespan (Eriksson, Welander, & Granlund, 2007). In addition to preventing chronic diseases of lifestyle, higher levels of physical activity can lessen complications among people with chronic diseases of lifestyle (Hu, Willet, Stampfer, Colditz, & Manson, 2004). Research shows that participation in physical activity can improve cardiovascular fitness, prevent or delay the development of high blood pressure and reduce symptoms of chronic depressions (Dielh et al., 2001; Center for Diseases Control and Prevention, 2000). Moreover, participation in physical activity increases exercise capacity and plays a significant role in both primary

and secondary prevention of cardiovascular disorders (Schenker et al., 2006; Schwager, & Labate, 1993). A study by Barrows and Tamblyn (1980) reported that physical activity reduces the risk of cardiovascular diseases as well as some cancers and diabetes. Researchers have also stated that physical activity lowers the risk of developing colon cancer (Hu et al., 2004).

Teachers as implementers play a crucial role in various spheres of education. Their role in the successful implementation of inclusive education is of paramount importance. With the diversity of disabilities among the learners, their needs could demand more than the teacher's role of lecturing. Thus, in an inclusive physical education lesson, a teacher could play several different functions; key among them is a facilitator, helper, and mentor and resource provider. The teacher's role is not to inform the students but to encourage and facilitate them to learn for themselves using the problem as a focus for the learning (Barrows, & Tamblyn, 1980; Davis, & Harden, 1999). Given this, to successfully cater for the diversity of learners with physical disabilities within an inclusive physical education lesson, the teacher has to play different roles in the learning process.

Research has shown that many factors influence the effective implementation of inclusive education. Among them, the learning environment is essential. Horne and Timmons (2007) noted that an inclusive classroom requires prior and ongoing teacher training, additional planning time, and limitation of the number of students with special educational needs to three (3) per class, provision of teacher aids, additional monetary resources, and support from the principal and other personnel. Learners can have high levels of self-efficacy and self-motivation in a supportive environment. Goodwin and

Watkinson (2000) emphasize that developing a learning environment that is accommodating to the child is important. Therefore, the teacher should create an active learning atmosphere that affects learners' involvement in physical education activities. Physical education events need adjustments of equipment as well as rules and regulations of activities, games and sports. The way the instructor addresses the needs of individual learners translates into their level of engagement in these activities.

The environmental setting is often seen as a method that the instructor uses to teach. The learners are more active, with sufficient provision, and they can develop attention span and independence from the teacher. Even the instructor may play the role of the environmental setting. Teachers can organize and place learning materials easily so that they play an active role, even in the absence of the teacher, in the teaching-learning process. Organization affects learners' movement, and physical actions in the setting-facilitated teacher-learner contact are highly influenced by the teaching viewpoint the teacher supports. Many of us will look back on a teacher who has been exceptionally important in our school experience, or even in the course of our life. The odds are that the exceptionality of this teacher lies with how he or she interacted with students. The way a teacher and student connect is a key factor in evaluating the educational performance of a student. Research by Wang, Haetel and Walberg (1990) identified student-teacher social interaction as a vital factor in influencing students learning.

Students consider a bond with teachers as one of the essential components of their school experience, (Alerby, 2003). This will possibly understand why the relationship in physical education between the teacher and

learners with physical disabilities is important. This is because learners with physical disabilities can require the proximity of teachers in physical education activities and help perform the activities more than in any other academic subject, without which the objectives cannot be achieved. Besides this, how a teacher interacts with learners with physical disabilities translates into products valuable in inclusive education.

Many studies have shown that students with physical impairments frequently have trouble engaging in school activities (Eriksson et al., 2007; Hemmingsson, & Borell, 2000; Mancini, Coster, Trombly, & Heeren, 2001; Pivik, McComas, & LaFlamme, 2002; Prellwitz & Tamm, 2000; Schenker, Coster, & Parush, 2005). However, it is also hard to decide to what degree the difficulties encountered by the learners are linked to individual factors or the teacher's failure to meet the needs of the learners. Nonetheless, one thing is obvious, and these students need some sort of support to enable them to achieve their goals of physical education. Keeping in mind this, involvement in physical education for learners with physical disabilities requires the attention of the individual learner of the instructor because physical education includes body movements; however, their conditions also impair the mobility of these learners. The assistance may be in the form of environmental modifications, instructional techniques and providing the teachers or more competent peers with the attention of individual learners to help them gain involvement in the activities of physical education.

Occasions for continuous teaching and learning-related insights and interactions increase with the proximity of teachers as learners are more and more involved in the lesson. This helps teachers to manoeuvre the learning that

is taking place at the required speed for learners with physical disabilities, allowing them to gain new knowledge properly. Proximity lets an instructor determine the level of success of an individual learner in comprehensive physical education while modifying the activities accordingly.

The objective of useful task analysis in the physical education programme is to maintain a healthy atmosphere, provide real help when needed, keep students on task and provide supporting and corrective experiences for students (Wickman, 2015). Bucher (2008) suggests that teachers should continuously travel around the region, remaining around the periphery of the space so that the entire class is in view, to ensure that every student can be seen, and to avoid working with just a handful of students. Wickman, (2015) refers to this activity as having your "back to the wall." Teachers should maintain frequent eye contact with learners during physical education, when moving around the learning area, and be available to all learners. Besides, they should recognize and supervise high-risk activities for learners with physical disabilities when undertaking those activities without losing contact with the rest of the class.

Research shows peer reinforcement provides a calm atmosphere where kids can learn, play, develop and grow and where bullying is dramatically reduced (Naylor & Cowie, 1999). Peer support helps both supported individuals and "helpers" to develop personal skills, such as communication skills, increase self-esteem, and learn to compromise with each other. This helps children to fulfill multiple roles and duties and to learn leadership skills and teamwork (Davis, 2000). For example, by encouraging engagement between learners with and without physical disabilities, peer reinforcement may be used to facilitate

inclusion. Sometimes, teachers find it hard to provide much needed individual consideration for learners with physical disabilities while managing inclusive physical education lessons. However, it can be an efficient way to involve learners with physical difficulties in physical education lessons by using peers to support learners. Peer tutoring is one in which the mentor will be an older and/or experienced student the whole time while the other is a less professional student or a student with special needs the entire time of the tutee (Dwyer, Sallis, Blizzard, Lazarus, & Dean, 2001).

Some learners with physical disabilities use mechanical devices to replace or increase the vital organs of the body. Many of these students need help with personal care, such as eating and using the toilet. Generally speaking, these learners have to deal with the pressures of chronic disease, pain and anxiety, comply with the medical regime and may face co-occurring disabilities (Best & Heller, 2005). Teachers working with these students should also have outstanding expertise and skills: they need to be well-versed in a variety of teaching techniques, physical management, sensitivity to the environment and assistive technology. They should be willing and ready to work with a range of staff; they should be able to adapt curricula to meet the characteristics of these learners; extensive knowledge of disability to educational results and provide family and service providers with resources (Best, & Heller, 2005; Bigge, Best, & Heller, 2001).

Research supports the efficacy of teacher-child interaction in achieving desired outcomes and stresses the importance of avoiding or enhancing the behavioural problems of the child (Lyon, Budd, & Gershenson, 2009). Teacher preparation in special needs education is, therefore, of vital importance in

instilling skills and expertise in teachers to help them to assess the needs of the learners and to diversify their teaching strategies to accommodate these learners. UNESCO (1994) underlines the value of teacher training in developing the positive attitude of teachers towards people with disabilities and their recognition of the potential of all to learn. It was found in a study carried out by Avramidis, Bayliss and Burden (2000) that teachers who had undergone high-quality training tended to feel more knowledgeable in their teaching skills and found the idea of inclusion simple to deal with. In their research on teacher opinion on inclusion, Opdal, Wormnæs, and Habayeb (2001) also noted that teachers who had experience with students with mobility and other physical disabilities were more supportive of the concept of including students with the same disabilities.

The methods used in teaching inclusive education have been of interest to some scholars. Analytical work in this field is that by Byra (2006). He noted that in the earliest physical education programmes in North America, teaching styles centred on the teacher (Van Dalen & Bennett, 1971). Teachers were the decision-makers in the gymnasium. They explained and picked the activities and games that needed to be carried out. The students followed the lead from designated spots on the floor of the instructor or student leader (who was taught by the instructor). The goal for students was to imitate what the teacher demonstrated, or student leadership practices, illustrated most concisely and effectively possible. The terminology used to characterize this style of teaching include instruction directly, formally and based on teachers (Metzler, 2000; Rink, 2002).

Such teaching, according to Mosston and Ashworth (2002), will be analogous to the styles of order or discipline, two direct styles of teaching found within the Spectrum of Teaching Styles, as initially established by Mosston (1966). It is not surprising that the teaching style of this time stressed precision and regularity in learner performance, given the hostile nature of the 1880s and early 1900s and the influence of Jahn's German gymnastics (Van Dalen & Bennett, 1971). In the early and mid-1900s, the weight of physical education subject matter shifted from callisthenics and gymnastics to sports and games, but there were no shifts in teaching types. Until the 1960s, teacher-centred instructional methods that emphasized drilling and repetition appeared to be the norm. New teaching styles started to appear in schools in the mid-1960s, which invited more critical decision-making by students and interactions between teachers and students as well as among students. Station teaching, peer teaching, small group teaching, and teaching by questions were included in these teaching types. This shift coincided with the need for university-trained physical education teachers and the beginning of research into effective education teaching. This helped to generate new ideas about teacher-learner processes and the general changes in culture that took place during this period, specifically the transition from a state of conformity in the fifties to the extreme individuality of the younger generation of the sixties and seventies (Van Dalen & Bennett, 1971).

A further impetus for changes in teaching styles unique to physical education happened with the development of Mosston's Spectrum of Teaching Styles. A method of instructor- and learner-based approach to decision making was introduced by Mosston (1966) in his book. As a unifying structure for

explaining landmark teaching styles based on the change of decisions from teacher to learner, the Continuum was provided. The Continuum of Teaching Styles continues from being highly teacher-centered to highly student-centered, based on the conceptual structure of Mosston in his original text and subsequent editions (Mosston, 1966; Mosston & Ashworth, 2002). In instructor-centered models, the instructor dominates decision making. Students play a major role in the decision-making processes of student-centered approaches. The Spectrum is framed by two hallmark styles: the command form, where the instructor is the primary decision-maker, and the self-teaching form, where the primary decision-maker is the learner. There are nine different landmark styles in between (plus alternative approaches that lie between these landmark styles), each defined by who decides what and when (Mosston & Ashworth, 2002).

Though teacher-centred teaching styles continue to be the most commonly encountered approaches in the 2000s to teaching in physical education classrooms, other teaching styles find a place in the teaching repertoires of physical educators. There are many theories as to why this is happening today. The creation of National Content Standards in Physical Education (National Association for Sport and Physical Education (NASPE), 2004) and the incorporation of content standards into the day-to-day work of a teacher are listed in the United States. The learning outcomes associated with psychomotor, cognitive and social learning fields are expressed in the national physical education standard standards in the United States.

Physical educators are beginning to recognize that different teaching styles are needed to produce a vast variety of learning results consistent with national content requirements. For example, direct teaching styles (where

teachers model abilities and learners strive to replicate the modelled ability) may help meet psychomotor-related learning outcomes. Peer teaching styles (where the student analyses the performance of a partner and provides input on the performance) can also help reach learning outcomes relevant to the emotional, cognitive, and motor fields.

Through the research of teacher education in physical education, teachers are now becoming more informed of various teaching methods. The number of times students participate in inappropriate content, student motivation, student evaluation, active preparation, teacher time use, teacher management, teacher input and styles of teaching are variables related to student learning. In some journals targeted at professionals, study results of appropriate and efficient teaching methods are published. In journals like Journal of Physical Education, Recreation, and Dance; Strategies; Teaching Elementary Physical Education and also in publications such as Assessment Series; Appropriate Practice Documents produced by U.S. national and state organisations in physical education including NASPE, AAHPERD, and State AHPERDs. For example, two articles published in the Journal of Physical Education, Recreation and Dance have practical effects exclusive to the inclusion of teaching style as a subject of evidence (Byra & Jenkins, 2000; Chatoupis & Emmanuel, 2003). Similarly, in numerous of the Assessment Series publications, Authentic Assessment of Physical Activity for High School Students (Doolittle & Fay, 2002), and Assessing Motor Skills in Elementary Physical Education (Holt-Hale, 1999), for the implementation of various instructional types, the authors specifically provided evidence-based factual knowledge.

Models of Disability

Various models of disability depict how society and individuals perceive disability. The charity model, for instance, assumes that disability is something that a person is afflicted with. This perception considers that an individual with a disability must be a recipient of care, cure or protection. In this case, a person with a disability is not expected to have many contributions to make and hence is under-valued. The medical model stipulates that for an individual to be a 'normal' member of society, his or her impairment will require fixing or changing. It, therefore, means that if a person's impairments cannot be 'fixed', he or she cannot participate equally in society. Hence, the focus of the medical model is on the impairment or deficit alone.

Avoke (2005) argues that with the economic model point of view, disability is seen according to how productive a person may be. In effect, the economic model of disability defines disability by a person's inability to participate in work. This means that it assesses the degree to which impairment affects an individual's productivity and the economic consequences for the individual, employer and the state. The assumption, therefore, is that disability is a strain on society, as people with disabilities are considered to be less productive.

Avoke (2005) is of the view that the medical perception that society restrictions for individuals with special needs were a consequence of physical dysfunction was overturned by radical moves which argued that people with impairments were disabled by social systems which erected barriers to their participation. Avoke emphasises this assertion by citing Shakespeare (1998) that it is social barriers which create disability. He continues that the difficulties

of living as individuals with special needs are due to discrimination and prejudices rather than the impairment. Avoke moves further to cite Oliver (1996) that disability, according to the social model, is all things that impose restrictions on individuals with special needs; ranging from individual prejudices to institutional discrimination from inaccessible public building to the unusable system, from segregated education to excluding arrangements and so on. This means that the model takes a critical look at the 'disabling' barriers in the environment, reduces and removes the impacts of impairment. It also recognises the right to medical intervention and adaptive measures such as community access and participation (CBM, 2012)

Another approach, the Inclusive Model of Ability in Physical Activity (IMAPA), plainly operationalises how individuals with disabilities are included and how particular functional changes arise in physical activity settings for individuals. The model is capability-based and multi-focused, offering ideas and strategies to improve power, efficiency and participation. Inclusive physical activity is both person-centred and contextually positioned according to Kasser and Lytle (2013). Exercises which may or may not be prescribed or contraindicated for the person in terms of health conditions or functions of the body are given significant importance. Kasser and Lytle lament that labels are removed, and individuals are valued, respected and given equality. This means that the way people are valued and the psychosocial consequences of these views are considered because they relate to acceptance by others and self-determining behaviours of participants. The model emphasises personal development and achievement, takes into consideration the environment and social context that can yield influence on the successful and meaningful

involvement of all individuals in physical activities. Therefore, the model focuses on meeting the needs of all individuals by seeking to design programmes universally to enable functioning, independence and health.

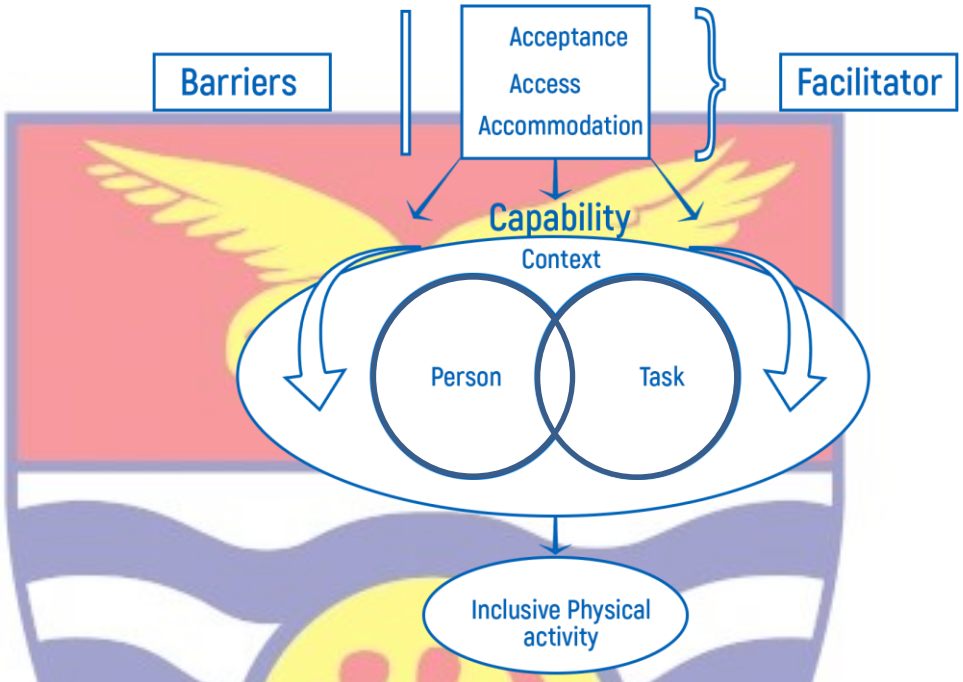

Figure 1: Inclusive Model of Ability in Physical Activity (IMAPA)

From the model above, ability alone cannot be used to determine or evaluate one's capability; the task at hand, as well as context, must be considered, according to Kasser and Lytle (2013). This implies that impairment does not follow a person through activities and environments, in contrast to the medical model discussed early on. There is often a complex relationship between the skills of a person, the nature of the task or the ability of the movements and the conditions under which the tasks are to be performed when it comes to performance. Kasser and Lytle thought that a person with decreased leg strength would have difficulty walking through a room, citing an example. However, this individual can walk proficiently in a swimming pool, given the increased buoyancy of the water. It therefore, could be unreasonable to say that,

under all cases, the individual is impaired. Therefore, capacity depends on the person, position, and context.

According to Kasser and Lytle (2013), there may also be what is called capacity shifting in that the ability of a person to perform a given task is modified by changing any of the three factors involved in the output. That is the individual's skill level, the context in which the task is performed or the task itself. According to the writers, the concept capability shifting provides a more significant opportunity for inclusion and success by allowing for strategies that focus on the individual - the focus, according to the writers, shifts from the disability to ability. For example, a student with issues with the balance may have trouble catching a ball with two hands while standing. An observer may infer that the child has terrible hand-eye coordination and cannot detect the ball. Nevertheless, if the same child is placed on a chair, he or she might see the ball effectively from the same distance. With the element of balance required for standing, the child's capability and thus, success is increased.

The importance of the Inclusive Model of Ability in Physical Activity (IMAPA) in the current study cannot be underestimated. This is because the model offers good theoretical support for the physical education teacher's position as an active participant in the learning and growth of students with disabilities. Working with the model, by eliminating obstacles to learning, teachers are empowered to embrace, offer access and satisfy students in their classrooms. Once again, from the model, in the inclusive environment, physical education teachers will be able to find ways to provide an excellent opportunity for inclusion and success by enabling strategies that focus on the task and environment rather than solely on the individual. The student with special need

is likely to be involved in a physical activity arranged by the instructor in physical education.

Conceptual Framework

PE teachers in the second cycle schools in the Central Region are categorised under-trained and untrained (GES, 2017/18). The trained teachers include those who have had formal education or training relating to physical education. On the other hand, the untrained PE teachers are specifically teachers other than PE teachers who are past sports performers and have acquired experience in performing PE activities with time. Untrained PE teachers could also be teachers who have been assigned the duties of performing the roles of PE teachers because there is the absence of qualified PE teachers in their schools.

According to the GES, the untrained PE teachers usually take care of competitive sporting activities for their schools or serve as a support for the trained PE personnel. Implementing inclusive education comes with certain factors to be put in place to serve as a stage to enhance easy implementation. For instance, there should be provision for teacher training, restructuring of physical resources, enabling facilities, staffing support, and many more. These resources are very vital to the implementation of inclusive education. These factors may also pose as challenges depending on the availability of finance to provide all the needed resources for the full implementation of the inclusive programme at the second cycle level.

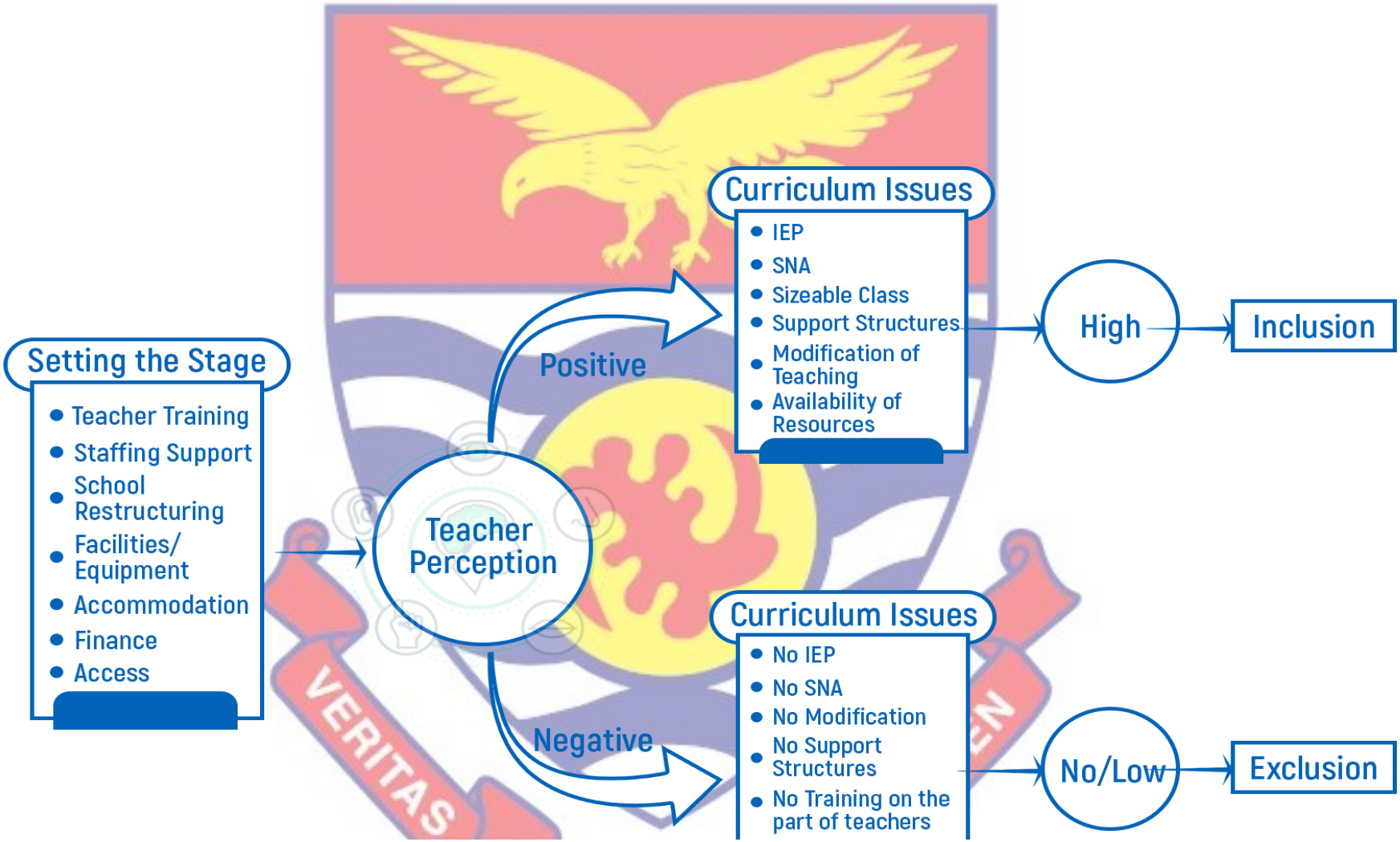

Figure 2: Conceptual Framework

In addition to the lack of physical support, by stressing the quote from Shakespeare (1998), Avoke (2005) pointed out that social barriers often produce disability, and that the challenges of living as an individual with disabilities could be due to discrimination and prejudice rather than impairment.

In addition to these challenges, the perception of teachers may contribute to the challenges of the full implementation of inclusive education. McDonald (2011) cited Wikipedia to have defined perception as the process of attaining awareness or understanding of sensory information. This revealed that perception depends mostly on the processed thought of the individual. Generally, the perception of an individual about a matter they do not know about is wrong or distorted based on pieces of speculations or information that have been available to them. Right perceptions are formed when individuals have first-hand information about a subject matter. The information could usually be formal or informal. Apart from the formality of the information obtained, experiences help to shape the perception of individuals, McDonald continued.

PE teachers are expected to modify resources to provide individualised education plan for students with disabilities with or without resource persons or assistants. With the right perceptions and with all resources in place, teachers are comfortable to include the special need students in a class, with all factors needed to set the stage in place. However, teachers with negative perceptions and inexperience may be found not to provide the right modifications to suit students with disabilities, hence neglecting students with disabilities entirely or engaging them partially. students with disabilities with PE teachers who do not possess the right perceptions are likely to experience low or no participation in physical education activities. Even though some PE teachers are experienced in

terms of teaching, their lack of experience in modifying resources available to engage SWDs may account for less attention to SWDs during physical activities.

Depending on the extent of involvement of SWDs in physical activities, SWDs may be included or excluded in physical activities. Avoke and Avoke (2004) cited Tilstone, Florian and Rose (1998) who defined inclusion as an opportunity for all persons with disability to participate fully in the educational, employment, consumer, recreational, community and domestic activities that society engages in. Herein, experienced teachers are likely to engage SWDs more than their inexperienced colleagues are.

Avoke is of the opinion that the inclusion of students with disabilities depends on the challenges of the schools, perception of teachers, and modification of available resources to meet the individualised education plan of students with disabilities, etc. In terms of the modification of resources, experienced PE teachers are likely to alter the dynamics in disabilities of the students. Figure 1 above shows the pictorial path of engagement with students with disabilities to achieve inclusion. The extent of inclusion depends largely on students' participation in PE activities.

Summary

It is evident from the chapter that inclusive education needs certain factors on which it can thrive. Factors such as teacher training, staffing support, school restructuring, facilities, equipment and finance should be provided as grounds to help accommodate the persons with disabilities. In addition to the factors mentioned, the implementers, in this case, PE teachers should have good understanding and attitudes towards the inclusive paradigm to enable the full

inclusion of students with special needs in their lessons. It is also clear that persons with disabilities have access and willing to join mainstream schooling and teachers are ready to accommodate them. However, some drawbacks militate against the smooth implementation of the inclusive system. For example, some shortfalls of the PE teacher, though unintentional like having lack of training, experience, resources, motivation etc, may account for the inability for PWDs not well included or may be present in the class but not included as expected in the mainstream PE lessons.

CHAPTER THREE

RESEARCH METHODS

The primary purpose of the study was to investigate the extent to which Physical Education teachers welcome students with special needs in Physical Education lessons in second cycle institutions in the Central Region of Ghana. This section discussed the various methods and procedures that were employed to gather the necessary information in the study. These are the research design, population, study area, sampling procedure, data collection instruments and data processing and analysis.

Research Design

From a qualitative and quantitative point of view of the discrepancies and various approaches to study, it was realized that the mixed-method approach was the methodology that was suitable to be used. Creswell and Creswell (2017) noted that research on mixed approaches has strengths that will balance both qualitative and quantitative research limitations. Similarly, Burke-Johnson and Onwuegbuzie (2004) indicated that if a mixed-method analysis is used, the strengths and disadvantages of a single method research methodology are strengthened and reduced, respectively. Henn, Weinstein, and Foard (2009) accepted that the use of multi-strategy research is sound in order to rise above shortcomings that come from reliance or dependency on a particular system. The mixed-method was, therefore, considered so that the weakness of using qualitative and quantitative approaches was to be compensated for by the use of the strengths of the alternative approach. The method was suitable for this work because of the multifaceted nature of the study. In resolving the problems,

survey and observation were deemed acceptable on the basis of the objectives of the research, hence the approach of mixed methods.

The concurrent nested design was adopted for the analysis by the research methodology chosen. Agreeing to Creswell (2013) and Bergman (2008), concurrent nested mixed method design is a one-phase design which combines or merges both quantitative and qualitative data. Concerning the method of data collection, priority is given to the dominant method of data collection while the other method is embedded to play a supporting role. This may be guided by a theoretical perspective or not. The primary purpose of this design is to gain a broader perspective beyond the predominant data collection method. The benefit of the design is that it combines both quantitative and qualitative approaches. In this study questionnaire and observation check list were used to collect quantitative and qualitative data respectively. However, the major challenge in using this method is the transformation of the different data collection methods to integrate during analysis.

Study Area

The study area was the Central Region which is one of the Administrative Regions of Ghana. The Region can boast of seventy-five Senior High Schools, one thousand four hundred and seventy primary schools, as well as one thousand, three hundred and forty-four Junior High Schools (GES, 2017/18). It is boarded by the Ashanti and Eastern Regions to the north, Western to the west, Greater Accra to the East and the south by the Gulf of Guinea. It has 20 districts with the Cape Coast Metropolis as its regional capital. Central Region covers a total area of 9,826km² with a population of 2,201,863, according to the 2010 population census. (Ghana Statistical Service, 2012)

Population

The population for the study consisted of all PE teachers and students with disabilities from all the seventy-five) public second cycle schools in the Central Region of Ghana (GES, 2017/18). The public schools were chosen because, most of the physical education teachers in public schools were formally trained professionals. The population of this study was two-hundred and seventy-seven, comprising one hundred and thirty-nine PE teachers (GES, 2017/18) and one hundred and thirty-eight students with special needs (Owusu, 2018), from which physical education teachers and students with special needs were sampled.

Sampling Procedure

To select respondents for the study, the purposeful sampling approach was used. Morse (2010); Denscombe (2017) and Pacho (2015) all contend that in purposive sampling, particular settings, persons or events are deliberately selected due to information which otherwise could not be obtained elsewhere. Consistent with this, Etikan, Musa and Alkassim (2016) are of the opinion that information is gathered from the best-fit participants in a sample based on their typicality. The sample therefore is chosen for a specific purpose. Using the purposive sampling, therefore, means that the respondents involved in the study were the particular people from whom data needed for the study was acquired. Since some of the schools did not have qualified physical education teachers, it was not feasible to involve the entire population; therefore, a sample of the population was chosen. One hundred and sixteen physical education teachers (GES, 2017/18) in 63 government-assisted and one privately owned second cycle schools in the Central Region were involved in the study. In addition, 114

students with disabilities in these public secondary schools were also purposively selected as participants in the study, making a sample of 230.

It should be noted that no statistics on students with disabilities in the second cycle schools was available at the Ghana Education Service offices in the Central Region for this study. A census therefore was conducted by the researcher to find out from the second cycle schools as to how many students with disabilities were available in the schools. In this sense, the advantage was taken of annual technical and general meetings of all physical education teachers and their school heads in the Central Region. The two meetings had two weeks interval; therefore, the PE teachers were appealed to headcount all students with special needs in their various schools where they teach.

The criteria used to select the students with disabilities was all those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal term with their peers who have no disabilities. These PE teachers reported two weeks later when the general meeting was held, to the researcher with the data on the number of special needs students. PE teachers reported that there were one hundred and thirty-eight students with special needs. However, one hundred and fourteen students with disabilities were sampled for the study. Twenty-four students with special needs were not sampled because their physical education teachers were not professionally trained as PE teachers.

Physical education teachers for government-assisted and the one privately owned second cycle schools were involved in the study because they were all professionally qualified and were in charge of teaching physical

education in the respective schools where they teach and where students with special needs were found.

The one hundred and fourteen students with disabilities were also involved because firstly, they found themselves in the various classrooms where the physical education teachers teach. Secondly, the study was conducted on them. Oliver (1999), as cited by Avoke (2005), has challenged the view that scholars without disabilities and researchers act in the best interest of persons with disabilities. Avoke (2005) stress that what persons without disabilities usually say about their counterparts with disabilities is not the viewpoints of the latter and that research is on them and not with them. It was, therefore, necessary and fair for the students with disabilities to be involved and to be heard in the study. The study, thus, involved a sample of two hundred and thirty. Out of the 63 schools, ten schools with more than three students with special needs were purposively sampled for the observation exercise.

Data Collection Instrument

Two instruments were used in data collection for this research. They were structured questionnaire (two kinds for PE teachers and students with disabilities) and observation checklist. These questionnaires were self-constructed by the researcher using the themes from the research questions and the hypotheses that guided this research work.

Structured questionnaires are a standard social science data collection tool and can be defined as a list of survey questions that ask respondents for answers and are intended to obtain more information (Opie,2019). Cost-effectiveness, time-saving and convenience for the respondent and generating fast results are just a few of the benefits of using this data collection technique

(Bhattacherjee, 2012) Questionnaires are inexpensive, can offer a quick way to get results, provide data which are most often quantitative in nature and allow easy analysis of results (Opie, 2019). Despite these advantages, standardised questionnaires have their weaknesses and drawbacks, as all other testing methods. Structured questionnaires do not allow questions to be investigated, prompting or to be clarified; they do not offer opportunities for additional information to be obtained, and incomplete answers are quite likely because of a lack of supervision (Opie, 2019).

Two categories of structured questionnaires were used; one for PE teachers and the other for students with special needs. The teachers' questionnaires came in two sections - A and B. Section 'A' was for general instructions and personal details of the respondents such as gender, tertiary institution attended, type of disability found in the PE teacher's class, periods taught per week by the teachers and teaching experience in years. Section 'B' sought information about the research questions and was divided into six sections; B1, B2, B3, B4, B5 and B6. Section B1 had eight items, on how PE teachers perceived inclusive education. B2 on the questionnaire for PE teachers had nine items on how physical education teachers were equipped to handle special needs students.

Furthermore, section B3 looked at the extent to which PE teachers accept and support the idea of having persons with disabilities in their classrooms with eight items. The challenges faced by physical education teachers in including persons with disabilities in physical education were catered for by section B4, with 13 items. The status of an individual plan for students with special needs and the extent to which teaching is modified for

students with special needs were addressed with items 1-5 of section B5. Finally, seven items constituted section B6 which looked at the difference between teachers who had taught for more than five years and those who had taught for less than five years in including students with disabilities in their lessons.

The structured questionnaire for students had a similar design as the physical education teachers. The students' questionnaire was sectionalised in A and B (B1, B2, B3, B4 and B5). Section 'A' focused on the general instruction and personal details of the respondent such as gender, age, religion, type of disability and student's accommodation status. B1 elicited information on the participation level of students in various sporting disciplines within the physical education curriculum. Likewise, B2 dealt with reasons for students' inability to participate in the disciplines outlined in B1. B3 highlighted reasons for participation in sport skills assigned to students with special needs. B4 dealt with the individualized education plan by teachers for students with special needs. Finally, B5 focused on how teachers promote the inclusion of special needs students in physical education. Responses ranged from "Strongly Agree", "Agree", "Disagree", to "Strongly disagree" and were measured on a four-point Likert-scale. The weight for each item was computed, and the score obtained denoted the extent of inclusion of students with disabilities in PE. The questionnaire for students sought to find out activities that students cannot participate in, why students cannot participate in some disciplines and vice-versa, individualized education plan and how teachers promote inclusion of persons with disabilities in physical education.

The sole purpose of the observations used was to augment the data to be provided by the questionnaire and to ensure if the physical education needs of students with disabilities were addressed. Observation is the process of gathering open-ended first-hand information by observing people and places at a research site (Murgan, 2015). Observations may be used as the only knowledge collection technique or combined with other methods (Opie, 2019). This means that it entails using vision as its primary source for data collection. Maher (1995) suggests that observation provides data when other approaches are not productive and can provide information when respondents are unable and/or unwilling to provide information. Maher noted that observation provides first-hand knowledge without relying on others' accounts and allows a wide variety of knowledge to be collected, including information that was deemed irrelevant at the time of the analysis.

According to (Opie, 2019), observation, however, cannot be used when large groups or comprehensive events are examined and cannot include evidence on future or events that are unpredictable. It does not directly analyse views or attitudes; it is susceptible to the bias of observers and relies on their selective perception and memory. Opie continues that it does not provide any control mechanisms to balance the observer's bias, behaviours and opinions. This means that care should be taken so that the researcher’s bias will not come to play.

Structured and unstructured are two types of results that can be used. In terms of character, structured observation makes use of a set and firmly pre-arranged and organised process with a set of well distinct categories. Unstructured observations, on the other hand, are openly organised, and the

observation process is left to the observer (Opie, 2019). The structured observation was considered as it helped in narrowing the researcher's gaze since an observation checklist was to be used. With all these in mind, rapport was established through visits to the schools with letter of introduction from the Health Physical Education and Recreation Department for the researcher to do an observation of their PE classes with special needs students. The process began once the time, date and location of the observations were arranged. Silverman (1993) highlights some of the questions which could be considered when adopting the observation. Amongst the questions were;

1. What are the people being observed doing?
2. What are they trying to accomplish?
3. How exactly should the people being observed do this?
4. How do people being observed characterise and understand what is going on?
5. What does the observer see going on here?
6. What assumption do those being observed and the observer make?

An observation checklist was designed to ensure that similar items were taken care of during the observations to smooth the progress of note-taking. The "Inclusion Observation Checklist" (Thompson, Wickham, Wegner, Ault, Shanks, & Reinertson, 1993) and "Engagement Checklist" (Jenson, 1994) modified by the Circle of Inclusion Project (2002) in the University of Kansas was used to design the observation checklist used.

In adapting the checklist, some few modifications were made to suit the demands of the current study. For example, under instructional strategies, a PE

teacher is expected to be observed to use appropriate materials for age group and learning task. This was modified to eliminate the age aspect of the check. The reason was that all physical activities in the secondary schools are assumed to be age-appropriate, take their sources from the physical education syllabus and are planned by the Ministry of Education. Therefore, the use of appropriate materials and equipment depends more on the type of activity or discipline. A check that was to observe the teacher to position, handle and move a student with a disability in a setting and in an age-appropriate manner was not used on same reason. The reason being that, it could be deduced that, that aspect of the checklist was considering a heterogeneous age group of students. Again, the original checklist mentioned that there should be an offer of appropriate activities for the students' Individualized Education Plan/Individualised Family Size Plan (IEP/IFSP). Here, the check was tailored to observe IEP only. The reason for not using the Individualised Family Size Plan was that it only takes care of the child's needs up to age three, whereas IEP takes care of the student up to age twenty-one. Observing the teacher and the students on IEP, therefore, was more appropriate.

There were also some few additional checks to the checklist adapted by an inclusive project. These were willingness of the students with special needs to participate in the lesson at hand, excusing students with special needs from the physical education lessons, use of special needs assistants and use of adapted equipment.

There were decided upon pre-arranged times, and the researcher visited the schools and studied the classes for physical education. The aim of the visits was to allow the researcher to see PE classes for students with disabilities as

well as to examine and assess the PE teacher's abilities to work with students with special needs. In the course of the observation, the focus was on students with disabilities in the classes and how the teaching activities, as well as peers and the environment, interacted to support or interfered negatively students' access to and meaningful participation in classroom activities. The primary aim of the findings was to increase the data that the standardized questionnaire would provide and to ensure that the physical education needs of students with disabilities were met.

Pilot Study

Arain, Campbell, Cooper, and Lancaster (2010) expresses that a pilot study involves small scale testing of the procedures that are planned for the main study and consequent revision of procedures. The piloting of the instruments was, therefore, done in order to find out how the respondents were going to understand the items in the questionnaire and to examine the questions for item appropriateness and clarity. The pilot of the instruments was used to gain greater insight into the questions and to acquaint the researcher to the research setting. The structured questionnaires were piloted in some selected schools in the Sekondi-Takoradi Metropolis of the Western Region of Ghana.

The researcher conducted the pilot test using 20 students and 20 teachers in six schools. These schools were purposively selected because they had similar characteristics as the sample in the study. Table 1 presents the demographic analysis of the pilot study.

Table 1: Gender Distribution of Respondence

Respondent Type	Male	Female
Teachers	12	8
Students	7	13
Total	19	21

Source: Field Survey (Owusu, 2019)

The respondent's distribution shows there were more female students in the pilot study than were male. Similarly, there were more male teachers than female teachers in the pilot study.

The main purpose of the pilot study was to ensure that, the reliability of items was higher than 70 percent (Cronbach alpha greater than 0.7). The result of the pilot study is presented in Table 2 and 3.

Table 2: Table Reliability of Students Questionnaire

Sections	**No. of items**	**Cronbach alpha**	**Remark**
B1	9	0.76	Accepted
B2	8	0.64	Accepted after deleting 2 items
B3	5	0.82	Accepted
B4	6	0.58	Accepted after deleting 3 items
B5	6	0.61	Accepted after deleting 4 items

Source: Field Survey (Owusu, 2019)

Table 3: Table Reliability of Teachers Questionnaire

Sections	**No. of items**	**Cronbach alpha**	**Remark**
B1	8	0.92	Accepted
B2	13	0.41	Accepted after deleting 4 items
B3	8	0.77	Accepted
B4	13	0.71	Accepted
B5	9	0.52	Accepted after deleting 4 items
B6	7	0.84	Accepted

Source: Field Survey (Owusu, 2019)

The final student questionnaire had 9 items in B1, 6 items in B2, 5 items in B3, 3 items in B4 and 2 items in B5. The items that were deleted was to ensure

that higher reliability values were obtained. The final teacher questionnaire had 8 items in B1, 9 items in B2, 8 items in B3, 13 items in B4, 5 items in B5 and 7 items in B6.

Validity and reliability

Sireci (2016) opine that validity is referred to as the appropriateness, correctness, meaningfulness and usefulness of the specific inferences researchers make based on the data they collect. Consistent with Sireci (2016). Johnson and Christensen (2012) also define validity as the appropriateness of the interpretations, inferences and actions that we make based on test scores. To ensure validity, researchers are recommended to ensure that the test measures are accurate for what they are meant to assess, for the specific group of individuals and for the specific context and the meanings based on test scores. This means that there should be the development of sound evidence to demonstrate that the intended test interpretation matches the proposed purpose of the test.

There are several types of validity; however, social science research usually emphasises on face and content validity as the primary test of validity for an instrument (Kusi, 2012). Face validity authenticates the appropriateness of the instrument based on the judgmental view on how the features of a good questionnaire should be. Here, an expert does the validity on face value. In line with the discussion above, copies of the structured questionnaires and observation checklist were given to colleagues in my department, and some selected physical education teachers to assess the face validity of the instrument. The structured questionnaire and the observation checklist were given to my supervisors and other lecturers to critique and offer suggestions to validate the

instruments. This is consistent with Gay, Mills, and Airasian. (2009) that content validity can be established by expert judgment. Suggestions offered by the supervisors and other lecturers were, therefore, used to correct and reframe the instruments. For example, research question two, which read "To what extent do Physical Education teachers support the inclusion of persons with special needs in physical education?" and research question five which also read, "How do physical education teachers assist in promoting the inclusion of persons with disabilities in physical education?" were detected to be almost the same and were likely to yield the same results. The latter question was therefore not used since it looked like a duplication of the previous one. Again, research question one, which read "How do Physical Education teachers perceive inclusive education" was suggested and changed to read "To what extent do Physical Education teachers perceive inclusive education".

Robson, (2002), McKim, (2017) and Drost, (2011) indicate that reliability, on the other hand, refers to the ability to obtain specific and concrete information by applying a methodologically controlled investigation. It is also defined as the consistency or stability of the test scores Gay et al., (2009). This means that individual scores from an instrument should be nearly the same or stable on repeated administration of the instrument and that instrument should be free from sources of measurement error and inconsistency.

The internal consistency method was considered the most potent for this research. Moreover, since Leech, Onwuegbuzie and O'Conner, (2011) believe that the Cronbach's alpha is the most used method when it comes to the estimation of internal consistency of an instrument, the Cronbach's alpha was used. Leech, Onwuegbuzie and O'Conner believe that it is used for summated

scales or Likert scale items. Working with questionnaires that were Likert scale in character and with internal consistency in mind, the Cronbach's alpha was not underestimated. The Cronbach's alpha comes with correlation coefficient ranging from 0-1, which measures the internal consistency of a test or instrument to estimate reliability. Gay et al. (2009) note that the closer a reliability co-efficient value is to 1, the more reliable the test, while the closer the reliability co-efficient value is to 0, the less reliable the test. A reliability coefficient of 76 was obtained for structured questionnaires. This was consistent with the assertion of Gay et al. (2009) and means the data is reliable.

In testing for the reliability of the observation checklist, the inter-observer agreement method was used. This process involves periodically using two or more observers simultaneously and then calculating a statistical measure to determine the degree of agreement between the two observers. The high inter-observer agreement suggests that the behaviour being observed is sufficiently well defined that, results recorded by one observer to a population of observers could be generalised. This then makes the behavioural phenomenon important to the particular investigator as well as to other investigators. Low reliability of the inter-observers can cause problems. It may reduce the probability of finding an empirical relation between the independent variable and the dependent variable. The inter-observer rate obtained was 75%, which meant the reliability of observation checklist used in this study was above average.

Data Collection Procedure

The justification for the research was explained for ethical reasons, and this pave the way for rapport to be established with the respondents. The questionnaires were administered to physical education teachers who had

special need students in their classrooms and students with special needs for completion and submission in their various schools. The respondents, especially students with special needs, were given guidance as to how items on the questionnaire should be answered. Where the need arose, explanations to questions raised were given.

To encourage students to express their views on the items, they were assured of confidentiality and were allowed to answer the questionnaires with close supervision from the researcher. Most student questionnaires were administered by teachers other than physical education teachers. This was to minimise the influence of responses from the students by their PE teachers. Respondents were highly encouraged to complete the questionnaire on the spot unless otherwise to reduce the general duration for data collection. The questionnaire for the absentee teachers and students were left in the care of Assistant Headmasters of the various schools for onward presentation to teachers and students concerned. A maximum of two weeks was given to all respondents to return the questionnaire. This, however, could not enjoy the maximum cooperation from some of the teacher respondents. Therefore, the researcher took advantage of the 28th Annual Central Regional Schools and Colleges' Athletics competition held in Cape Coast to administer the questionnaire to those who were yet to receive copies of the questionnaire. Since it was a mop-up activity, all respondents were appealed to and encouraged to answer the items on the spot, as there was enough time to do so.

Agreements were made with teachers for the researcher to carry out an observation in their PE class with students with disabilities on the aspect of the observation checklist. The researcher visited the schools and observed the PE

lessons on the date, time and location that were well-thought out with the PE teachers and the schools. This helped the researcher to observe in the physical education classes students with disabilities and also assess the teaching skills of the PE teachers in terms of inclusion of students with special needs. The "Inclusion Observation Checklist" (Thompson et al., 1993) adapted by the Circle of Inclusion Project (2002) in the University of Kansas was adopted as the observation checklist. The observation of the PE lessons was limited to 10 selected PE teachers. Dates, times and locations were set aside for various schools and PE teachers for the observation lessons. In some cases, though teachers had agreed to be observed, the observation had to be abandoned as persons with special needs who were to be observed were absent from school on such arranged dates. New dates were, therefore, arranged for the observation to be carried on. In all, six weeks were used to complete the observation.

Ethical Issues

Ethical approval was obtained from the University of Cape Coast Institutional Review Board. This provided clearance for the implementation of the research protocol. It also paved the way for the researcher to contact the various institutions and respondents needed for the research. The respondents were assured that their responses and comments as individuals were not going to be disclosed so they should feel free to express their feelings and capabilities with respect to the answering of the questionnaire. Participants were made to understand that they had been selected to take part in the study because it is believed that their experience in teaching the students with special needs in the physical education class was expected to go a long way to help in providing answers to questions for the research.

Possible Risks and Discomforts

There was assurance that there were no risks or discomforts to the study. Respondents were convinced that there were also no emotional questions so far as the students with special needs were concerned. Students with special needs who needed assistance in the course of answering the questionnaire were assisted accordingly.

Confidentiality

Furthermore, there was an assurance that the study was for academic purpose, and any information provided was considered confidential if it is personal. Respondents were also informed and given the hope that any information disclosed was safe and protected. This was to the best of the researcher's ability as no hard or soft copy of it was given out to the public and that no one was named in any report. Even though results of the study could be published, respondents were assured of the fact that it will not be an indictment on any institution or an individual.

Voluntary Participation with Right to Leave the Research

The researcher pledged the respondents that the study was voluntary, and refusal to participate attracted no penalty. They were also made to understand that at any point in time, participants could withdraw from taking part in the answering of the questionnaire if they felt to do so.

Data Processing and Analysis

As a mixed analytical approach, both qualitative and quantitative data were obtained. SPSS version 21 was used to enable the analysis of quantitative data. Both descriptive and inferential statistics were carried out on the collected data. The descriptive statistics used for the quantitative analyses were mean and

standard deviation. The mean showed the average responses from all respondents on a particular item while the standard deviation showed the variability in responses among respondents. Descriptive statistics were used to analyse data regarding all five research questions in the teachers' questionnaire. A similar procedure was followed to analyse the items in the students' questionnaire.

Responses ranged from "Strongly Agree", "Agree", "Disagree", to "Strongly disagree" and were measured on a four-point Likert-scale. The weight was measured for each object, and the score obtained denoted the level of participation in physical education of students with disabilities.

For research hypotheses, t-test statistic was used to decide if there was any significant difference between teachers who have taught for more than five years and those who taught for less than 5 years in including students with disabilities in their lessons. Also, t-test was used to determine the level of participation in physical education disciplines by male and female students.

The analysis of data for the study was done through a two-tailed t-test statistic. This design is used when one wants to consider the mean differences in the dependent variable. It is an analytical tool that is utilized in null-hypothesis testing and statistical significance assessment. Two-tailed tests are commonly employed to evaluate significance at the 5% level, which means that each side of the distribution is clipped at 2.5 percent.

The Chi-Square test is used to ascertain if there is a significant relationship between two variables. The frequency of each category for one nominal variable is compared across the categories of the second nominal variable (McHugh, 2013). The data can be shown in a contingency table where

each row represents one variable category and one column -1), where r is number of rows, and c is column number.

The analysis for all five research questions were addressed using Chi square statistics to determine the level of significance of the majority response. The t-test statistic was also used to analyse the two hypotheses formulated.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the findings and analysis of the field survey as well as the discussions of the results. The chapter is divided into seven sections. The first section focuses on the demographic characteristics of both student and teacher respondents, whilst the second section addresses the first research question on how Physical Education teachers perceive inclusive education. The third section also addresses issues on how Physical Education teachers are equipped to handle persons with special needs in physical education lessons while section four focuses on the extent of agreement to which Physical Education teachers support the inclusion of persons with special needs in physical education.

Section five looked at the challenges of the Physical Education teachers in including persons with special needs in physical education lessons. The sixth section detailed status of Individualized Education Plans for students with disabilities and the extent to which teaching is modified for students with special needs respectively. The final section addresses the two hypotheses set for the study on the differences in responses of teachers with more than five years teaching experience and teachers with less than five years teaching experience on inclusive education in physical education as well as the differences in responses of male and female students on their level of participation in practical physical education lessons.

In all, 96% of questionnaires given to teachers were returned while 98% of questionnaires given to students were returned. Concerning the reliability of the questionnaire administered for the survey and subsequently, for the analysis, a reliability coefficient of 0.79 was estimated which was consistent and even better than the coefficient obtained for the pilot survey. The analysis is presented in tables and charts below.

Demographic Data of Respondents

This section presents the demographic information of both teachers and students. This included their sex, teaching experience, statistics on school attended by teachers, number of periods per week for teaching, type of disability in teachers' class and so on for the data on teachers. The data on students included sex of student, number of periods for physical education lessons in schools, type of disability, age range, the religion of students and accommodation status of the students. The detailed result of the analysis is presented in Figures 3 to 12.

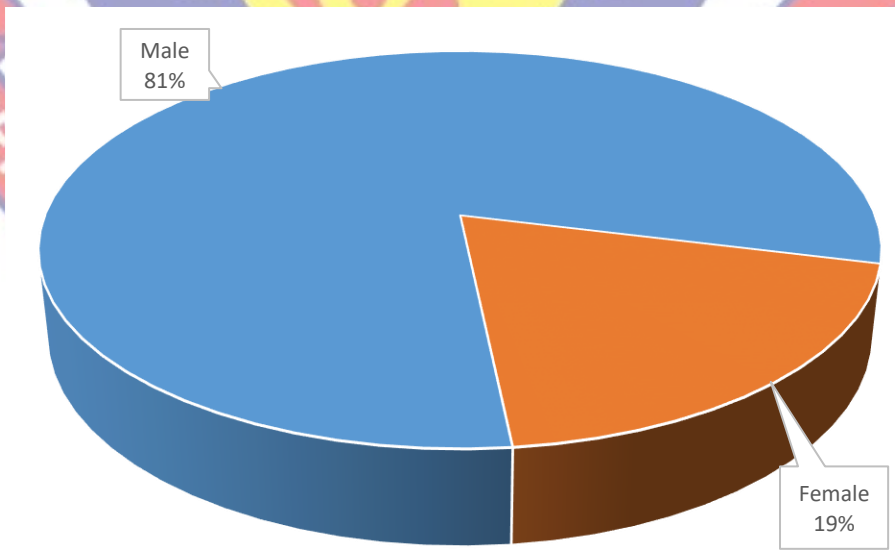

Figure 3: Sex distribution of PE teachers

Source: Field Survey (Owusu, 2019)

Figure 3 presents the sex distribution of teachers engaged in the study. As indicated in the result of the survey, 19% (22) out of a total of 116 PE teachers were females while 81% (94) of PE teachers were males. This implies that most of the PE instructors in SHSs in the region were males. However, the dominance of males in the survey would not in any way affect the professional expertise of PE instructors in conducting the study. The chi-square ($\chi 2$) statistic obtained for the difference in male and female teachers indicated 44.69 at a degree of freedom (df) of 1 which is greater than the critical value of 3.84 at 5% significance level. The study, therefore, can conclude that there is a significant number of male physical education teachers at the second cycle level of education in the Central Region than their female counterparts.

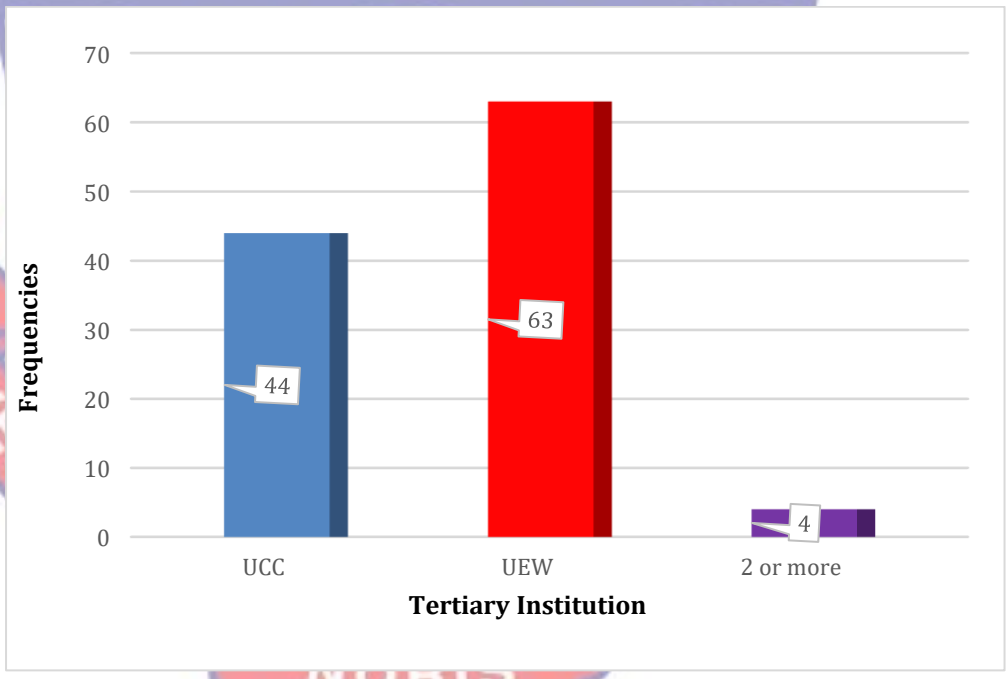

Figure 4: Tertiary institution attended by pe teachers

Source: Field Survey (Owusu, 2019)

Figure 4 displays the distribution of PE teachers in terms of the tertiary institution attended. The analysis revealed that 44 (38%) of the PE teachers

attended UCC. 63 (54.0%) attended UEW. While the remaining four teachers had their education and training in both UEW and UCC or other institutions. In general, UEW trained teachers dominated the study. The chi-square test statistic for testing the difference in the number of physical education teachers trained by a specific university was 51.18 with df of 3. This is greater than the 5.99 critical value at 5% significance level. This reveals that there is a significant difference in the number of physical education teachers trained in UEW, UCC and those who have had their training in 2 or more universities. There was a significant number of physical education teachers who trained in UEW followed by UCC and those who had theirs in 2 or more universities.

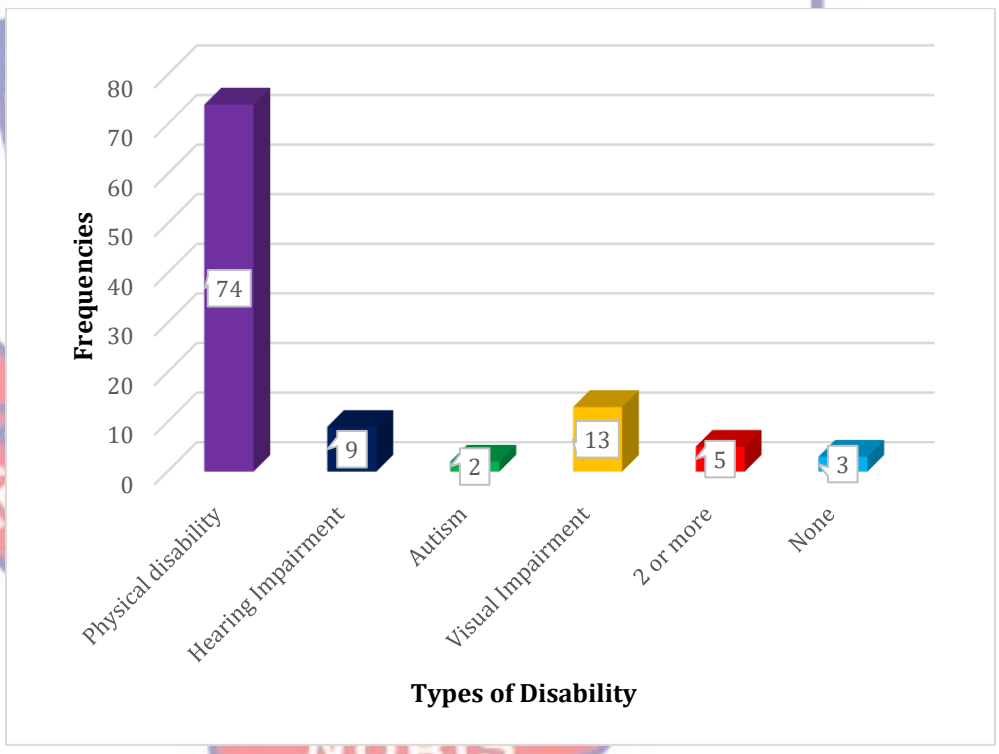

Figure 5: Type of student disability in class
Source: Field Survey (Owusu, 2019)

Figure 5 presents the type of student disability in teachers' classroom. As indicated in the result of the analysis in Figure 5, the majority of the teachers

indicated that students in their class were physically challenged. This was represented by approximately 64% (74) of teachers' responses. The analysis further revealed the presence of hearing-impaired students in the classes of 9 teachers, whilst 13 teachers indicated that there were visually impaired students in their class. Again, two teachers confirmed handling students with autism, while three teachers indicated that none of their students had any form of disability. Finally, five of the teachers indicated that they had students who had multiple disabilities in their classes.

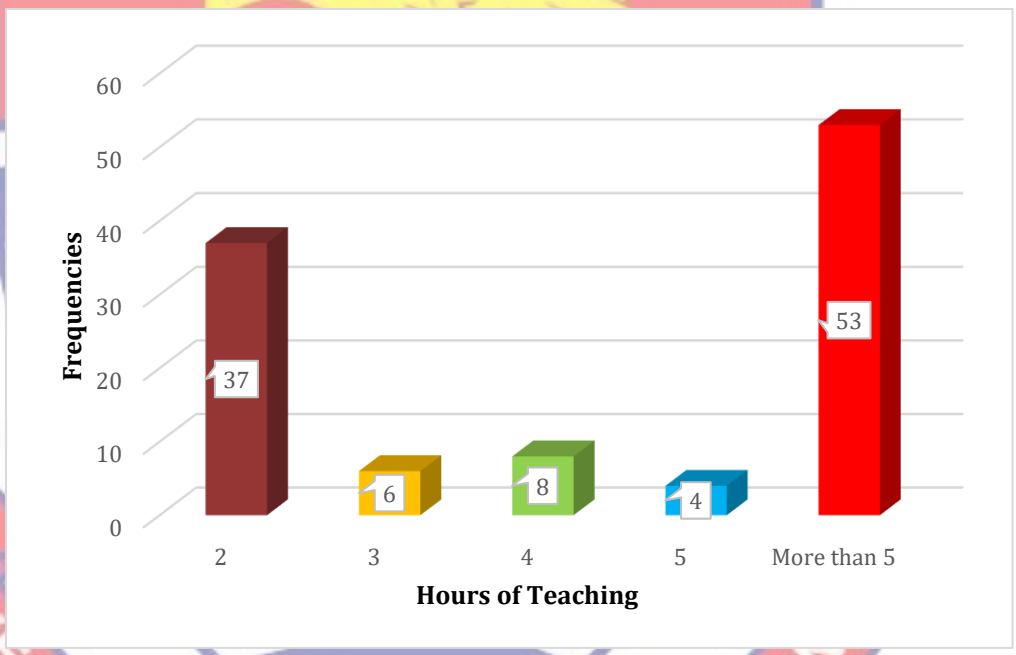

Figure 6: Number of period taught per week
Source: Field Survey (Owusu, 2019)

Figure 6 shows the distribution of periods taught per week by PE teachers. As indicated in the figure 6, 37 teachers out of the 116 teachers revealed that the number of the period they taught in a week was 2 period (2 hours) while 6 teachers indicated they taught for 3 periods (3 hours) per week. The results further revealed that 8 teachers teach for 4 periods (4 hours) in a week while 4 teachers indicated that they teach for 5 periods (5 hours) per week.

The majority of the teachers 54 teachers indicated that they teach for more than 5 periods (more than 6 hours) per week. It can be deduced that the number of periods allocated to teachers to teach depended largely on the available classes in their respective schools where they teach. Therefore, it means that PE teachers in the second cycle schools were not doing equal teaching periods.

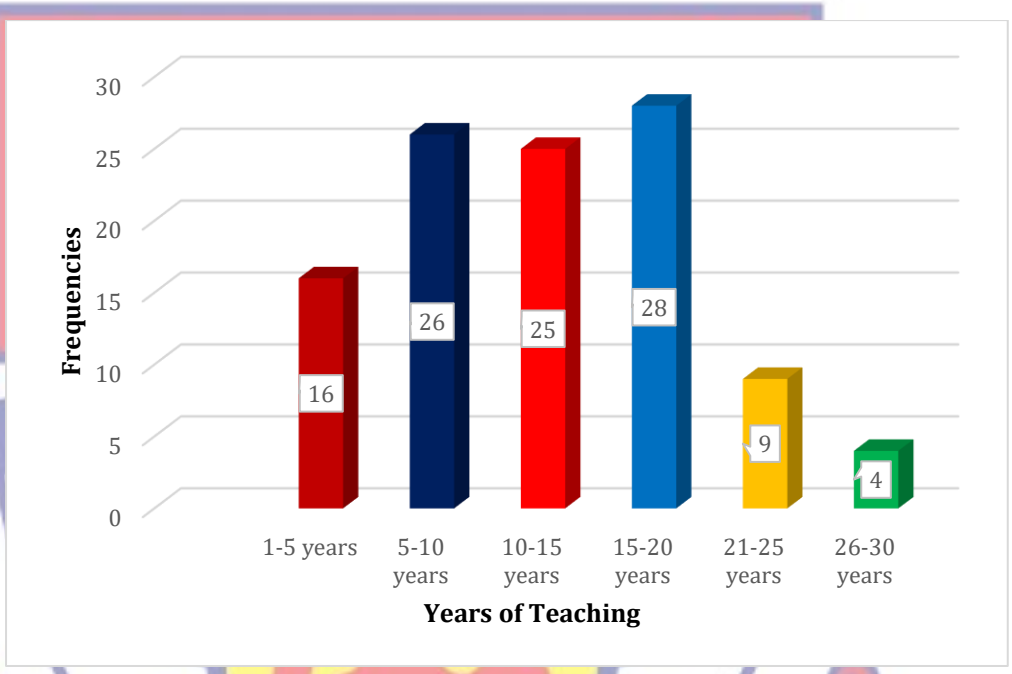

Figure 7: Years of teaching experience
Source: Field Survey (Owusu, 2019)

The analysis presented in Figure 7 refers to the distribution of years of teaching experience of PE teachers in SHSs in the region. The result of the analysis indicated that 16 of the teachers had taught for 1 to 5 years while 26 teachers had taught for 5 to 10 years. It was also revealed that 25 teachers had taught for 10 to 15 years while 28 teachers had taught for 15 to 20 years. Finally, 9 teachers indicated that they had taught for 21 to 25 years while 4 teachers revealed they had taught for 26 to 30 years. The results showed that a greater part of the teachers had taught for more than 5 years and had enough experience with people living with disabilities.

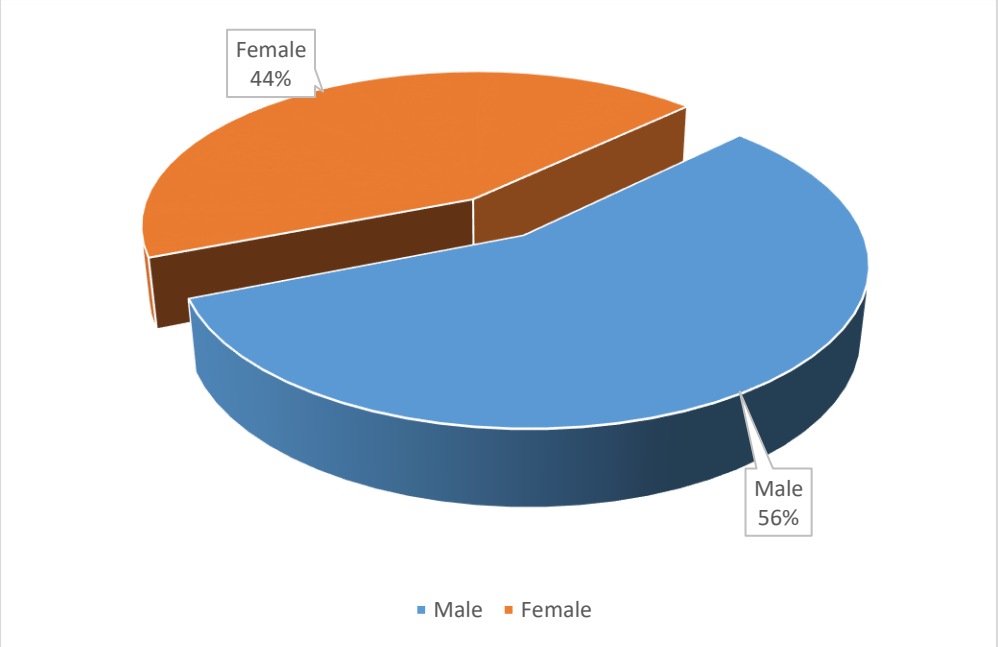

Figure 8: Sex distribution of students
Source: Field Survey (Owusu, 2019)

Figure 8 presents the sex distribution of students engaged in the study. As indicated in the result of the survey, 44% (49) of out of a total of 112 students were females while a majority of 56% (63) of students were males. This implies that most of the students living with disability in SHSs in the region were males. However, the dominance of males in the survey would not in any way affect the study since much focus would be on their state of disability.

According to the UNESCO Institute for Statistics and UNICEF (2015), the rate of attendance of students with disabilities is generally abysmal. They emphasised that children with disability are mostly children who reflect evidence of marginalisation and vulnerability and are generally described as the last 'batch' of out-of-school children. The worse of it is the cultural belief in particular part of the country that supports the claim of female education as irrelevant. Accordingly, female students with disabilities are side-lined from

attaining education based on their disability which is consistent with the results above.

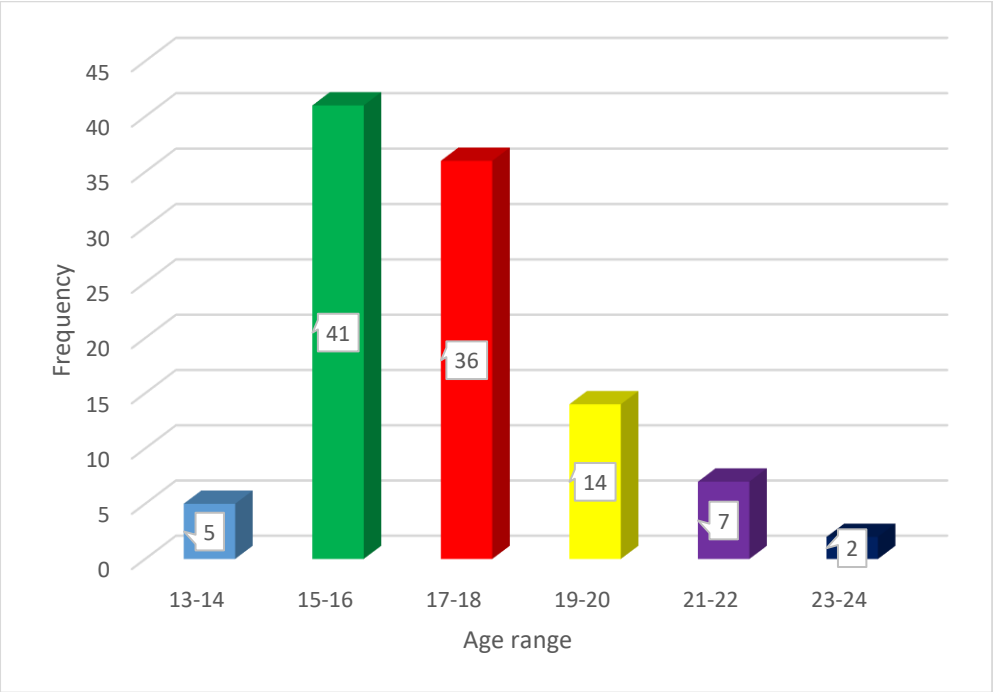

Figure 9: Age distribution of students
Source: Field Survey (Owusu, 2019)

Figure 9 displays the age of students. As indicated in the study, 5 students were between the ages of 13 and 14 years, while 41 students were also between the ages of 15 and 16 years. Also, 36 students were between the ages of 17 and 18 years, while 14 students were between the ages of 19 and 20 years. The analysis also revealed that 7 students were between the ages of 21 and 22 years, while only 2 students were between the ages of 23 and 24 years. Majority of the students were between 17 and 24 years old. The results reflect the pattern of late school enrolment of students with special needs. According to UNESCO (2018), education and disability data analysis for 49 African countries including Ghana, the proportion of the population for whoever attended high school was calculated for persons aged 15 to 29 years and indicated the percentage of this

age cohort with any formal education, regardless of duration. The average age for Ghana was 19 years.

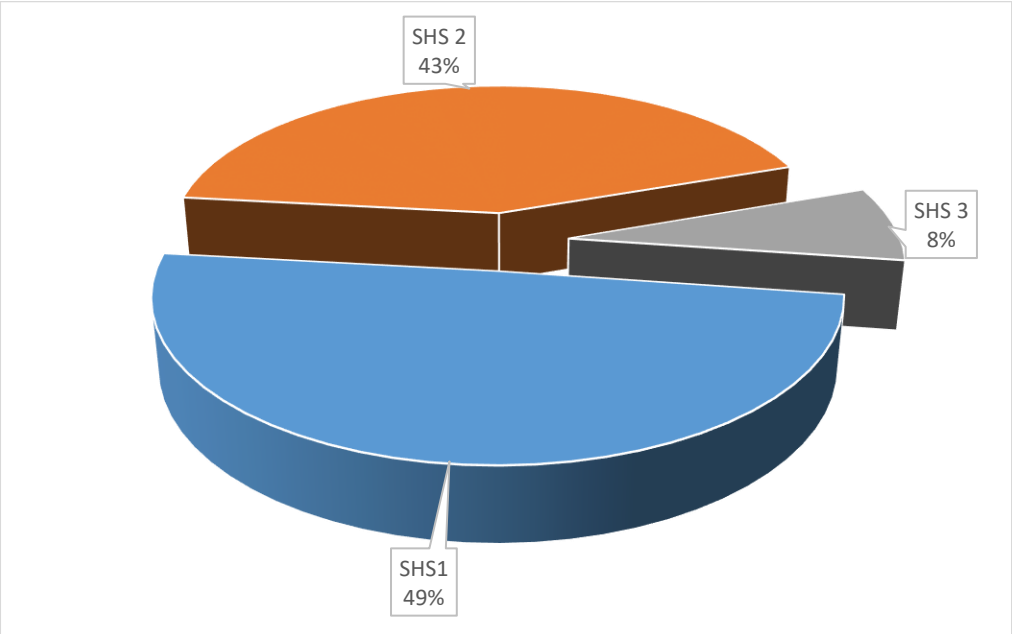

Figure 10: Distribution of students in their various forms/level
Source: Field Survey (Owusu, 2019)

Figure 10 shows the form or level of class distribution of students. As indicated by the figure 10, only 8% of the students engaged were in form 3, while 43% of students were in their second year. The remaining and majority of the students (49%) were in form 1. The results revealed that there was an increased number of enrolment for students living with various forms of disabilities in SHSs in the region each successive year. Intuitively, SHS is gradually accepting students living with disabilities while parents of students have seen the need to send their wards with disabilities to school.

Global studies in inclusive education have shown a gradual and continuous increase in the number of disability students into higher institutions (Kudláček, Ješina, & Wittmanová, 2011; Meegan & MacPhail, 2006b; Smith, 2004). These students living with disabilities are gradually being accepted as students who

could have a normal life. This is especially in sub-Saharan African, where there are reported cases of heinous crimes against people living with a disability which is changing (UNESCO Institute for Statistics and UNICEF, 2015). The successive increases in the number of students disabilities enrolled on a yearly basis reflect the trend identified globally. This confirms the gradual acceptance of society and the educational system to students with disabilities. Another study also revealed that children with disabilities are less likely to complete primary education than their peers without disabilities. On average, for the five countries with data, the primary completion rate was 73% for children without disabilities and 56% for children with disabilities (UNESCO, 2018).

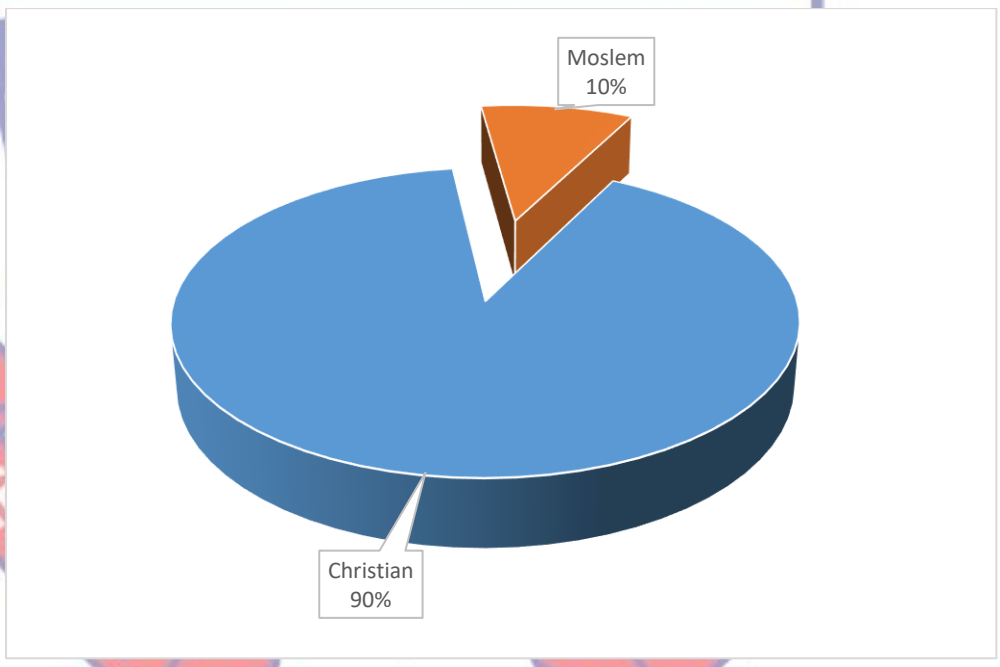

Figure 11: Religious affiliation of students
Source: Field Survey (Owusu, 2019)

Figure 11 shows the religious affiliations of students engaged in the study. As shown in Figure 11, 10% of the students were Moslems, while the remaining 90% of the students were Christians. This implied that more Christian students were living with various forms of disabilities than Moslem students.

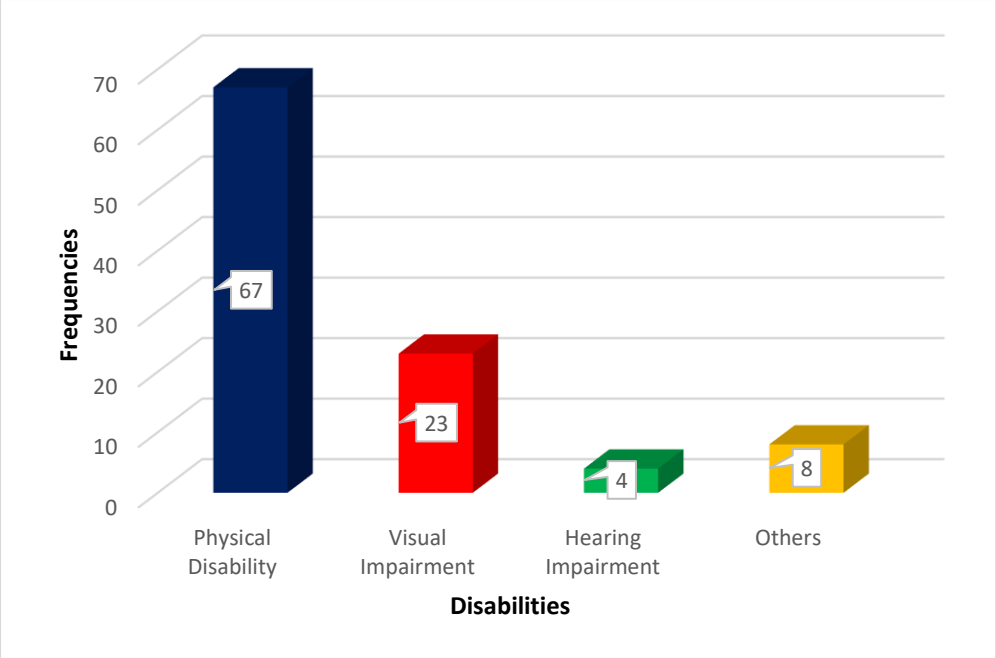

Figure 12: Distribution of students with disabilities

Source: Field Survey (Owusu, 2019)

Figure 12 revealed that 67 (65.7%) of the students were physically challenged, while 23 (22.5%) were visually impaired. The study further revealed that 4 (3.9%) were hearing impaired while the others, 8 (7.8%), had various degree of disabilities. Generally, the results of the study revealed that majority of the students engaged in the study were physically challenged.

A study by Slikker (2009) on the attitudes of people towards a person with a disability (PWD) in Ghana revealed 61.7% of PWD were physically challenged, 19.2% were visually impaired, 5.0% were hearing impaired, 7.5% were chronic illness, 3.4% were intellectually disabled while the remaining had other multiple disabilities. The result of this study is very consistent with the result of Slikker. This confirms the fact that the majority of PWDs, particularly in the education sector, are physically challenged, followed by visually and hearing-impaired students.

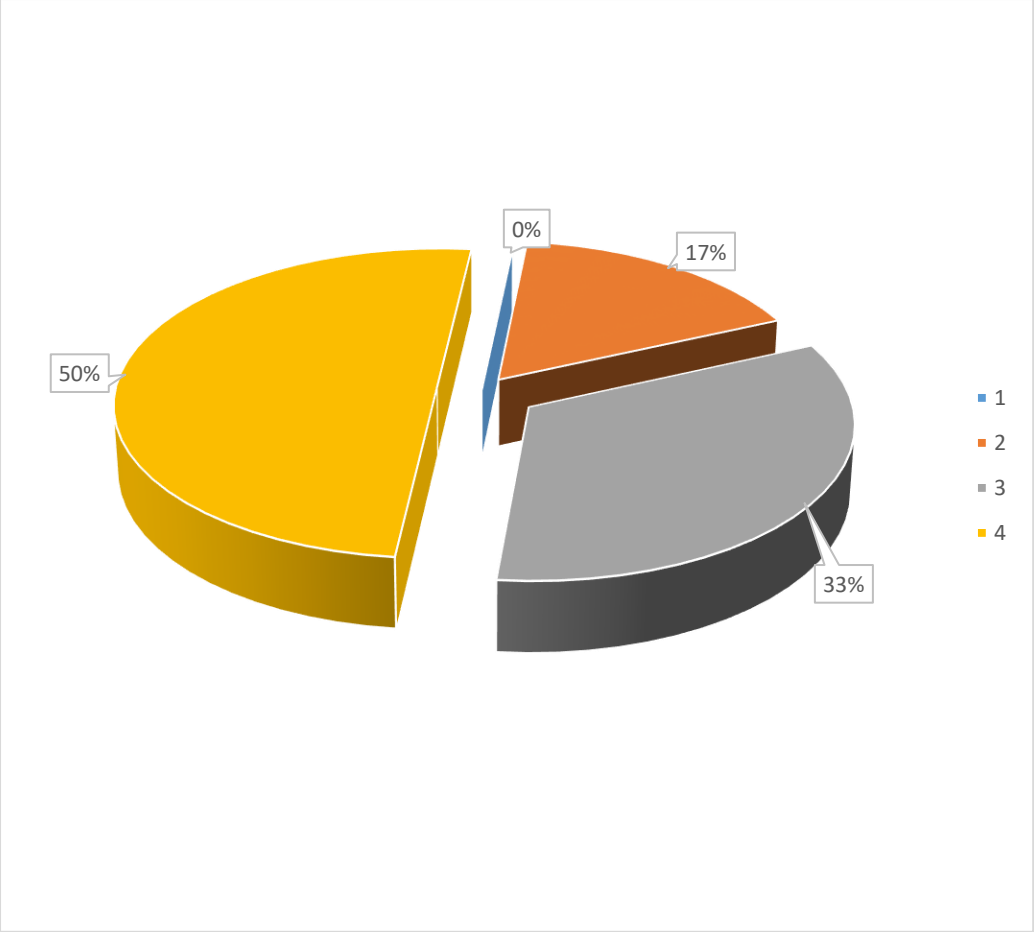

Figure 13: Period per week allocated for PE activities for students

Source: Field Survey (Owusu, 2019)

Figure 13 presents the number of periods students have PE lessons in a week. The result of the analysis indicated that all the students had at least 2 periods per week for PE lessons. As indicated in the figure 13, 17% of the students had 2 periods per week while 33% had 3 periods per week. Finally, 50% of the students indicated that they had 4 periods per week. This implied that majority of students had at most 4 periods per week for PE lessons.

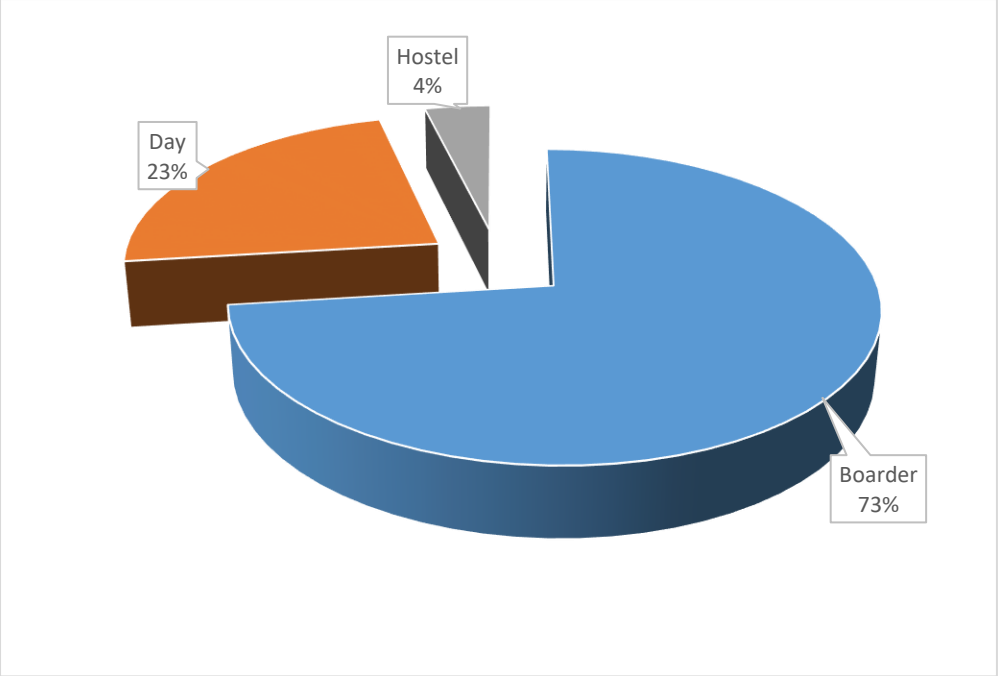

Figure 14: Student's accommodation status

Source: Field Survey (Owusu, 2019)

Figure 14 displays the accommodation status of students in the study. Students were categorised into a day, boarding and hostels. The day students were SWDs who lived with their parents while those in the hostels were day students but lived on their own at the hostel. The result indicated that 23% of students were day students, while 4% of the students were accommodated at the hostel. Majority of the students (73%) were in the boarding house.

Research Question 1: To What Extent are Physical Education Teachers knowledgeable about Inclusive Education?

This section presents the opinions of PE teachers on their knowledge of inclusive education in an attempt to address the first research question. This set of questions were build up questions in the study that sought to elicit the understanding of PE teachers and instructors in terms of how to involve all students irrespective of their disabilities in their PE practical lessons. Teachers were requested to express their opinions on whether they agreed or disagreed to

the statements provided below. The Chi square statistics was compared to a critical value (Chi square tabulated) of 3.84 at 2 degrees of freedom. The Chi square statistic is significant if it is greater than the critical value of 3.84 with 1 df.

Table 4: Responses of Teachers' knowledge on Inclusion Education

Statement	N	Agree (%)	Disagree (%)	$\chi 2$	P-Values
Inclusive education about the right to fully participate in all school activities	115	108(93.9)	7(6.1)	88.70	0.0000
Inclusive education concerns only students with disabilities	114	26(22.8)	88(77.2)	33.72	0.0000
Inclusive education is about accessibility to appropriate aids, assessment and support	114	98(86.0)	16(14.0)	58.98	0.0000
Inclusive education is about creating better ways to attend to diversity	111	103(92.8)	8(7.2)	81.31	0.0000
Inclusive education is about elimination of learning barriers in school	114	26(22.8)	88(77.2)	33.72	0.0000
Inclusive education is about catering for needs of all children in school.	111	94(84.7)	17(15.3)	53.41	0.0000
Inclusive education calls for the involvement and achievement of all children	114	101(88.6)	13(11.4)	67.93	0.0000
Inclusive education favours only children with disabilities	114	19(16.7)	95(83.8)	50.67	0.0000

Source: Field Survey (Owusu, 2019) $\chi 2_{\text{tabulated}} = 3.84$ ($\alpha = 5\%$)

As indicated in Table 4, majority of the teachers agreed that inclusive education involves the right to the full participation of all students in all school activities, accessibility to appropriate aids, assessment and support. This was represented by 93.9% of teachers while the remaining 6.1% disagreed. The Chi square statistic of 88.70 showed response was significant at 5% since 88.70 is greater than the critical value of 3.84 at 1df. On the statement of whether

inclusive education was a better way to create diversity and eliminate learning barriers in the school, 92.8% of teachers agreed while the remaining 7.2 disagreed. The Chi square statistic of 81.31 indicates that the response was significant at 5%, since 81.31 is greater than the critical value of 3.84 at 1df.

In addition, a significant number of teachers agreed that inclusive education caters for the needy as well as calls for the involvement and achievement of all children. This is represented by 84.7% of teachers while 15.3% of teachers disagreed. The Chi square statistic of 53.41 indicated that the response was significant at 5%, since 53.41 is greater than the critical value of 3.84 at 1df.

On the other hand, the teachers disagreed that inclusive education concerns only students with disabilities and favours only children with disabilities. This is represented by 77.2% of teachers. The Chi square statistic of 33.72 indicated that the response was significant at 5%, since 33.72 is greater than the critical value of 3.84 at 1df.

On criticism of inclusive education favouring only children with disabilities, 83.8% of the teachers disagreed while the remaining 16.7% of teachers agreed. The Chi square statistic of 50.67 indicated that the response was significant at 5%, since 81.31 is greater than the critical value of 3.84 at 1df. The values of the chi-squares for all the eight items were greater than the critical value of 3.84 with 1 degree of freedom. This implies that the variations in responses by respondents for all the items were significant.

The findings above have similar characteristics with some previous studies on human rights. For example, Winter and O'Raw (2010) opined that inclusion is about the right to participate fully in school life and the school's duty to welcome and accept the students with special needs. In this regard, the

school is to ensure the comfortable stay of the students with disabilities in school. Similarly, Stainback (1992), as cited in Gadagbui and Danso (2012), expressed the view that inclusion within the context of education has its roots in campaigns for access to education and universal human rights. Identical sentiments are expressed by Winter and O'Raw (2010) who point out that the field of special education was first developed in the 20th century and that this development was mainly due to the Civil Rights Movements' penchant for questioning segregation in all spheres of life, especially so in the area of education. Again, over the past decades, there have been several human rights statements and national/international charters focusing on the Rights of Persons with Disabilities, with some including the right to sports and recreation (UN Convention on the Rights of Persons with Disabilities, 2006). The historical association between inclusion and the Civil Rights Movement is, therefore, not surprising, given the fact that exclusion which inclusion seeks to undermine within the context of education amounts to a violation of human rights.

The perception of PE teachers in creating better ways to attend to diversity is grounded in literature. This is because Engelbrecht, Kriegler and Booysen (1996) indicated that the practice of educating children who have disabilities together with their peers without disabilities means creating learning communities that appreciate and respond to the diverse need of its members.

In a similar way, Agbenyega and Deku (2011) pointed out that inclusion is a multifaceted practise that deals with value and belief systems, and celebrates diversity and difference. This argument implies that, within the concept of inclusive education, the difference is not taken to be weakness, but that difference has to be embraced and taken as a point of strength.

Generally, the teachers surveyed indicated that inclusive education is not all about helping needy students but the objective is to involve all type of students. This affirms the idea behind Mittler's (2000) argument that inclusion means that all students be served in the general classroom as peers. This argument is set on the premise that educating all students with their peers irrespective of their peculiar challenges will inure to the benefit of all stakeholders in the educational system. Additionally, the high standard deviation recorded for the responses that indicated disagreement with the statements by teachers shows the wide and extreme position of respondents even though the majority of the teachers agreed on the average.

PE teachers agreed that inclusion is about the need to cater for the needs of all students in school. Unfortunately, the tendency of teachers in health and physical education to imitate some sort of general health and physical education programme has failed in the past to provide an inclusive classroom. This has resulted in students with disabilities continuing to be disadvantaged (Mittler, 2000).

A different perspective to integration of all students in terms of inclusive education has been reported by Mamah (2006), who thought that the term 'inclusion' had become a more usual way of describing the extent to which a pupil categorised as having special needs is integrated. Used in this way, the term 'inclusion' refers to the extent to which a school or a community welcomes learners with special needs as full members of the group and values them for the contribution which they make. This implies that for inclusion to be useful, all pupils must actively belong to, be welcomed by and participate in the mainstream school and community - they should be fully included. Their

diversity of interest, abilities and attainments should be welcomed and be seen to enrich the life of the school. In this sense, Ballard (1999) argues that inclusion is about valuing diversity rather than assimilation.

Finally, majority of the teachers' responses were in congruence to the fact that inclusion is not merely concerned with adding special needs children to regular schools or educational systems but is interested in how an enabling environment can be created in the regular school system to ensure that the learning potential of all children is materialised. Interestingly, the study revealed contrary to the perception that one of the problems facing inclusive education is the appearance of a lack of consensus about their definition that most teachers agreed to the fundamental concepts on inclusive education that is accepted globally (Mitchell, 2010). Mittler (2000) argued that inclusion is a radical reform of the school system in terms of the curriculum, assessment, pedagogy and groupings of people.

Research Question 2: To What Extent are Physical Education Teachers trained to teach Persons with Special Needs?

This section addresses the second research question that sought to find out what is used to equip PE teachers to handle persons with special needs in practical PE lessons. The objective was to discover if the training that PE teachers received during their initial teacher training was tailored towards inclusive teaching. It was also to assess whether PE teachers received training while on the job in relation to the handling of the special need in class.

Table 5: Responses of PE Teachers on the Extent to Which They are Trained to Teach Persons with Special Needs.

Statement	N	Agree (%)	Disagree (%)	$\chi 2$	P-Values
My training as a P.E tutor included inclusive education	115	92(80)	23(20)	1.40	0.0000
I have done courses on inclusive education whiles receiving my physical education training	114	85(74.6)	29(25.4)	27.51	0.0000
I have gone through training on teaching of persons with special needs	114	76(66.7)	38(33.3)	12.67	0.0004
I have undertaken professional training development in in-service training specifically on teaching pupils with disabilities	114	46(40.4)	68(59.6)	4.25	0.0393
My education on inclusive education during my training as a P.E teacher is not enough to practice inclusive education	114	71(62.3)	43(37.7)	6.88	0.0087
In the course of my pre-service orientation, I had the opportunity to go through the methodology of teaching persons with disabilities	116	53(45.7)	63(54.3)	0.86	0.3537
My pre-service training was solely geared towards the teaching of pupils in the regular classroom	116	68(58.6)	48(41.4)	3.45	0.0633
There are always opportunities to liaise with other teachers who have experience and training in special education for advice	115	63(54.8)	52(45.2)	1.05	0.3055
I never had a course on training in inclusive education during my training to be a P.E tutor	114	37(32.5)	77(67.5)	12.45	0.0004

Source: Field Survey (Owusu, 2019) $\chi 2$ tabulated = 3.84 (α = 5%)

Table 5 presents the result on how teachers are equipped to handle persons with special need in physical education practical classes. It was again to realise if teachers received other training in the form of in-service training for them to be current in terms of teaching methodologies. In terms of instruction and courses provided by teachers as part of training as physical education instructors, the claims were accepted by 80 per cent of teachers. The Chi-square

statistic of 41.40 indicated that the response was significant at 5%, since 41.40 is greater than the critical value of 3.84 at 1df. Similarly, 62.3% of teachers also agreed that they had gone through training on teaching of persons with special needs and their training as a P.E teacher is not enough to practice inclusive education. The Chi-square statistic of 6.88 indicated that the response was significant at 5%, since 6.88 is greater than the critical value of 3.84 at 1df.

The majority of teachers (67.5%) disagreed that they have not undergone any form of training as PE teachers on how to handle persons with special needs. The Chi-square statistic of 12.45 indicated that the response was significant at 5% since 12.45 is greater than the critical value of 3.84 at 1df. They, however, agreed (62.3%) that they have not had adequate training to practice inclusive education. Intuitively, as much as teachers think they have known about the practices of inclusive education, they admit that their training is not enough to carry out fully on handling students with special needs in their physical education practical lessons. In confirmation of the argument above, 58.6% of teachers on the average agreed that their pre-service training was on only regular classroom activities. The Chi-square statistic of 3.45 indicated that the response was insignificant at 5%, since 3.45 is less than the critical value of 3.84 at 1df. This implies that their agreement that beyond the regular classroom training, other fields or extracurricular activities were not taught was insignificant.

On the other hand, 59.6% of teachers on the average disagreed that they have had some professional training and have undergone some form of training on the methodology to teach persons with disabilities. The Chi-square statistic of 4.25 indicated that the response was significant at 5%, since 4.25 is greater than the critical value of 3.84 at 1df. On average, 54.8% of teachers also agreed

that there are always opportunities to liaise with other teachers who have experience and training in special education for advice. The Chi-square statistic of 1.05 indicated that the response was insignificant at 5%, since 1.05 is lesser than the critical value of 3.84 at 1df. The chi-square statistics for the items showed that six items (1, 2, 3, 4, 5 and 9) out of the nine items were significant since their values were greater than the critical value of 3.84 at 1 degree of freedom.

The results revealed further that, responses on whether respondents had orientation during pre-service, the methodology of teaching persons with disabilities, pre-service training was solely geared towards the teaching of pupils in the regular classroom and always had opportunities to liaise with other teachers who have experience and training in special education for advice were insignificant. The study, therefore, concluded based on the findings that there were no significant differences among the responses of the respondents who agreed and those who disagreed.

Conceptually, resourcing physical education teachers with the needed teaching and learning materials for regular schooling activities is a significant challenge for Ghanaian senior high schools thoughtless of equipment to aid students with special needs (Okyere & Adams, 2003). According to Essel (1996), "Introduction to Special Education" has been designed to prepare the ordinary classroom teacher to recognise the need to identify cases of disabilities in the classroom and to make efforts at helping those children so identified. This means that graduate teachers are equipped with the necessary skills to enable them handle the disabled.

Undoubtedly, training institutions have mounted programmes that inculcate inclusive education in the training of teachers including physical education. Chappell (2008) emphasized that a school curriculum represents the community's economic, social and cultural circumstances and gives a voice to all members of society. It is, therefore, in order for tertiary institutions to streamline their curricula to meet the dynamics of today's education that feats inclusive education as its topmost priority.

Another side of resourcing teachers apart from curriculum development is training. Even though King et.al (2005) identified five factors that serve as impediments to participation in sports and recreational activities, the resourcing of teachers included the human resource factors in this particular survey. As indicated in the summary of the results, the majority of the teachers alluded to the fact the special education and inclusive education was an integral part of their training.

In the light of the above results, Norrell (1997) observed, as quoted in Horne and Timmons (2007), that an inclusive classroom includes prior and ongoing teacher training, extra preparatory time, limiting the number of students with special educational needs to 3 per class, including teacher support, additional monetary resources, and support from principal and other staff. Moreover, teacher training has been pigeon-holed by division and includes serious disparities in both duration and quality (Engelbrecht et al., 2003).

Many teachers are seen to be disadvantaged, according to Engelbrecht et al. (2003), due to the low standard of their preparation in the sector. Studies show the need for professional development as central to the successful development of inclusive activities, including initial teacher preparation and

continuous professional advancement (Avramidis et al., 2000; Pearson & Chambers, 2005). From the aforementioned debate, it can be inferred that if the low standard of teacher preparation persists, individuals with special needs education will continue to be dumped into regular schools. This is because teachers may not have the necessary skills or knowledge to help include the students with special needs.

In connection with this, Downing and Williams (1997), Hays (2009) and Wylde (2007) recorded that teachers' previous experience with pre-service inclusive education, as well as in-service training, were found to have more positive inclusive attitudes than teachers who had not acquired that knowledge. Inclusive education teacher preparation is seen by Amod (2004) and Engelbrecht et al. (2003) as a fundamental element of preparation that includes administrative issues relating to inclusive education, acquaintance to best inclusive practices, cooperation with colleagues and parents. They also state that to address the barriers to learning in the classroom, teachers should be provided with extensive training in managing the emotional and behavioural problems of students in the school. This is because in order to express more positive attitudes towards inclusion, teachers need premonition on the methodologies of teaching students with special needs. In so doing, once teachers are confronted with the presence or need to teach the special needs, they will not be handicapped. Apart from not being handicapped in teaching special needs, teachers' perceptions or attitudes are likely to be more encouraging with more training in the inclusive strategies and expertise.

Research conducted by Scott (2006) mirrored the frustrations teachers fingered towards promised classroom support and curriculum training by the government. Studies mentioned focused on teachers' perceptions of the training courses. However, the studies should consider that perceptions represent subjective experiences and not always reality. Training could be excellent in reality, but teachers may have perceived it to be insufficient and unhelpful (Hays, 2009; Logan, 2002).

Research confirms the efficacy of teacher-child collaboration in achieving anticipated outcomes as well as stresses the significance of either avoiding or enhancing the behavioural problems of children (Lyon, Budd, & Gershenson, 2009). This significant teacher-child interaction can yield a better result through improved teacher training. Therefore, teacher training in special needs education is vitally essential in instilling skills and knowledge in teachers to help them understand the learners' needs and diversify their teaching methods to fit those learners. UNESCO (1994) also stresses the value of teacher-training explicitly to improve the positive attitude of teachers towards people with disabilities and their receipt of the learning potential of all.

A study conducted by Avramidis, Bayliss and Burden (2000) found that teachers who had undergone high-quality training tended to be more experienced in their teaching skills and found inclusion awareness easy to manage. Besides, in their research on teacher judgment on inclusion, Opdal, Wormnæs, and Habayeb (2001) maintain that the concept of including students with the same disabilities was more tolerant for teachers who had experience with students with mobility and other physical disabilities.

Finally, Avramidis and Kalyva (2007) recorded that research studies have shown that inclusive education professional development courses have resulted in less resistance to inclusive teacher practices and a decrease in stress levels for teachers when dealing with inclusion. In related ways, Downing and Williams (1997), Hays (2009) and Wylde (2007) also stated that teachers' previous familiarity with inclusive education from pre-service training, and in-service training, were understood to have further positive attitudes towards inclusion than teachers who had not gotten that knowledge. This means that training is likely to provide teachers the strength to keep their classrooms and curriculum more educational and to create access to new teaching styles. This will create settings that interest students to make them feel more comfortable and encourage them to participate in classroom activities. It is also likely to lead to lessons that are more practical and more significant in overall learning since teachers will be helping students to truly succeed through the vital skills to be gained from the training sessions.

Table 6: Students' Perspectives on How They are Handled during PE Lessons

Statements	N	Disagree (%)	Agree (%)	$\chi 2$	P-Value
P.E teacher gives a different activity whenever difficulties to perform an activity are encountered during P.E lesson	103	68(66.0)	35(44.0)	10.57	0.0011
Another teacher is always available to help me apart from my P.E teacher	103	72(69.9)	31(30.1)	16.32	0.0001
Activities are modified to allow me to participate	104	51(49.0)	53(51.0)	0.04	0.8415
Classmates offer encouragements to me during P.E lessons	104	34(32.7)	70(67.3)	12.46	0.0004

Source: Field Survey (Owusu, 2019) $\chi 2$ tabulated = 3.84 (α = 5%)

Table 6 presents the perspectives of students on how teachers handle them during practical physical education lessons. According to the students, on average, 66% of students indicated that PE teachers do not engage them in different activity whenever they had difficulties in performing planned activities which are encountered during PE lessons. Again, 69.9% of the students also indicated that they are not given another teacher to train them differently from others. The Chi-square statistics in both cases were 10.37 and 16.32, respectively. This reveals that their responses were statistically significant at 5%, since the values are greater than the critical value of 3.84 with 1 df. Similarly, 51% of students on average disagreed that activities are modified to allow them to participate in physical education lessons in their various schools. This implies that students with special needs were engaged in the same activities as the regular students while those students with extreme disability conditions were left unattended. The response was statistically insignificant since the Chi-square statistics of 0.04 obtained was less than the critical value of 3.84. Also, 67.3% of students agreed that their colleague students encouraged them to participate in PE lessons in the form of assistance when need be. The Chi-square statistics of 12.46 indicated that the response was statistically significant at 5% since it was greater than the critical value of 3.84 with 1 df.

The general perspectives of students on how they are handled by teachers were very discouraging. Majority of the students (66%) revealed that they are not given different activities to perform whenever difficulties arise during PE practical lessons even though they admit some of their colleagues encourage them during such lessons. As indicated in table 3, responses on items 1, 2 and 4 are significant with chi-square value greater than critical value of

3.84. However, the responses on whether activities are modified to allow students with disabilities to partake are insignificant since the chi-square value of 0.04 is less than the critical value of 3.84 with 1 degree of freedom.

The responses above bring to fore the UN Convention on the Rights of Persons with Disabilities (2006) that urged all nations to address the rights of persons with disabilities, including equal participation in recreational, leisure and sporting activities. Regrettably, at best and at worst, the attitudes of teachers towards inclusion remain contradictory and are frequently negative (Block & Obrusnikova, 2007). Much of the uncertainty and frustration stems from the documented lack of preparation of the physical educators themselves (Ammah & Hodge, 2005; Block & Obrusnikova, 2007; Hodge, 1998; Hodge et al., 2009a).

Ocloo and Dogbe (2006) on inclusive education in Ghana, noted that several barriers alienate people with disabilities. On the concept of inclusive education itself, they pointed out that the Jomtien World Conference Declaration of 1990 makes it clear that inclusion in the context of education implies the integration of persons with barriers to learning and development in ordinary schools. Fitzgerald, Jobbling and Kirk (2003a) described such a situation where students with disability conditions are left unattended as a form of hidden discrimination. Hidden prejudice suggests that the support they need to develop, express their thoughts and be included in ways that affect them is ignored or not provided to children and young people in general and, in particular, those with disabilities. Hidden bias may also mean that nothing is happening, or that there is nothing that might happen. Individuals, for instance,

are not heard, invited, asked, acknowledged or encouraged to participate in a sports context.

The arrangement to allow learners with learning needs to take part in PE lessons in the form of support when needed provides a calm environment in which children can learn, play, grow and develop (Naylor & Cowie, 1999). Peer support allows both those helped and the "helpers" to develop personal skills, such as communication skills, increase self-esteem, and learn to compromise with each other, according to Davis (2000). It helps children to observe different roles and tasks, as well as to develop leadership skills and teamwork.

Downing and Williams (1997) admit that when introduced to them in the classroom, students without learning standards become more welcoming, knowing and acknowledging parallels with students with special educational needs. Hays (2009) indicates that these students are more aware of other children's needs, are more comfortable with people with disabilities, are more aware of differences and have improved social and emotional development. Nevertheless, while inclusive education can be a deciding factor for students with no learning obstacles, it is also reported to be disadvantageous to these students at times, as parents have reported the lack of time spent by teachers assisting all learners in the classroom (Shongwe, 2005).

Peer reinforcement can be used to promote inclusion by facilitating interaction between learners with and without physical disabilities. Often teachers find it challenging to have much needed individual attention when handling inclusive physical education lessons for learners with physical disabilities. However, the use of peers to support learners can be a successful way to integrate learners with physical disabilities into physical education

classes. Peer tutoring is one in which the tutor is an older and/or educated student the entire time, while the other less experienced student or student with disabilities is the tutee over the entire period (Dwyer et al., 2001; DePauw, & Sherrill, 1994). From the above, it is realised that peer support can contribute to refined social skills participation in peer activities, build relationships and social norms. Both the individual with and without special needs could all benefit from social interactions and adaptive behaviours. Self-confidence will also be projected when the opportunities are created to allow interactions among students in inclusive settings. Students without disabilities could even benefit more from interacting with their peers with disabilities in the sense that they will have the opportunity to master and teach what teachers have taught to their peers. This is especially when peer tutoring is well planned.

Research Question 3: To What Extent do PE Teachers Support the Inclusion of Persons with Special Needs ?

This section presents the result of the analysis of the extent to which the PE teacher accept and support the idea of having persons with disabilities in their classroom. This section addresses the third research question. This question was necessary due to the preliminary assessment of the inadequate knowledge levels of PE teachers on inclusive education and how it could be inculcated in practical physical education lessons.

Table 7: Responses of Teachers on their Support of the Idea of Including Students with Special needs in Physical Education

Statement	N	Agree (%)	Disagree (%)	$\chi 2$	P-Value
There should be a combination of able and disable pupils in physical education classes	116	108(93.1)	8(6.9)	86.21	0.0000
Students with disabilities should be given equal access to physical education	116	111(95.7)	5(4.3)	96.86	0.0000
Government should have separate schools for persons with disabilities to make teaching easy	116	34(29.3)	82(70.7)	19.86	0.0000
Having students with disabilities in the regular classrooms will disrupt harmony in teaching	115	80(69.6)	35(30.4)	17.61	0.0000
Persons with disabilities participate equally in physical education with their able counterparts during lessons	116	77(66.4)	39(33.6)	12.45	0.0004
Teaching both able and disabled students in the same classrooms is quite a heavy load of work for me as a P.E teacher	116	82(70.7)	34(29.3)	19.86	0.0000
I'm not comfortable as a teacher for both students with and without disabilities to mix up in my class	115	36(31.3)	79(68.7)	16.08	0.0001
It will be an advantage to people with disabilities to have special and separate schools of their own than to be in regular school	116	46(39.7)	70(60.3)	4.97	0.0258

Source: Field Survey (Owusu, 2019) $\chi 2$ tabulated = 3.84 (α = 5%)

As indicated in Table 7, on the average, 93.1% of teachers agreed that there should be a mixture or combination of both students with and without disabilities in a physical education class. Similarly, 95.7% of teachers agreed that students with disabilities should be given equal access as given students without disabilities. The Chi-square statistics for both responses were 86.21 and 96.86, respectively. This indicated that the responses were statistically significant at 5%, since the values were greater than the critical value of 3.84 with 1 df. Undoubtedly, the teachers agreed with the concept of inclusive education and understood the merit of inclusive education. Again, the majority of the teachers (66.4%) on the average agreed that persons with disabilities participate equally in physical education with their able counterparts during lessons. In addition, 70.7% of teachers agreed that teaching both able and disabled students in the same classrooms is quite a heavy load of work for them as PE teachers. The Chi-square values for the responses were 12.45 and 19.86, respectively. Both statements were statistically significant at 5%, since the values were greater than the critical value of 3.84 with 1 df. Besides, 69.6% of teachers agreed that students with disabilities disrupt regular classroom teaching. The Chi-square statistic obtained 17.61. This was statistically significant at 5% since the value was greater than the critical value of 3.84 with 1 df.

In terms of statements disagreed on by teachers, on the average, majority of teachers (70.7%) indicated that government must separate persons with disabilities from the mainstream or abled students to make teaching more accessible. The Chi-square statistic obtained 19.86. This was statistically significant at 5% since the value was greater than the critical value of 3.84 with

1 df. Finally, majority of the teachers (68.7%) on the average disagreed that they felt very uncomfortable with teaching both students with disabilities and abled students in the same classroom setting. The Chi-square statistic obtained 16.08. This was statistically significant at 5% since the value was greater than the critical value of 3.84 with 1 df. Additionally, 60.3% of teachers disagreed to the statement that students with disabilities are better off in special schools rather than all-inclusive schools where abled students are advantaged. The Chi-square statistic obtained 4.97. This was statistically significant at 5% since the value was greater than the critical value of 3.84 with 1 df. The results of the Chi-square statistics for each of the 8 items reveal values greater than the critical value of 3.84 at 1 degree of freedom. This suggests that there are important differences in the responses of respondents who agreed and disagreed to items under this particular research question.

The theoretical basis for these findings shows that an inclusive model of physical activity capacity (IMAPA) specifically operationalizes how a person with disabilities is included in the physical activity settings and how particular functional changes arise for individuals. The model is capability-based and multi-focused, thus providing concepts and strategies to increase power, efficiency, and involvement. Inclusive physical activity is both person-centered and contextually positioned according to Kasser and Lytle (2013). The suggestion here is that when it comes to inclusive physical education, there is no one way of making students part of a lesson. This is because the student with special needs may not be able to cope with the lesson at hand but can cope with other related physical activities due to his or her physical characteristics. The

teacher, therefore, should be able to assign a different activity that the special needs student can cope with.

Recent indications compromise that, children with disabilities should be educated within mainstream school settings and not segregated in special schools (Holt, 2003). Parekh's (2013) stance is that, strategies are not geared towards precise exceptionalities, but instead are geared to be implemented across extraordinariness categories. In implementing strategies of inclusive education, therefore, actors must make sure that all disability categories are included to make the approach more holistic and broader enough to make a meaningful impact. The authors, therefore, pointed out that "programmes for other disability categories are not in place". Since various disabilities come with different characteristics, physical activities during PE cannot be straitjacketed in nature. Obviously, there should be varying approaches to meet the demands of each disability group.

Many studies are consistent with the result indicating teachers' endorsement of including special needs in their classrooms. For example, according to Schimper (2004), Wylde (2007) and Hays (2009), several studies were performed on teacher attitudes towards inclusion. Schimper and Wylde revealed that most of their respondents were confident towards inclusive education, and this demonstrated the teacher's commitment to the rationale for the inclusive paradigm. Rose et al. (2007) conducted a critical study among vocational school teachers in Estonia about the attitude of secondary teachers towards the inclusion of SN students. Although the findings showed a cross-cultural reference, the majority of teachers generally had positive attitudes towards inclusion; however, teachers with sufficient training have more

specifically emphasized the need for improvement in education and much more excellent support for the advancement of inclusion, providing teachers with the requisite tools and inclusion-related training. This means that until educational authorities streamline the training curriculum to tilt towards inclusiveness, teachers will continue to face the challenge of fully including their students with special needs.

O'Rourke and Houghton (2008) and Moolla (2005) highlight processes or skills that are real in executing inclusive education such as supportive learning, explicit and individualised teaching, peer reinforcement, curriculum differentiation and teacher collaboration. Shongwe (2005) re-counted the following realistic approaches to teaching in an inclusive classroom, namely; group work, which offers help for students with barriers to learning in the classroom from their teachers and peers. Shongwe emphasised that group work can also produce a greater understanding of cooperative learning and that successful management of the classroom is beneficial. Fox (2003) noted that useful inclusion of students is possible if educators use a standardized teaching style, regardless of the nature or magnitude of their barrier to learning, and adequate support is given.

Researchers have recognized teachers' opinions about the fairness and acceptability of inclusion in school as an essential factor in shaping teachers' positive attitudes towards inclusion. For example, Hodge et al, (2004) delved into secondary health and physical education teachers' attitudes and actions towards inclusion and noticed that teachers opted to instruct students with disabilities since of their satisfactory fundamental belief in inclusion. For these teachers, their convictions were motivated by the notion that doing so was a

socially appropriate professional obligation. Besides, Bennett and Wynne (Ontario Ministry of Education, 2006) indicated that teachers typically have a positive approach to inclusion that is motivated by the expectation that all students should succeed and the expectation that teachers in the classroom should make a difference to the success of students. Regrettably, recognition and integration of students with different disabilities remain a concern (Tripp & Sherrill, 1991). This might be the reason why PE teachers in the current study indicated that having students with disabilities in regular classrooms would disrupt harmony and a heavy load. However, it is realised that no matter how teachers welcome the special needs, their desires are hindered with lack of knowledge emanating from lack of training.

Teachers' attitudes towards students with disabilities are influenced by a willingness to serve the particular community. For example, Hodge et al. (2009) found that most teachers were inherently motivated to teach disabled students when exploring the values of general health and physical education teachers in a cross-cultural way. Similar research by Hodge et al. (2004) showed the teachers' attitudes towards inclusion and educating disabled students in their GPE classes were mostly favourable. While in the current study, PE teachers accepted that people with disabilities to engage equally with their non-disabled peers in physical education, issues of fairness remain. Smith and Green (2004) have stated that teachers seem to feel more comfortable with the kinds of PE they had experienced, and thus repeat them. Unfortunately, the propensity among health and physical education teachers to replicate some kind of general health and physical education curriculum that has struggled to provide an

inclusive classroom in the past means that students with disabilities continue to experience disadvantages.

In addition to the responses of acceptance and support of teachers of the idea of persons with disabilities in their classrooms with abled students, majority of the teachers (66.1%) on the average agreed to the statement that modifications of physical activities have been one of the strategies they use to include students with disabilities in their lessons. The Chi-square statistic obtained 12.15. This was statistically significant at 5% since the value was greater than the critical value of 3.84 with 1 df. This confirms the fact that students with disabilities are not left unattended during PE practical activities.

Table 8: Responses of Teachers on their Support of the Idea of Including Students with Special needs in Physical Education

Statement	N	Agree (%)	Disagree (%)	$\chi 2$	P-Value
I invite people with the know-how in disability studies to assist me in handling classes involving persons with disabilities	115	38(33.0)	77(67.0)	13.50	0.0002
I look for monetary support to acquire adapted equipment to handle students with disabilities	115	35(30.4)	80(69.6)	18.00	0.0000
Modifications of physical activities have been one of the strategies I use to include students with disabilities in my lessons	115	76(66.1)	39(33.9)	12.15	0.0005
Students with disabilities would be better suited to a segregated learning environment	114	45(39.1)	69(60.9)	5.05	0.0246
Since physical education is a non-examinable subject, it doesn't matter if students with disabilities are allowed to stay out of it	115	87(75.7)	26(24.3)	32.93	0.0000
When there is a game during physical education, all students with disabilities are made to stay out for safety sake	115	25(21.7)	90(78.3)	37.42	0.0000

Source: Field Survey (Owusu, 2019) $\chi 2$ tabulated = 3.84 (α = 5%)

Majority of teachers on the average also disagreed that they invite people with the know-how in disability studies to assist them in handling classes involving persons with disabilities and look for monetary support in order to acquire adapted equipment to handle students with disabilities. These statements were represented by 67% and 69.6% respectively. The Chi-square values obtained for the statements were 13.50 and 18.00, respectively. Both responses were statistically significant at 5%, since the values are greater than the critical value of 3.84 with 1 df. The absence of co-teachers, therefore, implies that when it comes to physical education, the students with special needs face social exclusion in our schools.

Similarly, majority of the teachers (60.9%) disagreed that students with disabilities would be more suited to a segregated learning environment; physical education is a non-examinable subject. The Chi-square statistic obtained 5.05. This was statistically significant at 5% since the value was greater than the critical value of 3.84 with 1 df. Again, 75.7% of teachers agreed that it does matter if students with disabilities are allowed to stay out of it as well as protecting all students with disabilities for sake of their safety when students are engaged in rigorous physical activities. The Chi-square statistic obtained 32.93. This was statistically significant at 5% since the value was greater than the critical value of 3.84 with 1 df.

The results of the chi-square statistics for each of the 6 items reveal values greater than the critical value of 3.84 at 1 degree of freedom. This implies that there are significant differences in the responses of respondents who agreed and disagreed to items under this particular research question. From Table 8, PE teachers on the average disagreed that they invite people with the expertise in

disability studies to assist them in handling classes involving persons with disabilities. This opposes the findings of Avramidis et al. (2000), who testified that teachers specified they required more support with students with learning needs. According to Pavri and Monda-Amaya (2001), this is the mechanism through which individuals with special needs feel respected, cared for and linked to a community of people, thereby influencing the values, beliefs and thinking processes of that person to need social help in an inclusive classroom. One reason may be the generally unsatisfactory initial teacher training towards inclusion, hence making it difficult to probably figure out which of the PE teachers may be labelled as an expert. With this in mind, it is believed that most of the strategies and methods used to teach students with special needs in physical education classes are through teachers own efforts. Therefore, a teacher who is not creative enough will have many challenges in including the special needs in his or her class, which will result in access denial of the PE lesson at hand and the opportunity to interact with non-disabled peers. This is so because school activities like physical education and sports contribute to educational success and support good relationships with peers (Mahoney, Cairns & Farmer, 2003). It is believed that it was in this light that Grenier (2011), in an instrumental case study, pointed out that co-teacher interaction was critical for the success of inclusive physical education because it limited the possibility for social isolation for students with disability. The findings of this study highlighted the importance of co-teaching to inclusive physical education. This is because co-teaching allows the team of teachers to complement one another, which, in the end, ensures that the curriculum addresses every student

category's needs using the different skill sets that are put to use by the co-teachers on the programme.

According to Cook (2001), students who require special support were found to be over-represented in teachers' indifference and rejection categories. This is highlighted in the responses of PE teachers as majority of them indicated that, since PE is a non-examinable subject, it does not matter if students with disabilities are allowed to stay out of lessons. The reason of Cook for this was that teachers feel they do not have the knowledge and training to support these students. Teachers felt restricted by how little they regulated things like their ability to individualize teaching (Hodge et al., 2009). If this is something to go by, then, it means that children with special needs have only been dumped but not included in the regular school. This is ill-fated for disabled students, as teachers are likely to carry out their plans to teach disabled students who are included in their classes, provided they have adequate influence over those teaching behaviours.

Many studies have also shown that students with physical disabilities often have difficulties participating in school activities (Eriksson et al., 2007; Hemmingsson, & Borell, 2000; Mancini et al, 2001; Pivik, McComas, & LaFlamme, 2002; Prellwitz & Tamm, 2000; Schenker, Coster, & Parush, 2005). Yet, it is problematic to evaluate to what degree the difficulties faced by the learners are linked to individual factors or the teacher's failure to meet the needs of the learners. One thing is clear, though, and these students need some kind of help to allow them to achieve their physical education goals. Bearing this in mind, participation in physical education for learners with physical disabilities needs the attention of the instructor's individual learner because the physical

activity involves body movements; however, their conditions also impair the mobility of these learners. The assistance may be in the form of environmental modifications, instructional strategies and providing the teachers or competent peers with the attention of individual learners to help them gain involvement in the activities of physical education.

Table 9: Responses of Students on their Level of Participation

Statements	N	Low (%)	High (%)	$\chi 2$	P-Value
What is your participation level in football?	103	74(71.8)	29(28.2)	19.66	0.0000
What is your participation level in volleyball?	102	80(78.4)	22(21.6)	32.98	0.0000
What is your participation level in basketball?	95	86(91.6)	8(8.4)	64.72	0.0000
What is your participation level in table tennis?	96	82(85.4)	14(14.6)	48.17	0.0000
What is your participation level in hockey?	96	89(92.7)	7(7.3)	70.04	0.0000
What is your participation level in handball?	99	88(88.9)	11(11.1)	55.69	0.0000
What is your participation level in running activities?	98	71(72.4)	27(27.6)	19.76	0.0000
What is your participation level in jumping activities?	99	76(76.8)	23(23.2)	28.37	0.0000
What is your participation level in throwing activities?	100	79(79.0)	21(21.0)	30.75	0.0000

Source: Field Survey (Owusu, 2019) $\chi 2$ tabulated = 3.84 (α = 5%)

Table 9 presents the result analysis of responses of students on their level of participation in PE activities in various schools. On the average, students indicated that their level of participation was low in football (71.8%), volleyball (78.4%), basketball (91.6%), table tennis (85.4%), hockey (92.7%), handball (88.9%), running activities (72.4%), jumping activities (76.8%) and throwing activities (79.0%). The results of the chi-square statistics for each of the 9 items reveal values greater than the critical value of 3.84 at 1 degree of freedom. This

implies that there are significant differences in the responses of respondents who agreed and disagreed to items under this particular research question.

Bailey (2006) has identified a variety of potential advantages that can be related to physical education. It helps children gain respect for the body, for themselves and for others, contributes to integrated mind and body development and fosters an appreciation of the role of aerobic and anaerobic physical activity in health. Further, psychological benefits such as the development of self-esteem and self-confidence have been highlighted along with social benefits such as learning critical social skills and having opportunities to communicate with others (Bailey, 2006). Efforts, therefore, should be maximised in ensuring that inclusiveness is achieved. Otherwise, all the benefits that emanate from physical education are likely to elude the students with the special needs who find themselves in the mainstream schools.

In line with this, Kennedy, Cushing and Itkonen (1997) agree that environmental adjustment will facilitate social interactions and friendships for students with severe disabilities, as well as educating teachers and peers to provide social support, close peers, and support within the general school setting. The implication of this is that for inclusive education to thrive well, the role of the efforts of both teachers, non-disabled peers is quite paramount.

Again, evidence from Cole, Waldron and Majd (2004) revealed that excluding children from class does not upsurge their performance. The research of Cole, Waldron and Majd found no difference in performance and learning between children with disabilities in inclusive and special classes. What they realised was that the diversity benefited the learning of students without disabilities and

that students with disabilities included in regular classes risk experiencing inappropriate educational interactions.

Research Question 4: What Challenges do Physical Education Teachers Face when Teaching Students with Special Needs?

This section presented the result analysis of teachers on the challenges they face as physical education personnel as well as the challenges they face in engaging persons with disabilities in physical education lessons. This section also addresses the fourth research question raised earlier. The section further discusses challenges faced by students with disabilities as well in PE practical lessons.

Table 10: Responses of Physical Education Teachers on Challenges Faced when Teaching Students with Special Needs

Statements	N	Agree (%)	Disagree (%)	$\chi 2$	P-Value
Time allocated for teaching both students with and without disabilities at the same time in a mixed class is not enough	115	38(33)	77(67)	13.1	0.0003
Handling students with disabilities in my classes is an extra work	115	35(30.4)	80(69.6)	17.5	0.0000
I encounter a lack of ideas when teaching students with disabilities during my lessons	115	76(66.1)	39(33.9)	11.8	0.0006
There is total lack of equipment to help teach disabled students	114	45(39.5)	69(60.5)	5	0.0253
There is no provision of funds to acquire equipment for teaching students with special needs	113	87(77)	26(23)	32.2	0.0000
Equipment available for teaching is not user friendly to the students with disabilities	115	25(21.7)	90(78.3)	36.4	0.0000
Facilities for teaching are user-unfriendly to the students with disabilities	115	43(37.4)	72(62.6)	7.3	0.0069

Source: Field Survey (Owusu, 2019) $\chi 2$ tabulated = 3.84 (α = 5%)

As indicated in Table 10, majority of teachers (67%) on the average disagreed to the statements that time allocated for teaching both able and disabled students at the same time in a mixed class is not enough. Again, 69.6% of teachers disagreed that handling students with disabilities in their class is extra work. The Chi-square statistics for the statements were 13.1 and 17.5, respectively. The statements were statistically significant at 5%, since both values are greater than the critical value of 3.84 with 1 df. Similarly, the majority of the teachers (60.6%) on the average disagreed to the statement of lack of equipment to help teach disabled students. Again, 77% of teachers agreed that there is no provision of funds to acquire equipment for teaching students with special needs. The Chi-square statistics obtained for both statements were 5 and 32.2, respectively. Both statements were found to be statistically significant at 5%, since the values are greater than 3.84 with 1 df.

Besides, 78.3% of teachers on the average also disagreed to the statements that equipment available for teaching is not user-friendly to the students with disabilities. In addition to that, 62.6% of teachers disagreed that facilities for teaching are user-unfriendly to the students with disabilities. The Chi-square statistics obtained for both statements were 36.4 and 7.3, respectively. Both statements were found to be statistically significant at 5%, since the values are greater than 3.84 with 1 df.

Finally, the majority of the teachers (66.1%) also agreed with the statement that they encounter a lack of ideas when teaching students with disabilities during my lessons. The Chi-square statistic obtained for this statement was 11.8. This is statistically significant at 5%, since the value is

greater than the critical value of 3.84 with 1 df. The results of the chi-square statistics for each of the 7 items reveal values greater than the critical value of 3.84 at 1 degree of freedom. This implies that there are significant differences in the responses of respondents who agreed and disagreed to all 7 items under this particular research question.

Table 11: Responses of Physical Education Teachers on Challenges Faced when Teaching Students with Special Needs.

Statements	N	Agree (%)	Disagree (%)	$\chi 2$	P-Value
There is always the problem of controlling able students who try to make fun of disabled students	114	62(54.4)	52(45.6)	0.88	0.3482
Activities lined up in the syllabus are not friendly to the students with disabilities	114	96(84.2)	18(15.8)	53.37	0.0000
Physical activities lined up in the syllabus cannot be modified to suit the students with disabilities	114	32(28.1)	82(71.9)	21.93	0.0000
Teaching strategies cannot be modified because I have no knowledge on disabilities	113	27(23.9)	86(76.1)	30.81	0.0000
Students with disabilities disrupt harmony in physical education classes	113	36(31.9)	77(68.1)	16.40	0.0001
Students with disabilities should be handled separately from the able students in P.E lessons	113	37(32.7)	76(67.3)	13.46	0.0002

Source: Field Survey (Owusu, 2019) $\chi 2$ tabulated = 3.84 (α = 5%)

Additionally, Table 11 presents the rest of the challenges of the physical education personnel in including persons with disabilities in physical education lessons. As indicated in the table, majority of teachers (54.4%) on the average

agreed to the statements that there is always the problem of controlling able students who try to make fun of disabled students. Again, 84.2% of teachers also agreed that activities lined up in the syllabus are not friendly to the students with disabilities. The Chi-square statistics obtained for both statements were 0.88 and 53.37, respectively. The first statement was found to be statistically insignificant at 5%, since the value is greater than 3.84 with 1 df while the second statement was found to be statistically significant at 5%, since the value is greater than 3.84 with 1 df.

On the other hand, majority of the teachers (71.9%) disagreed that physical activities lined up in the syllabus cannot be modified to suit the students with disabilities. Similarly, 76.1% of teachers disagreed that teaching strategies cannot be modified because they do not know disabilities. The Chi-square statistics obtained for both statements were 21.93 and 30.81, respectively. Both statements were found to be statistically significant at 5%, since the values are greater than 3.84 with 1 df. Finally, the majority of the teachers (68.1%) on the average disagreed that students with disabilities disrupt harmony in physical education classes. Again, 67.3% of teachers disagreed to handling students with disabilities separately from the able students in PE lessons. The Chi-square statistics obtained for both statements were 16.40 and 13.46, respectively. Both statements were found to be statistically significant at 5%, since the values are greater than 3.84 with 1 df.

The results of the chi-square statistics for 5 of the items reveal values greater than the critical value of 3.84 at 1 degree of freedom. This implies that there are significant differences in the responses of respondents who agreed and disagreed to items under this particular research question. With regard to

whether teachers can control able students who make fun of disabled students, the chi-square statistic recorded was 0.88 which is less than 3.84 and therefore is insignificant.

Findings of the current study oppose the findings from previous studies. For instance, Tubic and Dordic (2012) undertook a review of the process of implementation of inclusive physical education in Vojvodina, Serbia. Tubic and Dordic noted that when it comes to the process of implementing inclusive physical education, the process is hampered by multiple challenges, especially so in the area of teaching. In a similar case, Ammah and Hodge (2005) found that teachers themselves assume that the lack of time, equipment and resources, daily standards and higher-class sizes eliminate the individualized instruction that a student with disabilities requires to be successful in a general health and physical education classroom. Once again, Hodge et al. (2009) discovered that teachers expressed strong concerns about large classes and restricted educational space that they saw as influencing their ability to effectively educate students with disabilities. Leinert et al. (2001) found in a cross-cultural study involving teachers from both Germany and the United States of America that teachers from both countries were concerned about the everyday demands put on them for inclusion and whether or not they had the capacity to fulfil those requirements. Previous studies have shown once again that the lack of sport aids, and few personally adapted practices lead to negative interactions and exclusion (Metzler, 2011). The findings revealed some challenges in the area of able students who make fun of students with special needs. There is, however, contradictory research, which specifies that inclusive education could be catastrophic to disabled peers, disadvantageous to students with no barriers to

learning and students with barriers to learning may suffer from peer rejection and inferiority complexes (Shongwe, 2005; Wylde, 2007). Nevertheless, other studies have also revealed that inclusive classrooms encourage mutual relationships between students with learning difficulties and their peers, and this augments student's social satisfaction at school (Pavri & Monda-Amaya, 2001; Shongwe, 2005). PE teachers also agreed that activities lined up in the syllabus are not friendly to students with disabilities. This corroborates with Chappell (2008) who posited that it is not always easy to accomplish the curriculum, which always mirrors the economic, social and cultural conditions of the community, and gives all members of society a voice. Cushing et al. (2005) lamented that teachers are usually concerned and worried about meeting targets that are set by educational authorities and then meeting the individualised goals for each special needs student. This means that some teachers are likely to perceive themselves as incapable of managing diverse classrooms (Hays, 2009) since the inclusive education is relatively new to them.

It can be deduced here that the students with special needs could suffer double agony in the mainstream classroom setting. This is because the literature discussed above indicate that physical education classes are already characterised by lack of equipment, high enrolments, and so on. Meanwhile, the presence of the individuals with special needs in the mainstream classrooms come with its challenges. It means, therefore, that if there is going to be any success for inclusiveness, the teacher will have to solve the general problem in the class which affects the special needs as well, before moving on to the individuals with special needs.

Table 12: Responses of Students with Special Needs on the Challenges they face during Physical Education Lessons.

Statement	N	Disagree (%)	Agree (%)	$\chi 2$	P-Value
I did not participate in the above discipline because of disability.	102	36(35.3)	66(64.7)	8.82	0.0000
I did not participate in the above discipline because attention from the physical education teacher was mostly on the able student.	103	68(66.0)	35(34.0)	10.57	0.0011
I did not participate in the above discipline because physical education teacher exempts from taking part	102	79(77.5)	23(22.5)	30.75	0.0000
I did not participate in the above discipline because I absent myself from the class	104	76(73.1)	28(26.9)	22.15	0.0000
I did not participate in the above discipline because ridicules from classmates discourage me from participating in P.E lessons	103	87(82.1)	16(17.9)	48.05	0.0000
I did not participate in the above discipline because equipment such as rackets, hockey sticks are not modified to suit students disability	101	46(45.5)	55(54.5)	0.80	0.3711

Source: Field Survey (Owusu, 2019) $\chi 2$ tabulated = 3.84 (α = 5%)

As indicated in Table 12, the majority of students (64.7%) on the average agreed to the statements that they did not participate in some disciplines because of their various disabilities. In addition to that, 54.5% of students agreed that they do not participate in P.E activities because of the lack of equipment such as rackets, and hockey sticks are not modified to suit students' disability. The Chi-square statistics obtained for both statements were 8.82 and 0.08,

respectively. The response to item 1 was found to be statistically significant at 5%, since the values are greater than 3.84 with 1 df while item 6 was not statistically significant since 0.88 is less than 3.84.

With regard to statement disagreed by students, the majority of the students (66%) on the average disagreed to the statement of lack of attention from the physical education teacher was mostly on the able student. Also, 77.5% of students disagreed that they did not participate in the above statement because physical education teacher exempted students from taking part in PE activities. The Chi-square statistics obtained for both statements were 10.57 and 30.75, respectively. Both statements were found to be statistically significant at 5%, since the values are greater than 3.84 with 1 df. Similarly, 73.1% of students on the average disagreed to the statements that they absent themselves from the class. Additionally, 82.1% of students with disabilities were being ridiculed by classmates when participating in P.E lessons. The Chi-square statistics obtained for both statements were 22.15 and 48.05 respectively. Both statements were found to be statistically significant at 5%, since the values are greater than 3.84 with 1 df.

The results of the chi-square statistics for each of the first five items reveal values greater than the critical value of 3.84 at 1 degree of freedom. This implies that there are significant differences in the responses of respondents who agreed and disagreed to items under this particular research question. However, with regard to whether some disabled students did not participant in physical education activities because they were not modified enough to suit them, the chi-square obtained was 0.80 which is less than 3.84 at 1 degree of freedom.

This implies that there is no significant difference in the mean responses of respondents who agreed to the assertion and those who disagreed to it.

The current findings are similar to previous studies. According to Holt (2003), teachers' attitudes and behaviour affect children's motivation and participation. He laments that teachers are often favourable to the inclusion of students with disabilities but prefer that they receive support outside their classroom. Holt continues that, teachers often feel that removing the child from the class is the right solution that helps them manage the class, and this is consistent with the result of the study. This implies that a teacher with a positive attitude towards the inclusion of persons with special needs will undoubtedly impact positively and vice-versa.

Similarly, for students who have been wholly included, LaMaster et al. (1998) acknowledged the problems related to funding. Unfortunately, most teachers have reported a shortage of those services, even in good schools. Students with more significant disabilities also influence the attitudes of teachers (Block & Obrusnikova, 2007; Hodge et al., 2004). Brown and Evans (2004) noted that PE teachers are implicitly recruiting potential PE teachers and athletes in their image, and the performance of students with disabilities in general health and physical education can vary depending on the type of disability they have. The implication here is that the more severe a student's disability, the more difficult it may be for a physical education teacher to handle in class and high demand on the teacher's expertise.

Ammah and Hodge (2005) studied two health and physical education instructors who taught students with mild to severe disabilities in their classes. These teachers found that other students called for names of students with

severe disabilities, and students with severe disabilities imposed increased demand for teacher training. Students with significant disabilities appear to put a need for teacher instruction in the current report. However, students disagreed to the assertion of name-calling in the current study. The results of this, it is believed, and as has already been discussed is that teachers' training is still not tailored to suit persons with special needs. However, the change in attitude on the part of the non-disabled peers so far as name-calling of special needs is concerned might be that, with time, the non-disabled are now used to the presence and the behaviour of the special needs during lessons.

On historical viewpoints, Engelbrecht et al. (2003) suggested that insufficient funding for conventional education were seen as a source of instructional stress for teachers interested in serving special needs students. From the present study, it is deduced that even where there is the availability of equipment, they will have to be modified to suit the students with special needs. This is because the educational needs of students with special needs call for more resources that may deviate from that of the mainstream. This implies that even where the teacher is ready to do inclusive teaching, the challenge of equipment modification becomes an issue, and this can be quite stressful. In line with this, Mukhopadhyay (2014) emphasized that inadequate teacher inclusion groundwork and a lack of support threaten the self-confidence of teachers while causing stress and preventing active involvement in the challenges of inclusion. Findings from previous research works have been different on teachers' willingness to include students with disabilities in their classes.

Similarly, Khan (2012) found that teachers generally agree with inclusion but have misgivings about individual causes, such as large classes with inadequate information and teaching aids: he also emphasized the need for more outstanding job support and promotion. It is noteworthy that in Croatia, Ljubić and Kiš-Glavaš (2003) examined the attitudes of primary and secondary teachers towards the inclusion of SN students and found a generally positive attitude towards inclusion among both groups of teachers. Secondary teachers, however, were more able to collaborate with SN pupils: they were more mindful of the value of inclusion for these students' socialization, and a handful viewed them as upsetting.

In their studies, Engelbrecht et al, (2003) recognised five factors that are most upsetting to educators, i.e. managerial issues, absence of fitting help, issues identifying with learners conduct, teachers personal professional skill and an absence of a right relationship with guardians of learners. This implies that inclusive education works well when all stakeholders are on board and working as a unifying force behind the teacher in the classroom. The apparent absence of teaching skills that restricted designated arranged time and lack of resources were prominently the setbacks to inclusive paradigm.

Research Question 5: What is the Status of Individualised Education Plans and the Extent to Which Teaching is Modified to suit Students with Special Needs?

This section addresses the fifth research question. The section chronicles the status of individualized education plans for students with disabilities and the extent to which teaching is modified to suit students with special needs. This provided teachers with individualised education plans that focus on the needs of students with special needs.

Table 13: Responses of Teachers on the Individualised Education Plans and the Extent to Which Teaching is Modified for Students with Special Needs.

Statements	N	Agree (%)	Disagree (%)	$\chi 2$	P-Value
Because students with disabilities are vulnerable, they are excused from taking part in practical physical education lessons	115	56(48.7)	59(51.3)	1.04	0.3078
Students with special needs are to cope with all lessons since they form the minority in the class	115	60(52.2)	55(47.8)	0.22	0.6390
I have a special needs assistant who comes around to assist me in handling persons with disabilities during lessons	115	23(20)	92(80)	42.17	0.0000
I prepare my lessons to suit all individuals including students with disabilities	114	64(56.1)	50(43.9)	1.72	0.1897
A separate lesson plan is prepared for the students with disabilities	114	23(20.2)	91(79.8)	42.24	0.0000

Source: Field Survey (Owusu, 2019) $\chi 2$ tabulated = 3.84 (α = 5%)

As indicated in Table 13, the majority of teachers (51.3%) on the average disagreed that because students with disabilities are vulnerable, they are excused from taking part in practical physical education lessons. The Chi-square statistic obtained for the response was 1.04. The majority response was, however, insignificant since the value of the Chi-square was lesser than 3.84. Majority of the teachers (52.2%) also disagreed to the statements that they had special needs assistant who comes around to assist them in handling persons with disabilities during lessons. The Chi-square statistic obtained for the response was 42.24. The majority response was significant at 5%, since the value of the Chi-square was greater than 3.84. In addition, 56.1% of teachers agreed that they prepare their lessons to suit all individuals, including students with disabilities. The Chi-square statistic obtained for the response was 1.72.

The majority response was, however, insignificant since the value of the Chi-square was lesser than 3.84.

Similarly, the majority of teachers (79.8%) disagreed on the average that a separate lesson plan is prepared for the students with disabilities. The Chi-square statistic obtained for the response was 42.24. The majority response was significant since the value of the Chi-square was less than 3.84. With regard to an agreement to a statement, majority of the teachers (52.2%) agreed to the statement that students with special needs are to cope with all lessons since they form the minority in the class. The Chi-square statistic obtained for the response was 0.26. The majority response was, however, insignificant since the value of the Chi-square was less than 3.84. The results of the chi-square statistics for three of the items reveal values lesser than the critical value of 3.84 at 1 degree of freedom. This implies that there are insignificant differences in the responses of respondents who agreed and disagreed to items under this particular research question. Contrary to the items whose responses were insignificant, the responses of PE teachers (70%) who bring in special need assistants to help handle disabled students during PE lessons was significant. The chi-square calculated was 42.17 that was greater than the chi-square tabulated or critical value of 3.84 at 1 degree of freedom.

This research study revealed that individualized Education Plan (IEP) for students with special needs was virtually absent in our schools, a situation that did not corroborate past studies. For example, Ferrari (2015) argued that an IEP describes the personalised objectives of a child who has been determined to have a disability or requires specialised accommodation. It further states the IEP is intended to help children reach educational goals more quickly than they

otherwise would. It, therefore, means that the IEP must be fashioned to suit the individual student's needs as identified by the IEP evaluation process. Again, it must help in particular teachers and related service providers including school administrators to consider the student's condition and how the condition affects the learning process.

The IEP explains how the student learns, how the student best displays this learning, and what teachers and service providers do to help the student learn more effectively. Ferrari (2015) emphasised that IEP is meant to safeguard that students receive a suitable placement, not only in special education classrooms or in special schools. This means that IEP is to give the student with learning needs a chance to participate, in regular school culture and academics as much as possible. The student can have specialised assistance in this way only when such support is unconditionally necessary and then sustains the liberty to relate with and participate in the activities of his or her more general school peers.

Including students with disabilities into mainstream physical education lies within the responsibility of school structures and a whole school approach needs to be adopted for inclusion to be successful (NCCA, 2002). Meegan and MacPhail (2006b) think that the special needs assistant (SNA) plays an instrumental part in making the school and physical education class a more friendly and inclusive environment for students with SEN and the SNA is a helpful resource in the delivery of the physical education curriculum. The absence of IEP, therefore, implies that though students with special needs are accommodated in the classrooms, they are not given the opportunity to explore

their full potential benefits as enjoyed in the physical education environment as their able peers.

Table 14: Students Responses on Individualized Education Plan

Statements	N	Agree (%)	Disagree (%)	$\chi 2$	P-Value
The opinion is sought on issues related to P.E lesson activities	103	38(36.8)	65(63.2)	7.08	0.0078
Activities that suit specific disability are performed during P.E lesson	103	41(39.4)	62(60.6)	4.28	0.0386
There is perceived discrimination when given a different set of activities to perform	103	49(47.9)	54(52.1)	0.24	0.6242

Source: Field Survey (Owusu, 2019) $\chi 2$ tabulated = 3.84 (α = 5%)

Table 14 presents the views of students on an individualized education plan to meet their needs. First of all, the majority of the students (63.2%) disagreed to the statement that their opinions are sought on issues related to PE lessons activities. The Chi-square statistic obtained for the response was 7.08. The majority response was significant since the value of the Chi-square was greater than 3.84.

Further, majority of the students (60.6%) disagreed to the statements that activities that suit specific disability are performed during PE lessons. The Chi-square statistic obtained for the response was 4.28. The majority response was significant since the value of the Chi-square was greater than 3.84. In addition, 52.1% of the students disagreed that they perceived discrimination when given a different set of activities to perform. The Chi-square statistic obtained for the response was 0.24. The majority response was, however, insignificant since the value of the Chi-square was lesser than 3.84.

The results of the chi-square statistics for items 2 and 3 reveal values greater than the critical value of 3.84 at 1 degree of freedom. This implies that there are significant differences in the responses of respondents who agreed and disagreed to items under this particular research question. With regard to the responses of students on whether their opinion is sought on issues related to PE lesson activities, the chi-square obtained was 1.17, which is insignificant. This implies that there was no significant difference in the mean responses of those who agreed to the assertion and those who disagreed to the assertion. Similar to the results above, DePauw (1997) pointed out that historically, disabled people were excluded from sport given their inability to meet the socially constructed ideals of physicality, masculinity and sexuality. Those disabled individuals who were initially to some extent included were those who seemed the closest to the ideals. Unfortunately, there is still an issue with the recognition and integration of students with different disabilities (Tripp & Sherrill, 1991). Hardin (2005) found that health and physical education teachers only take a handful of tailored courses and have no realistic experience working with students with disabilities. This scenario results in conditions where teachers lack the skills required to represent students well. As he is ill-equipped for his work, this will put pressure on the teacher.

The students' reactions to the IEP might support Vickerman et al. (2003)'s statement that few activities are inclusive and that children and young people with disabilities have only minimal opportunities for full participation in sports relative to non-disabled people of the same age. Similarly, it is known that very little research has attempted to define inclusive activities from an individual participation perspective (Maxwell & Granlund, 2011; Smith &

Thomas, 2006). Besides, students with special needs have generally fewer opportunities to participate due to physical, social, and emotional barriers. Their experiences are often limited because of a lack of skills, over-protective adults, social isolation, time-consuming treatment, and care (Taub & Greer, 2000). Moreover, preceding studies have shown that mobbing and isolation, inaccessible premises, lack of sports aids and few individually adapted activities contribute to negative experiences and exclusion.

Hypothesis 1: There is no Statistically Significant Difference in the Responses of PE Teachers with Less Than Five Years of Teaching Experience and Those with More Than Five Years of Teaching experience in Inclusive Education in PE Practical Lessons.

This section sought to establish the difference between teachers who have more than five years of teaching experience in including students with disabilities in their lessons as compared to teachers with less than five years of teaching experience. To achieve this, a hypothesis was stated to test its significance. The study rejects any results that have greater than 5% significance level or a p-value of 0.05. In such a case, the null hypothesis was accepted since there was a lack of adequate evidence to accept the alternate hypothesis.

As indicated in Table 15, the mean responses of statements except for contact with children with disabilities could be harmful to children without disabilities was higher for PE teachers who had more than 5 years of experience. While they tend to agree with most of the statements, they disagreed with the statements that they accommodate disabled students in their lessons because it is a policy for them to be admitted here as well as students with disabilities are allowed in their lessons because they need to enjoy their human rights. Even though PE teachers with less than 5 years of teaching experiences also disagreed to the same statements, their deviations in responses were very high, indicating

the extreme ends or wide diversity in their responses. The preliminary results of mean differences in Table 15 give enough evidence for the test of equality of mean responses and variances.

Table 15: Mean Responses of Respondents with Less and More Than 5 Years of Teaching Experience

Statements	Teaching experience in years	N	Mean	Std.
It is difficult to handle the disabled in mixed classes so they should be admitted to the special schools	>= 5years	107	2.52	.92
	< 5 years	7	2.43	1.40
I accommodate them in my lessons because it's a policy for them to be admitted here	>= 5years	107	2.23	.81
	< 5years	7	1.86	.69
Students with disabilities are allowed in my lessons because they need to enjoy their human rights	>= 5years	107	1.84	.81
	< 5years	7	1.29	.49
I just love to be a teacher of the disabled	>= 5years	107	2.26	.76
	< 5years	7	2.14	1.07
I only include those who wish to be in class	>= 5years	107	2.54	.86
	< 5years	7	2.43	.98
The presence of the disabled students will take all the attention from the teacher	>= 5years	106	2.92	.75
	< 5years	7	2.71	1.11
Contact with children with disabilities can be harmful to children without disabilities	>= 5years	107	3.09	.89
	< 5years	7	3.43	1.13

Source: Field Survey (Owusu, 2019)

Table 16: Test of Equality of Variances and Means for Respondents with Less and More Than 5 Years of Teaching Experience

Statements	T-test for equality of means				
	T	Df	Sig (2-tailed)	Mean diff.	Std. error
It is difficult to handle the disabled in mixed classes so they should be admitted to the special schools.	.25	112	.80	.09	.37
I accommodate them in my lessons because it's a policy for them to be admitted here	1.20	112	.23	.38	.31
Students with disabilities are allowed in my lessons because they need to enjoy their human rights	1.78	112	.08	.56	.31
I just love to be a teacher of the disabled	.39	112	.70	.12	.30
I only include those who wish to be in class	.34	112	.74	.11	.34
The presence of the disabled students will take all the attention from the teacher	.69	111	.49	.21	.30
Contact with children with disabilities can be harmful to children without disabilities	-.95	112	.34	-.34	.35

Table 16 presents the results of the t-test of equality of means. As indicated in the table, the t-test of equality of means for all the responses to the statement was found to be insignificant at 5% since all the p-values in a 2-tailed test were greater than 0.05. This implies that there is no evidence to reject the null hypothesis of the means of the responses by teachers who have less than 5 years of teaching experience and teachers who have more than 5 years of teaching experience on how to handle students with specials needs and inculcate the principle of inclusive education in practical PE lessons. The study, therefore, concludes based on this evidence that there is no significant difference in the mean responses of PE teachers with less than 5 years of

teaching experience and those with more than 5 years of teaching experience on how they handle students with specials needs and inculcate the principle of inclusive education in practical PE lessons.

The perceived ability of teachers to work with students with impairments is another factor closely related to attitude, according to the findings, (Rizzo & Kirkendall, 1995), as was the age and previous experiences of the teacher. Of worth, Rizzo and Vispoel (1991) found that younger teachers appeared to have more positive attitudes towards people with disabilities than older teachers. Similarly, Barber and Turner (2007) indicated in a study that examined attitudes of younger primary school teachers. The study showed that teachers at the beginning of their career possess good theoretical knowledge, which makes them efficient; furthermore, additional training is available to them. Forlin, Sharma and Loreman (2008) reveal that younger and less experienced teachers are more inclined to implement inclusion, while their older and more experienced colleagues are more concerned about its implementation. Another study (Rakap and Kaczmarek, 2010) confirmed that younger teachers with the least experience are more positive about inclusion.

Furthermore, in their research on teacher opinion on inclusion, Opdal, Wormnæs, and Habayeb (2001) found that teachers who had experience with students with mobility and other physical impairments were more supportive of the idea of including learners with the same disabilities.

Hypothesis 2: There is no Statistically Significant Difference in the Participation of Physical Education Activities by male and Female Students.

This section sought to establish the difference in responses between male and female students on their participation in PE lessons. To achieve this, a hypothesis was stated to test its significance. The study rejects any results that have greater than 5% significance level or p-value of 0.05. in such case the null hypothesis was accepted since there was a lack of adequate evidence to accept the alternate hypothesis.

Table 17 presents the responses of males and females on their participation in physical activities. As indicated in the table, the analysis recorded a unique mean response for males and females in all instances. This implies that the mean response for males and females in each statement was different and possibly have differences that may be significant or not. It was however revealed by the analysis that there was a wide diversity in the responses of males in the participation of football and basketball while the females revealed wide diversity in responses in their participation in running activities. The result of the analysis establishes the basis for the test of equality of means and variances of the responses using the t-test and the Levene's test, respectively.

Table 17: Mean Comparison between Gender and Responses on Participation in PE Lessons

Activities	Gender	N	Mean	Std
Football	Male	59	2.05	1.09
	Female	44	1.82	.81
Volleyball	Male	58	1.62	.89
	Female	44	1.84	.94
Basketball	Male	56	1.50	1.46
	Female	39	1.54	.79
Table tennis	Male	56	1.59	.80
	Female	40	1.48	.78
Hockey	Male	56	1.16	.42
	Female	40	1.58	.87
Handball	Male	57	1.44	.71
	Female	42	1.71	.83
Running activities	Male	56	1.70	.93
	Female	42	2.00	1.10
Jumping activities	Male	57	1.72	.92
	Female	42	1.76	.96
Throwing activities	Male	56	1.82	.96
	Female	44	1.70	.82

Source: Field Survey (Owusu, 2019

Table 18: Test of Equality of Variances and Means for Respondents on their Participation in Physical Activities

	T-test for equality of means				
	T	df	Sig (2-tailed)	Mean diff.	Std. error
Football	1.19	101	.237	.23	.20
Volley ball	-1.21	100	.231	-.22	.18
Basketball	-.15	93	.882	-.04	.26
Table tennis	.69	94	.490	.11	.17
Hockey	-3.09	94	.003	-.41	.13
Handball	-1.78	97	.079	-.28	.16
Running activities	-1.47	96	.144	-.30	.21
Jumping activities	-.22	97	.823	-.04	.19
Throwing activities	.65	98	.521	.12	.18

Source: Field Survey (Owusu, 2019

Table 18 presents the result analysis of the Levene's test and t-test of equality of means. As indicated in the table, the t-test of equality of means for

all the responses of participants in the various disciplines was found to be insignificant at 5% since all the p-values in a 2-tailed test were greater than 0.05 except for hockey. Accordingly, the study has little or no evidence to reject the null hypothesis that the means of the responses by both the male and female students are equal. The study, therefore, concludes based on this evidence that there is no significant difference in the mean responses of both male and female students on their participation in various disciplines in physical activities. However, the study revealed that there is significant difference between the responses of male and female students on their participation in hockey since the p-value =0.03 in the t-test was less than 0.05. The study, therefore, concludes that there is difference in the responses of males and females in their participation in hockey.

Even though sports have the potential to encourage and enable both men and women to experience their bodies as powerful, autonomous instruments, women are allowed to be athletic only if they also engage in bodily practices to maintain their feminine image. For example, study suggested that women's contemporary involvement in sports and exercise is often accompanied by expectations of creating particular kinds of slim fashionably dressed for success bodies (Cole 1994). Wickman, (2011) concluded that sports have been an integral element of self-sustainable forms of exclusivist male culture, lubricating a closed system of male bonding and female denigration. Wickman, (2015) pointed out that people with disabilities were excluded from sports given their inability to meet the socially constructed ideals of physicality, masculinity and sexuality. Those disabled individuals who were initially to some extent

included were those who seemed the closest to the ideals, usually the White male with lower spinal cord injuries who competed in wheelchairs.

Several studies have revealed that schoolchildren with physical disabilities often have to struggle to participate in school events (Eriksson et al., 2007; Hemmingsson, & Borell, 2000; Mancini, Coster, Trombly, & Heeren, 2001; Pivik, McComas, & LaFlamme, 2002).

Results from Observation

This section presents the results of the observation exercise. The observation exercise sought to observe the physical activities engaged by students to understand the instructions of physical education teachers during PE lessons. The observable traits were categorised into disciplines; soccer, volley and communication skills, teaching styles, disabilities, suitability of activities for disability, effort by teachers to meet objectives on both disabled and able, level of involvement in-class activity, and facilities for lesson at hand. Others were, equality of attention to both disabled and able students as well as facilities for lesson at hand.

Concerning choreography as a discipline, it was observed that the means of communication was through instructions from teachers on how to dance. PE teachers used the demonstration teaching style. The PE teachers first demonstrate the dancing steps and give the students a set of instructions to replicate what he/she demonstrated. Generally, the type of disability identified in the choreography lessons was physically challenged students with one arm and another with leg challenge. The activity was observed to be very suitable for the disabled students. Teachers also put in very much effort to assist students with leg challenges in meeting the objectives of the lessons for both disabled

and abled students. The activity engaged the full involvement of all students and PE teachers allocated similar time for both abled and disabled students. This implies that equal attention was given to all students. The resources and TLMs used by PE teachers were choreography dancer, school field and tape recorder. All the special need students appeared very willing to participate in the activities even though PE teachers did not introduce some modifications to suit special needs students. Students with special needs, however, were able to adapt to the highly successful lesson. It was also observed that PE teachers did not prepare a separate lesson plan for special needs students. There was no excuse from any special need students to exempt themselves from the PE activities, and PE teachers did not apply any form of force on special need students to participate in the dance. There were no PE assistants to help students perform the instructions. Generally, the activity was very suitable for special needs students as well.

Another lesson activity that was observed was throwing the javelin: types of holds under the discipline of athletics. The principal means of communication by a teacher to students was via instructions and demonstration on how to throw a javelin. Disabled students with one arm and one leg impairments in some cases were observed in the throwing of javelin lesson. It was observed that all students with special needs were comfortable with the activity. PE teacher offered similar effort, attention and time for both able and disabled students. Students with special needs participated fully and willingly in the activity on the school field. PE teachers used improvised javelin but did not modify their lessons in any way to meet objectives. Students with disability generally coped with the lessons with no excuses. There were no separate lesson

plans for students with disabilities, but the lessons were widely successful. There was no student with disability seen to be forced to participate in the lesson by PE teacher.

With particular reference to the discipline of soccer, the topic was "kicking with the inside of the foot". PE teachers were also observed using instructions and demonstration as their means of communication and teaching style, respectively. Disability type followed in class was a physically challenged student with wooden leg support. The activities were, however, suitable for all students with all students enjoying equal attention and time by the teacher to perform the activity. Resources available for the activities were footballs and the school field. Even though the majority of SWDs participated willingly in the activities, the PE teacher was seen forcing some of the SWDs to participate in some activities. There was no resource person as well as specialised equipment to assist SWD to modify activities. There was an adaptation to allow students with special needs to use wooden support. The football lesson activities were quite successful.

Similarly, the introduction to hurdle as a discipline under athletics was observed. The PE teacher involved used instructions and demonstrations as the method of communication and teaching style, respectively. The SWD identified had multiple disabilities as both legs were challenged and was autistic as well. The activity was very unsuitable for such SWD, and no effort was made by the PE teacher to assist SWD to meet the objectives. PE teachers paid much attention and allocated much time to the abled students. The school field and improvised hurdle flights were used as resources. SWD was reluctant to participate while teachers made no modifications for SWDs to adapt to the

discipline. No resource person was available. This made the activity unfriendly to the SWD.

Discus throwing (Obrien style) was observed. Similarly, the communication skills and method of teaching used were verbal instructions and demonstrations, respectively. Two students who were physically challenged in the legs, one student with one leg and the other with a wheel-chair were observed during the activities. The activities were very unsuitable for SWDs, but PE teachers applied similar methods to teach as used in the case of non-disabled students. SWDs were fully involved but performed in their styles in the activities. PE teachers paid equal attention and allocated the same time for all students. Resources observed in use were the school field, and improvised shot-put missiles. SWDs showed willingness in participation with no modifications made for the adaptability from the teacher. SWDs did not make excuses to absent themselves from the activities, and some PE teacher forced SWDs to participate in activities. Equipment had no impact on the disability but the style of a throw. The activity was generally unsuccessful for SWDs and not suitable. Introduction to triple jump (hop-step and jump) was also observed under the athletics discipline. Demonstrations and instructions were used as a method of teaching and communications, respectively. The activities were observed with some physically challenged students with one leg impairments. The activities were generally not suitable for SWDs. PE teachers seemed helpless and made no effort to meet their objectives. The only resource for the lesson's activities was the school field. The students were unwilling to participate in the lessons. PE teachers could not meet their objectives. Due to the nature of disabilities, PE

teachers had no option than to exempt students. All students were uncomfortable with the activities.

A similar observation was made on the shooting of basketballs by students in a PE lesson. Teachers used demonstration and instructions as the means of teaching and communication skills, respectively. The activities were quite suitable for SWDs. Majority of disabled students spotted were physically challenged with one impaired leg with no supports while one had one short arm. PE teachers made some effort to help the SWDs to practice as well. The activities engaged the full involvement of students with PE teachers paying equal attention and time to both abled and disabled students. The resource used for the activity was the basketball court and basketballs. All SWDs were willing and suitably engaged in the activities.

Finally, spiking in volleyball was observed. As usual, PE teachers used the demonstration method and verbal instructions as the means of teaching and communicating respectively. The activities were partially suitable for disabled students. Some disabilities spotted were physically challenged students with slight to moderate impairments in the lower limbs. However, SWDs made efforts to participate in activities willingly. SWDs fully participated with no excuse of exemptions. The primary resource used for the activities were volleyball court and volleyball balls. Generally, the activities looked suitable for SWDs, but they had no resourced persons to assist them. In some cases, PE teachers paid more attention and time on SWDs.

Results from observations conducted indicated that teachers did not prepare any separate lesson plans and modifications of lessons to cater for the individual needs of their students with special needs. This, therefore, means that

students, both with and without special needs, were given wholesale treatment when it comes to physical education lessons. This clearly shows that individualized education plans are yet to be given the needed attention. Ferrari (2015) argues that an IEP describes the personalised objectives of a child who has been determined to have a disability or requires specialised accommodation. The plan is intended to help children reach educational goals more easily than they otherwise would. It, therefore, means that the IEP must be fashioned to suit the individual student's needs as identified by the IEP evaluation process, and must especially help teachers and related service providers such as school administrators understand the student's disability and how the disability affects the learning process.

It was also observed that physical education teachers do not have teaching assistants to assist in the care of students with disabilities in physical education classes. Ensuring that children with disabilities experience quality physical education in schools is a vital role for the special needs assistant and the relationship between the physical education teacher and the special needs assistant needs to be a positive and open one (Hannon, 2006). The absence of these special needs assistants, therefore, means that the students with special needs are to some extent ‘dumped’ in their physical education classes and not included in the context of the inclusive paradigm. This is especially in the case where the PE teacher lacks the necessary methodology to handle students with disabilities.

Out of the ten lessons observed, it was only one physical education teacher who decided to excuse his student with special needs. In the course of the observation, it came to light that teachers lacked the necessary skills or the

methodological ideas to teach their students with special needs. As mirrored in the observations, Meegan and MacPhail (2006) highlighted the general lack of initial teacher training in the area of inclusion and adapted physical education in pre-service education. Morley, Bailey, Tan and Cooke (2005) state that this lack of training is not uncommon in most colleges and universities. It is simple to infer that teachers of physical education from this study may not have been well-equipped to manage inclusive classes but do not resist the inclusion in their lessons of students with special needs. Again, it is fair to deduce that the majority of physical education teachers will be or are faced with teaching students with special needs at some stage in their career. Therefore, will need specific training to meet the needs of their students with special needs. It is worthwhile noting that despite the lack of training, teachers were still expected to teach students with disabilities without clear grounding and understanding of how best to teach and include the students with special needs.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The chapter presents a summary of the findings in the study based on which conclusions are drawn. It also includes recommendations and suggestions for further studies. The summary is guided by the objectives and research questions of the study

Summary

The objective of the study was to examine the inclusion of persons with special needs in physical education in the Central Region of Ghana. In order to achieve the objectives of the study, five research questions and two hypotheses were formulated. The study adapted a concurrent nested design with both quantitative and qualitative approaches. A self-designed questionnaire and an adapted observation checklist were used as the data collection tools. In all, 230 respondents were sampled from 63 senior high schools out of the total 84 senior high schools in the Central Region of Ghana. The sample consisted of 116 physical education teachers and 114 students with disabilities. Both teachers and students were purposively sampled. The pilot study and data collection for the main study were conducted within one month. The data collected was analysed statistically using frequency distribution, standard deviation, chi-square, and ANOVA to estimate the significance of the hypotheses.

Key Findings

1. Physical education teachers perceived inclusive education to be a 'right' and therefore expected full participation of all students in physical activities irrespective of their physical, mental status, sex orientation ethnic origin etc.

2. PE teachers admitted that their training was not enough to fully handle students with special needs in their physical education practical lessons.
3. PE teachers accepted and supported the idea of having persons with disabilities in their classrooms.
4. Physical Education teachers encountered lack of ideas on their part as well as inadequacy of facilities and equipment during lessons.
5. The concept of Individual differences in relation to education plan for individuals was virtually not available in any of the schools.
6. There was no significant deviation in responses between PE teachers with less than 5years and those with more than 5 years of teaching experiences.
7. There was equal level of participation and opportunities for both male and female students in PE activities.

Conclusions

The following conclusions were made based on the findings of the study:

1. to a large extent PE teachers perceived inclusive education as a 'right'.
2. It was also concluded that although PE teachers had some training in inclusive education they were not equipped enough to handle PWDs in PE lessons.
3. It was concluded that though PE teachers support the idea of including students with disabilities they were at the same time of the opinion that this will disrupt harmony in their teaching.

4. The study further concluded that the major challenges faced by PE teachers in including students with disabilities in the PE classes were lack of ideas by the teachers in teaching, lack of funds, unavailability of special equipment and facilities.
5. There was a lack of resource persons to help with students with disabilities in PE activities.
6. It was again concluded that Individual Educational Plan for students with disabilities were non-existent.
7. It was evidenced by the study that teaching experience was not a factor influencing inclusive education by physical education teachers.
8. It was also concluded that gender was not a factor in determining the participation of students with disabilities in PE activities at the senior high school level in the Central Region.

Recommendations

Based on the findings, the following are suggested to stakeholders (GES, MOE, NGOs, training institutions, schools, PE teachers, etc)

1. There should be more education and emphasis to get on board teachers, who have not embraced inclusive education fully to get.
2. It is recommended that more courses in inclusive education should be mounted, for PE teachers during their training in the various institutions of learning also and taken through in-service training in inclusive physical education.

3. Facilities and equipment should be modified to enable teachers handle SWDs during PE lessons. In addition, funds must be provided for the purchase of special equipment, which will be enable students with disabilities to participate in PE lessons.
4. The Physical Education curriculum should be planned by Ghana Education service in such a way that students with disabilities will be taken care of based on their individual needs.
5. Develop Individual Educational Plans for students with special needs.

Suggestions for Further Research

1. The Study should be replicated in all Regions of Ghana so that the issue of inclusion of students with disabilities in Physical Education can be generalized nationwide.
2. The attitudes of students without disabilities towards the inclusion of students with disabilities in physical education should be studied. This will help experts to tailor programmes to help students without disabilities to embrace inclusive education.

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APPENDICES

APPENDIX A

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
CAPE COAST, GHANA
COLLEGE OF EDUCATION STUDIES
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Our Ref: ED/PED/14/0001/

22nd January, 2019.

The Chairman
Institutional Review Board
University of Cape Coast
Cape Coast

INTRODUCTORY LETTER

The bearer of this letter Mr. Kodwo Owusu with index number ED/PED/14/0001 is a PhD student of the above-named Department. I support his application for ethical clearance from your outfit. He is conducting a research on the topic "**The Extent of Inclusion of Persons with Special Needs in Physical Education in the Central Region of Ghana**" as part of the requirements for obtaining a Doctor of Philosophy degree in Physical Education at the University of Cape Coast.

I am the Principle Supervisor of his work and he has satisfied the conditions for data collection. I shall be grateful if he is given the necessary assistance.

Thank you.

Dr. Charles Domfeh
(Principal Supervisor)
Tel: 0504595527
Email: cdomfeh@ucc.edu.gh

APPENDIX B

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

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C/O Directorate of Research, Innovation and Consultancy

OUR REF: UCC/IRB/A/2016/408
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096

30TH JULY, 2019

Mr. Kodwo Owusu
Department of Health, Physical Education and Recreation
University of Cape Coast

Dear Mr. Owusu,

ETHICAL CLEARANCE –ID: (UCCIRB/CES/2019/10)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted **Provisional Approval** for the implementation of your research protocol titled **The extent of inclusion of Persons with Special Needs in P.E in the Central Region of Ghana**. This approval requires that you submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

Please note that any modification of the project must be submitted to the UCCIRB for review and approval before its implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Samuel Asiedu Owusu, PhD
UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST
Date: 31/7/19

APPENDIX C

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
CAPE COAST, GHANA
COLLEGE OF EDUCATION STUDIES
FACULTY OF SCIENCE AND TECHNOLOGY EDUCATION
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION

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Our Ref: **ED/PED/14/0001/**

17th December, 2018

The Chairman
Institutional Review Board
University of Cape Coast
Cape Coast

INTRODUCTORY LETTER:
MR. KODWO OWUSU (ED/PED/14/0001)

The above-named person is a PhD student from the Department of Health, Physical Education and Recreation. He is conducting research for his thesis titled **"The Extent of Inclusion of Persons with Special Needs in Physical Education in the Central Region of Ghana"** as part of the requirements for obtaining a Doctor of Philosophy degree in Physical Education. He has satisfied the conditions for data collection and we kindly request that he is granted ethical clearance to enable him conduct the research.

We count on your usual co-operation.

Thank you.

Yours faithfully,

Dr. Daniel Apaak
(Head of Department)
Tel.: +233 (0)208587866/(0)266176876
Email: daniel.apaak@ucc.edu.gh

APPENDIX D

QUESTIONNAIRE FOR STUDENTS WITH SPECIAL NEEDS

A. General Instruction:

This questionnaire invites you to share your views and experiences concerning ***"The extent of inclusion of persons with special needs in PE in the Central Region of Ghana".***

Personal Details

1. Gender: Male ( ) Female ( )
2. Age: 13-14 ( ) 15-16 ( ) 17-18 ( ) 19-20 ( ) 21-22 ( ) 23-24 ( ) 25-26 ( )
3. Form: SHS 1 ( ) SHS 2 ( ) SHS 3 ( )
4. Religion: Christian ( ) Moslem ( ) Traditional ( ) Others ( )
5. Type of disability: Physical Disability ( ) Visual Impairment ( ) Hearing impairment ( ) Others ( )
6. Number of PE periods per week: 0 ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )
7. Student's Accommodation Status: Boarder ( ) Day ( ) Hostel ( )

B

Students' participation levels				
1. What is your participation level in the following disciplines	**Very Low**	**Moderately low**	**High**	**Very High**
a. Football				
b. Volleyball				
c. Basketball				

d. Table tennis				
e. Hockey				
f. Handball				
g. Running activities				
h. Jumping activities				
i. Throwing activities				
2. Not able to participate in the above disciplines due to the following reasons	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
a. Disability				
b. Attention from the physical education teacher is mostly on the able students.				
c. Physical education teacher exempts me from taking part.				
d. Not presenting myself for the class				
e. Ridicules from classmates discourage me from participating in PE lessons.				
f. Equipment such as rackets, hockey sticks are not modified to suit students' disability.				

3. Reasons for participating in sports skills assigned to students	Strongly Disagree	Disagree	Agree	Strongly Agree
a. PE teacher gives a different activity whenever difficulties to perform an activity are encountered during PE lessons.				
b. Another teacher is always available to help me apart from my PE teacher.				
c. Activities are modified to allow me to participate				
d. Class mates offer encouragements to me during PE lessons.				
4. Individual educational plan				
a. Opinion is sought on issues related to PE lesson activities				
b. activities that suit specific disability are				

performed during PE lessons				
c. There is perceived discrimination when given a different set of activities to perform				
5. How teachers promote inclusion of students with special needs in physical education				
a. The PE tutor ensures that all students are in class before the lesson will begin				
b. Roles are given by the PE tutor during games in PE lessons				

APPENDIX E

PHYSICAL EDUCATION TEACHERS' QUESTIONNAIRE

General Instructions:

This questionnaire invites you to share your views and experiences concerning "***The extent of inclusion of persons with special needs in PE in the Central Region of Ghana"***.

ALL FINDINGS WILL BE CONFIDENTIAL AND NO SCHOOL OR PERSON WILL BE MENTIONED BY NAME.

A. Personal Details

1. Gender: Male ( ) Female ( )

2. Tertiary Institution attended: - a. UCC ( ) b. UG ( ) c. UEW ( ) d. KNUST ( ) (Tick all that are applicable)

3. Type of disabilities found in classes you teach: a. Physical disability ( ) b. Hearing Impairment ( ) c. Autism ( ) d. Visual Impairment ( )

4. Number of periods taught per week? a. 1( ) b. 2 ( ) c. 3( ) d. 4( ) e. 5( ) Others ( )

5. Teaching experience in years: a. Below 1year ( )

b. 1-5 years ( )

c. 5-10 years ( )

d. 10-15 years ( )

e. 15-20 years ( )

i. 21-25 years ( )

g. 26-30 years ( )

h. Above 30 years ( )

Please tick (√) in the boxes provided the responses, which correspond with your background information.

B1. How Physical Education Teachers perceive inclusive education

	Strongly agree	Agree	Disagree	Strongly Disagree
1. Inclusive education means that all students have the right to fully participate in all school activities.				
2. Inclusive education concerns only students with disabilities				
3. Inclusive education is about accessibility to appropriate aids, assessment and support.				
4. Inclusive education is about creating better ways to attend to diversity.				
5. Inclusive education is about elimination of learning barriers in school.				
6. Inclusive education is about catering for needs of children in school.				
7. Inclusive education calls the involvement and				

achievements of all children.				
8. Inclusive education favours only children with disabilities.				

B2. Equipping physical education teachers to handle students with special needs in physical education lessons

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My training as a P.E. tutor included inclusive education.				
2. I have done courses on inclusive education whiles receiving my physical education training.				
3. I have gone through training on teaching of persons with special needs.				
4. I have undertaken professional training development in in-service training specifically on teaching pupils with disabilities.				
5. My education on inclusive education during my training as a PE teacher is not enough to practice inclusive education				

6. In the course of my pre-service orientation I had the opportunity to go through methodology of teaching persons with disabilities.				
7. My pre-service training was solely geared towards the teaching of pupils in the regular classroom.				
8. There are always opportunities to liaise with other teachers who have experience and training in special education for advice.				
9. I never had a course on training in inclusive education during my training to be a P.E. tutor.				

B3. Extent to which physical education teachers accept and support the idea of having persons with disabilities in their classrooms

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. There should be a combination of able and disabled pupils in physical education classes.				
2. Students with disabilities should be given equal access to physical education.				
3. Government should have separate schools for persons with disabilities to make teaching easy.				
4. Having students with disabilities in the regular classrooms will disrupt harmony in teaching.				
5. Persons with disabilities participate equally in physical education with their able counterparts during lessons.				
6. Teaching both able and disabled students in the same classrooms is quite				

a heavy load of work for me as a PE teacher.				
7. I'm not comfortable as a teacher for both students with and without disabilities to mix up in my class.				
8. It will be an advantage to people with disabilities to have special and separate schools of their own than to be in the regular school.				

B4. Challenges of the physical education personnel in including persons with disabilities in physical education lessons

	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
1. Time allocated for teaching both able and disabled students at the same time in a mixed class is not enough.				
2. Handling students with disabilities in my class is an extra work.				
3. I encounter lack of ideas when teaching students with disabilities during my lessons				

4. There is total lack of equipment to help teach disabled students.				
5. There is no provision of funds to acquire equipment for teaching students with special needs.				
6. Equipment available for teaching are not user friendly to the students with disabilities.				
7. Facilities for teaching are user unfriendly to the students with disabilities				
8. There is always the problem of controlling able students who try to make fun of disable students.				
9. Activities lined up in the syllabus are not friendly to the students with disabilities				
10. Physical activities lined up in the syllabus cannot be modified to suit the students with disabilities.				
11. Teaching strategies cannot be modified because I have no knowledge on disabilities				
12. Students with disabilities disrupt harmony in physical education classes.				

13. Students with disabilities should be handled separately from the able students in PE lessons.				

B5. Status of individual Educational Plans for students with special needs and the extent to which teaching is modified for students with special needs

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Because students with disabilities are vulnerable, they are excused from taking part in practical physical education lessons.				
2. Students with special needs are to cope with all lessons since they form the minority in the class.				
3. I have a special needs assistant who comes around to assist me in handling persons with disabilities during lessons.				
4. I prepare my lessons to suit all individuals including students with disabilities.				

5. A separate lesson plan is prepared for the students with disabilities.				

B6. Differences between teachers with more than five years teaching experience and those with less than five years teaching experience

	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
1. It is difficult to handle the disabled in mixed classes so they should be admitted to the special schools.				
2. I accommodate them in my lessons because it's a policy for them to be admitted here.				
3. Students with disabilities are allowed in my lessons because they need to enjoy their human rights.				
4. I just love to be a teacher of the disabled				
5. I only include those who wish to be in class.				
6. The presence of the disabled students will take all the attention from the teacher.				
7. Contact with children with disabilities can be harmful to children without disabilities.				

APPENDIX F

THE "INCLUSION OBSERVATION CHECKLIST" FOR P.E. LESSONS

SCHOOL: …….

NO. ON ROLL; ……....

TOPIC: ……

1. a. Discipline (Soccer/Volleyball/Netball/Hockey/Athletics/Table Tennis/Handball/Basketball/Badminton	
b. Communication skills (Instructions/feedback/encouragement/motivation/etc.	
c. Teaching style used	
d. Disabilities observed in class	
2. a. Suitability of activities for disability	
b. Effort by teacher to meet objectives on both disabled and able	
c. Level of involvement in class activity	
3. a. Time allocated for teaching both disabled and able students	
b. Equity of attention to both disabled and able students	
c. Facilities for lesson at hand	
d. Equipment for lesson at hand	
e. Willingness of students with special needs to participate in lesson	
f. Meeting objectives with modifications	
g. Adaptability of modification to student's	

h. Level of success	
4. a. Excusing students with special needs in PE lessons	
b. Preparation of separate lesson plan for special needs students	
c. Use of special needs assistant in the handling of special needs	
d. Forcing special needs students to cope with lessons	
5. a. Invitation of resource persons with to handle students with disabilities	
b. Use of adapted equipment to handle students with disabilities	
c. Suitability of activities for disability	

APPENDIX G

CHI-SQUARE DISTRIBUTION TABLE

d.f.	.995	.99	.975	.95	.9	.1	.05	.025	.01
1	0.00	0.00	0.00	0.00	0.02	2.71	3.84	5.02	6.63
2	0.01	0.02	0.05	0.10	0.21	4.61	5.99	7.38	9.21
3	0.07	0.11	0.22	0.35	0.58	6.25	7.81	9.35	11.34
4	0.21	0.30	0.48	0.71	1.06	7.78	9.49	11.14	13.28
5	0.41	0.55	0.83	1.15	1.61	9.24	11.07	12.83	15.09
6	0.68	0.87	1.24	1.64	2.20	10.64	12.59	14.45	16.81
7	0.99	1.24	1.69	2.17	2.83	12.02	14.07	16.01	18.48
8	1.34	1.65	2.18	2.73	3.49	13.36	15.51	17.53	20.09
9	1.73	2.09	2.70	3.33	4.17	14.68	16.92	19.02	21.67
10	2.16	2.56	3.25	3.94	4.87	15.99	18.31	20.48	23.21
11	2.60	3.05	3.82	4.57	5.58	17.28	19.68	21.92	24.72
12	3.07	3.57	4.40	5.23	6.30	18.55	21.03	23.34	26.22
13	3.57	4.11	5.01	5.89	7.04	19.81	22.36	24.74	27.69
14	4.07	4.66	5.63	6.57	7.79	21.06	23.68	26.12	29.14
15	4.60	5.23	6.26	7.26	8.55	22.31	25.00	27.49	30.58
16	5.14	5.81	6.91	7.96	9.31	23.54	26.30	28.85	32.00
17	5.70	6.41	7.56	8.67	10.09	24.77	27.59	30.19	33.41
18	6.26	7.01	8.23	9.39	10.86	25.99	28.87	31.53	34.81
19	6.84	7.63	8.91	10.12	11.65	27.20	30.14	32.85	36.19
20	7.43	8.26	9.59	10.85	12.44	28.41	31.41	34.17	37.57

22	8.64	9.54	10.98	12.34	14.04	30.81	33.92	36.78	40.29
24	9.89	10.86	12.40	13.85	15.66	33.20	36.42	39.36	42.98
26	11.16	12.20	13.84	15.38	17.29	35.56	38.89	41.92	45.64
28	12.46	13.56	15.31	16.93	18.94	37.92	41.34	44.46	48.28
30	13.79	14.95	16.79	18.49	20.60	40.26	43.77	46.98	50.89
32	15.13	16.36	18.29	20.07	22.27	42.58	46.19	49.48	53.49
34	16.50	17.79	19.81	21.66	23.95	44.90	48.60	51.97	56.06
38	19.29	20.69	22.88	24.88	27.34	49.51	53.38	56.90	61.16
42	22.14	23.65	26.00	28.14	30.77	54.09	58.12	61.78	66.21
46	25.04	26.66	29.16	31.44	34.22	58.64	62.83	66.62	71.20
50	27.99	29.71	32.36	34.76	37.69	63.17	67.50	71.42	76.15
55	31.73	33.57	36.40	38.96	42.06	68.80	73.31	77.38	82.29
60	35.53	37.48	40.48	43.19	46.46	74.40	79.08	83.30	88.38
65	39.38	41.44	44.60	47.45	50.88	79.97	84.82	89.18	94.42
70	43.28	45.44	48.76	51.74	55.33	85.53	90.53	95.02	100.43
75	47.21	49.48	52.94	56.05	59.79	91.06	96.22	100.84	106.39
80	51.17	53.54	57.15	60.39	64.28	96.58	101.88	106.63	112.33
85	55.17	57.63	61.39	64.75	68.78	102.08	107.52	112.39	118.24
90	59.20	61.75	65.65	69.13	73.29	107.57	113.15	118.14	124.12
95	63.25	65.90	69.92	73.52	77.82	113.04	118.75	123.86	129.97
100	67.33	70.06	74.22	77.93	82.36	118.50	124.34	129.56	135.81