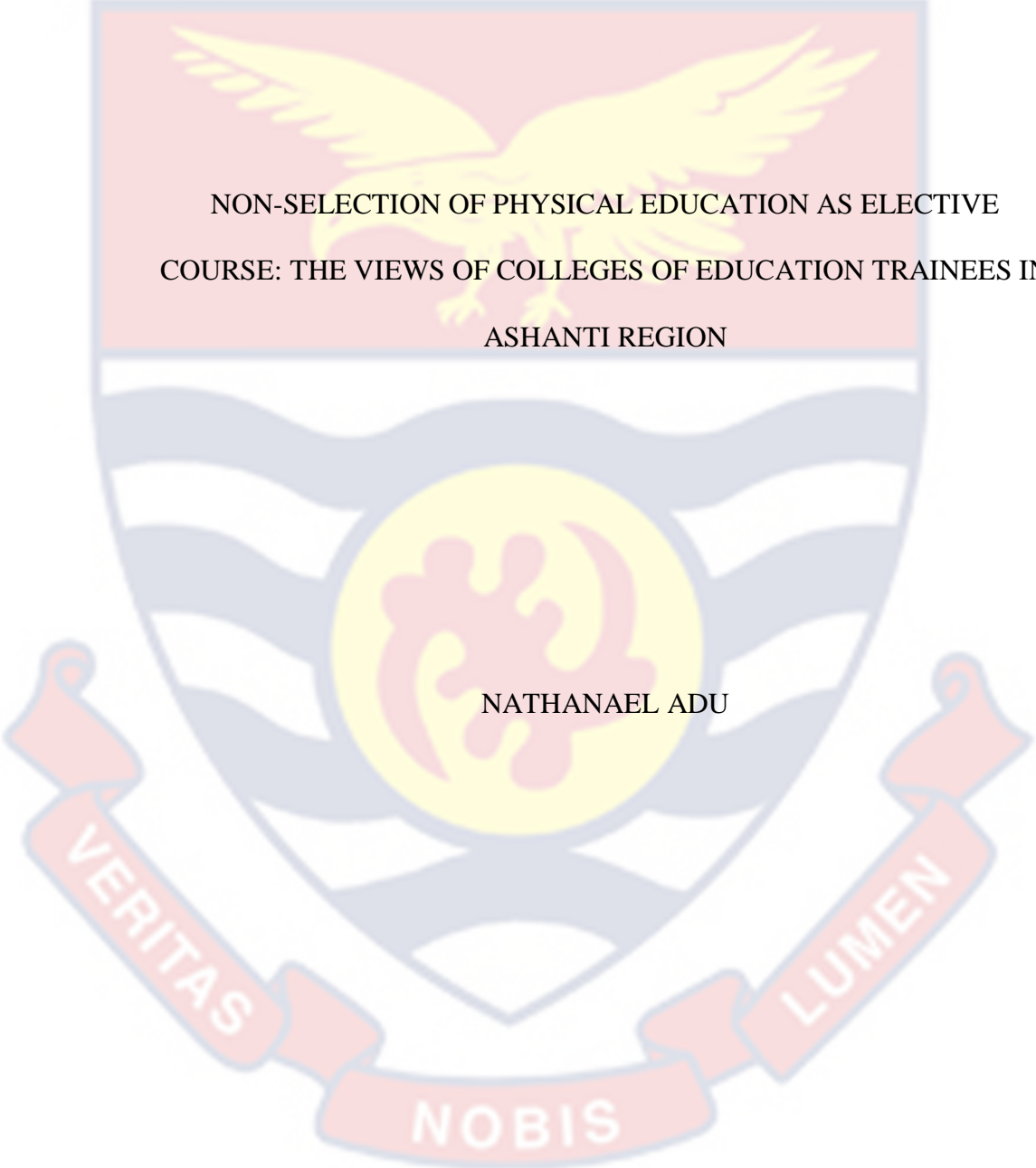UNIVERSITY OF CAPE COAST

NON-SELECTION OF PHYSICAL EDUCATION AS ELECTIVE

COURSE: THE VIEWS OF COLLEGES OF EDUCATION TRAINEES IN
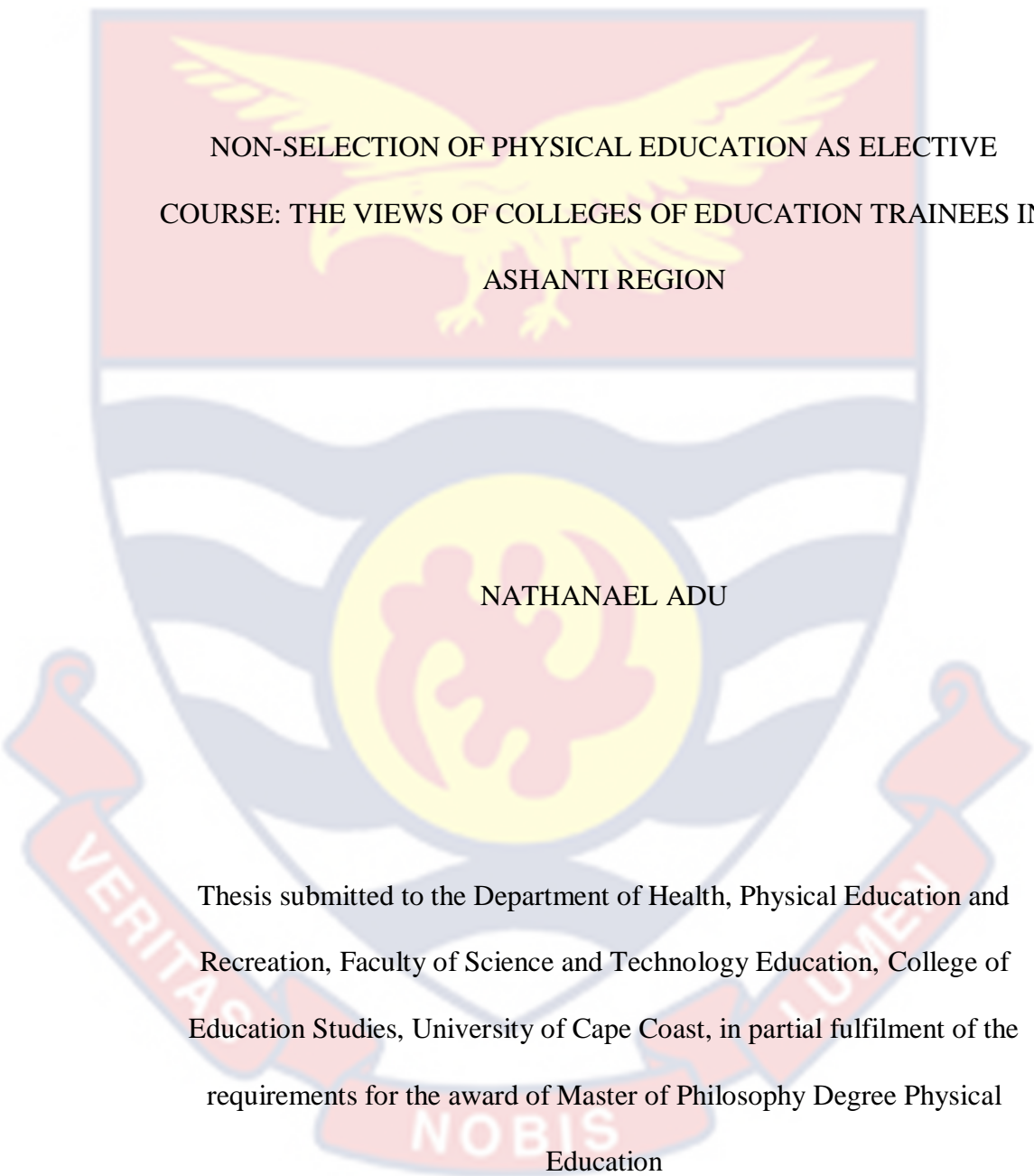
ASHANTI REGION

NATHANAEL ADU

2022

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NON-SELECTION OF PHYSICAL EDUCATION AS ELECTIVE

COURSE: THE VIEWS OF COLLEGES OF EDUCATION TRAINEES IN

ASHANTI REGION

NATHANAEL ADU

Thesis submitted to the Department of Health, Physical Education and

Recreation, Faculty of Science and Technology Education, College of

Education Studies, University of Cape Coast, in partial fulfilment of the

requirements for the award of Master of Philosophy Degree Physical

Education

DECEMBER 2022

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: ………………………………………………………………………..

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: ………………………………………………………………………..

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

Name: ………………………………………………………………………..

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ABSTRACT

Since the beginning of its existence, physical education has been an essential component in the growth and maturation of students, chiefly those earliest on infancy. Physical Education has also addressed problems regarding obesity and inactivity of both children and adults. The goal aimed at thoroughly analyze the variables that prevent trainees from choosing PE as an elective in the Colleges of Education in Ghana's Ashanti Region the Social Cognitive career theory was the research's theoretic basis. The researcher used a qualitative research approach, and data was gathered from primary sources using scheduled interviews that targeted 20 trainees, 4 management members, and 8 PE tutors from the Ashanti's eight Colleges of Education, including; Agogo Presbyterian, Agona SDA, Akrokerri, Offinso, Mampong Technical, St. Monica's, St. Louis', and Wesley Colleges of Education. Further, the study adopted the phenomenological qualitative research design. The research found that Physical Education's non-selection by trainees was due to difficulty, lack of interest, absence from college curricula, poor information and understanding, and misconceptions. The study also revealed whether internal documents or policies that guide the selection or mounting of courses did not exist.as courses were mounted by external organizations. The study also showed schools inadequate PE tutors. It supported awareness, early education, hands-on knowledge, human resource improvement, and well-being as strategic strategies solutions to the problem of colleges of education not offering Physical Education as an elective subject.

ACKNOWLEDGMENTS

The following people have significant contributions to making this work a reality. My heartfelt gratitude goes to my supervisors, Prof. Charles Domfeh, Prosper Ogum Nartey (PhD), Kenneth Adu-Gyamfi (PhD), Edward Wilson Ansah (PhD), Mr. Opoku Adusei and Master Emmanuel Tawiah, for your leadership, encouragement, advise, and goodwill in steering this effort. I do want to thank the lecturers from Health, Physical Education, and Recreation constant support. I am quite grateful.

My heartfelt gratitude and admiration go to my wife, my three lovely children, my nephew Nana Adu Kofi Peprah, my two elder brothers, two sisters, and coach Edward Edem Nartey for their encouragement, prayers, and support. God's abundant grace be with you all.
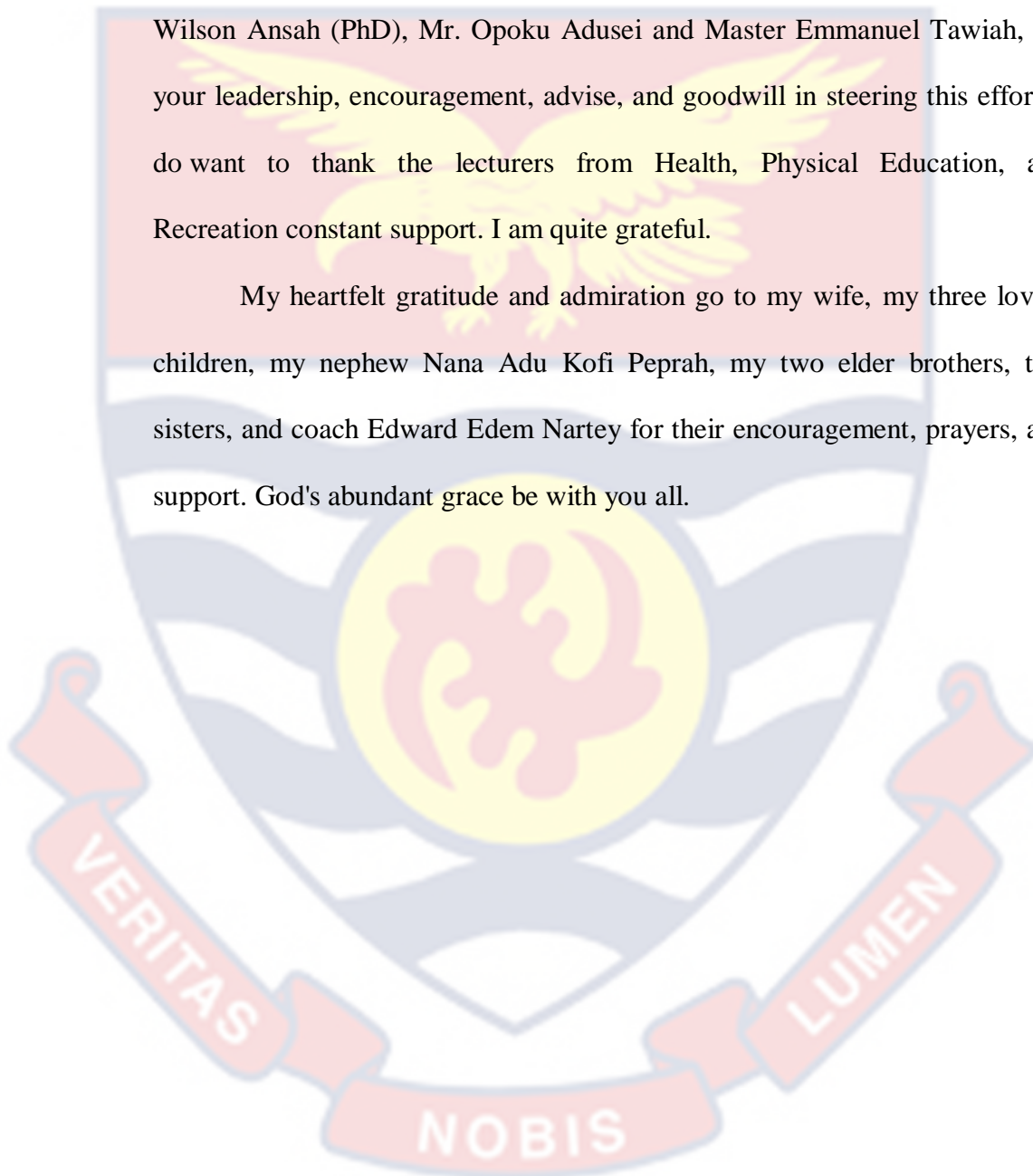
DEDICATION

To Mrs. Rosina Adu, Mrs. Winnifred Opoku Adu, Nhyirah Ama Amoatemaa

Adu, Obaapa Akua Adu Peprah Adu, and Barima Kwabena Opoku Adu

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LIST OF ABBREVIATIONS

P. E.   Physical Education

JHS   Junior High School

IYSPE   International Year of Sports and Physical Education

SHAPE   Society of Health, & Physical Educators

UNESCO   United Nation Education Scientific and Cultural Organisation

SCCT   Social Cognitive Career Theory

NASPE   National Association of Sports and Physical Education

IoE   Institute of Education

CoE's   Colleges of Education
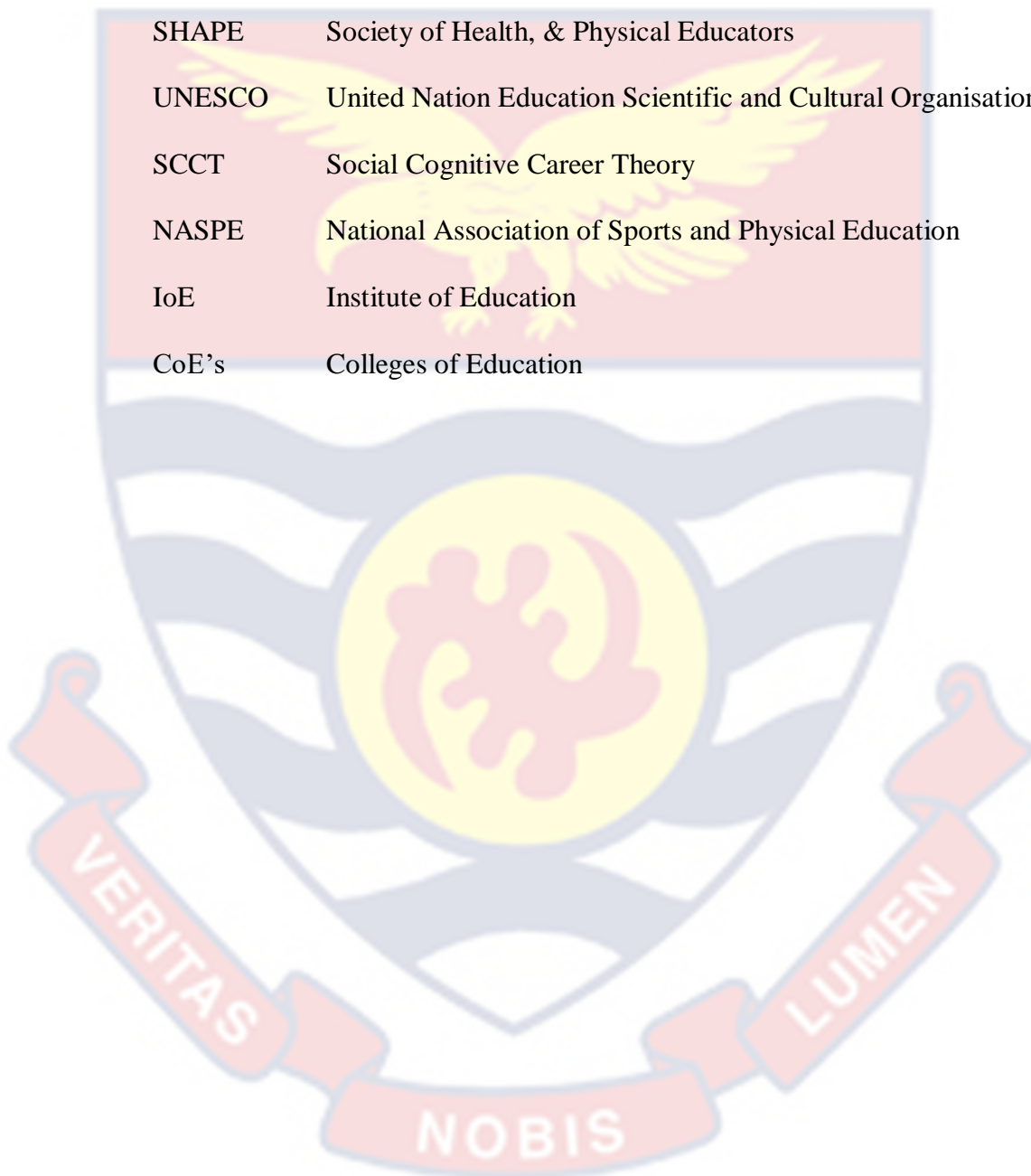
CHAPTER ONE

INTRODUCTION

This chapter contains the background of the study, the statement of the problem, the purpose of the inquiry, the research questions, the significance of the study, the delimitation of the study, the constraints of the study, and organisation of the study.

Background to the Study

Education is extremely important in today's environment. The continuous expansion of knowledge, as well as changes in technology, socioeconomic, and political situations, have propelled education to an increasingly important role in human life. Education's goal is to pass down future generations' social knowledge, skills, attitudes, and rules (Colakoglu, 2004). Education lasts from birth to death. Man interacts with the environment, developing environmental behaviours, attitudes, and ideals (Kangalgil & Donmez, 2003).

Since the 1800s, schools have included PE (Lumpkin, 2009). It has a major impact on student development, especially early on. It fights juvenile obesity and adult inactivity. The goal is to produce physically competent people with the knowledge, skills, and confidence to engage in healthy physical activity and reap its advantages (Society of Health, & Physical Educators [SHAPE], 2013).

During the educational process, students grow physically, mentally, and socially. In essence, as people engage with others, they may have

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experiences that influence their behaviour in public and elsewhere (Sofo & Asola, 2016).

PE develops and advertises national establishments through game successes (Janz et al., 2010). The following excerpts from Ghana's Ministry of Education (2019) describe the Physical Education curriculum for primary schools. PE improves fitness and social skills. Physical Education is important since the activities improve individuals and institutions, according to Aybek (2007). Physical education benefits individuals, institutions, and nations. Physical Education develops national establishments through game successes (Janz et al., 2010). Ghana's MoE says (2019), the following excerpts summarise the goals primary PE curriculum:

> "engage in competitive athletics, games, sports, and physical activities; grow into self-assured, responsible adults with strong moral, social, and spiritual foundations; learn to value healthy competition in athletics, games, and sports; gain an understanding of the importance of physical activity; and develop an appreciation for diversity (p. 18)"

In the face of of the relevance of Physical Education classes, all throughout the world, fewer students are signing up for PE courses. For instance, from 2017 to 2018, the percentage of American high school students enrolled in physical education classes dropped from 70.3% to 60.4%. Authors Faulkner and his contemporaries (2018). Yet, only about half of African countries' PE programs reflect UNESCO's (1978) recommendations that

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pupils should think of PE as a "basic human right," on par with freedom of expression or access to health care (Hardman, 2008).

Teachers approach physical education differently; consequently, not many educators are concentrating on equipping students with the skills they will need to contribute effectively. As a result of their inability to comprehend the tasks at hand, some educators have developed a negative outlook (Kahiga, Gatumu & Nteere, 2015). Low levels of interest in Physical Education can be attributed to the fact that previous studies attempting to explain the failure of Physical Education (Gao et al., 2008; Zhu & Chen, 2013) received little to no funding from elementary, secondary, or tertiary institutions.

There is a substantial association between developing unfavourable PE attitudes and early childhood physical activity declines (Janz et al., 2010). PE students had fun and stay active after school (Silverman & Subramaniam, 2002). According to Shen, et al., (2012), in the majority of African schools, Physical Education is not an examinable subject. Ocak (2016) asserts that sometimes the commitment to choose between elective Physical Education and other elective course students turn to opt for the other courses.

Active students are more likely to be active adults who love PE classes (National Association for Sport and Physical Education [NASPE], 2004). Siedentop (1992) says a multi-action teaching method with short components can change kids' PE attitudes. Physical Education goals require knowledge of attitudes and perceptions that influence a person's decision to start or continue engaging (Shen, et al., 2012).

Furthermore, student-related obstacles have been identified as impeding the delivery of high-quality Physical Education (Jenkinson &

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Benson, 2010; Kinnunen & Lewis, 2013). Lack of time, subject marginalisation, timetabling, and a lack of resources are all examples of institutional boundaries. Inadequate of training and confidence are teacher-related PE challenges. Two students-related variables that typically block Physical Education instruction are student interest and motivation (Jenkinson & Benson, 2010; Kinnunen & Lewis, 2013, Zhu, & Chen, (2013).

Shen et al., (2012) argue that students' attitudes were frequently linked to their interest in the subjects. In essence, Physical Education is more of a "break" from other course. The course will help them obtain a decent it is not as important as other subjects for a career or university. One study that took into account enrollment in an elective Physical Education course in school by Summer (2016) found the following flaws: participants were recruited from only one school; participants were Physical Education students, but there was no examination as a means of assessing them. There has been little research done on why trainees in Africa, notably Ghana, are unwilling to study Physical Education as an elective course. Sub-Saharan African researchers believe that a child's early years are critical for the development of essential motor abilities, which contribute to the optimal progression of physical boundaries (Akindutire & Olanipekun, 2014).

UNESCO Charter (1978) states that Physical Education, like any other, should be considered as a fundamental human right. Physical education can attain and encourage complete development. Physical education, like physical activity and sports, requires widespread acceptance, the International Charter on Physical Education, Physical Activity, and Sports (UNESCO, 2015) stipulates that everyone should have early positive experiences with play,

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games, and physical activities to establish the framework for long-term participation in physical activity and games.

PE in Nigeria, like other countries, has challenges limiting student participation (Akindutire & Olanipekun, 2014). Urbanisation was connected with a fall in Physical Education, increased sedentary behavior, and lower fitness routines among school-aged children in Sub-Saharan Africa, according to a study (Muthuri et al., 2014a). Physical Education was taught by trainees who felt bound to do so as future teachers (Mudekunye & Sithole, 2012). According to Kinnunen and Lewis (2013) found little internal and external evaluation of learners' views about Physical Education. Teachers will generally notice gifted pupils will help and encourage them to reach their full potential. Most teachers agree that talented students like PE. According to Kinnunen and Lewis (2013), students must be favourably socialised into PE to have positive attitudes.

Successive Ghanaian administrations have not prioritised PE in schools and universities (Ammah & Kwaw, 2005). This is because most Ghanaian schools emphasise English, Math, and Science from the outset (Sofo & Asola, 2016). According to Ammah and Kwaw (2005), PE is viewed as a non-productive activity in many places of the world and is less important to a flourishing future than academic fields. Despite the fact that sports is a major industry worldwide, especially in Nigeria, Kenya, Ghana, and Ethiopia, many believe one cannot make a living from it.

In the 1960s, 1970s, and 1980s, Winneba Sports College PE alumni dominated Ghana's football success. These instances of game execution indicate how society's opinions on PE are evolving (Musangeya et al., 2000).

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The 21st century's dynamism has revolutionised Ghanaians' lifestyles and educational system (Adu-Gyamfi, Donkoh, & Addo, 2016, p. 3), underlining the relevance of school athletics. These passages support the claim:

"every school needs a playground".

The extracts imply that every elementary school should have a play field for young children's growth. Most schools and colleges lack playing fields, some do not offer zonal or circuit sports, and elementary schools do not teach PE despite being on the timetable (Adu-Gyamfi et al., 2016). Physical education in schools and colleges physical activities are becoming less popular with parents and students as society discourages them. curriculum (Adu-Gyamfi et al., 2016). The then-Ministry of Education, Youth, and Sports mandated that Physical Education be taught and learned on an equal basis with other subjects in schools and colleges (Prempeh, 2019).

The Social Cognitive Career Theory is heavily influenced in order to obtain insight into why students do not select PE as an optional course. This study contributes to that effort by attempting to identify and explain the factors that Ashanti Region Colleges of Education trainees' PE choices, particularly as they advance to the second year. Understanding such causes may allow us to change trainees' experiences so as to boost the possibility of trainees pursuing PE. The study's goal is to help policymakers produce guidelines to address the decision not to take Physical Education as one of the available electives.

The decision to specialise in Physical Education is heavily affected by interest. This explains why both internal and external factors play a role in how someone comes to value PE in their life. (How, et al., 2013). Teens create attitudes based on stimuli, according to social cognitive theory. Parents have a

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vital role in the lives of young children, especially throughout adolescence, but as the learner progresses, friends, instructors, and coaches or mentors become increasingly crucial (Bandura, 1986; 1977).

Ghana's PE report card, physical education among Ghanaians is low (Ocansey et al., 2015). A research says problems of delivering satisfactory PE in Ghana is marginalized (Sofo & Asola, 2016). Hardman (2008) says school PE management. It's important to examine why Ghanaian college students, especially in Ashanti, do not major in PE.

Statement of the Problem

Teacher trainees in Colleges of Education (CoE) after their first year of introductory generic courses, have to select the elective subject for their course of study in the second year. However, hardly do a good number of students opt for Physical Education. Although trainees score well in the foundations of Physical Education (PRA 122) as part of the first-year compulsory course, although they should take PE as an elective, they rarely do.

Only 281 Out of 46 Colleges of Education with 19,780 final-year students, 1.4% of students in Ghana picked Physical Education as an elective (IoE, 2019). Ironically, 98.6% of students who didn't take PE as an elective may end up teaching it if they become teachers. Over half of this amount has been allocated to the basic school as classroom instructors, where they must teach Physical Education because it's on the schedule and all subjects on the timetable must be taught by the classroom teacher.

In the Ashanti Region which is the focus of this study, the total number of trainees in their last year stands at 2,962, of this number only 110 are offering Physical Education which represents 3.7% of the total population

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(IoE, 2019). Except for the Wesco in Kumasi, no Ashanti regional college of education has provided PE as major course in the last 10 years (IoE, 2018). Most of these teachers will become classroom teachers and be forced to teach PE. This study examined why Ashanti Region Colleges of Education trainees do not select Physical Education as an option after their first year.

Purpose of the Study

This study aimed to determine why first-year students who took Foundations of Physical Education (PRA 122) did not pursue it as an elective in second year.

Research Questions

The following research questions guided the study:

1. What are the reasons underpinning learners' non-selection of PE as an option in Colleges of Education in the Ashanti Region?

2. In what way does the internal policies of the CoE's on elective course combination choices affect the selection of Physical Education as an elective by continuing students?

3. How does the policies of IoE, University of Cape Coast on elective subject choices affect the Physical Education can be chosen as an option by continuing students of Colleges of Education?

4. What is the level of personnel adequacy at CoE's for teaching both core and elective PE?

5. How may trainees be encouraged to study PE as an elective subject in CoE's?

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Significance of the Study

The results will be a source of information to Colleges of Education on the reasons why trainees are not selecting the subject as an elective to find solutions to that. Also, the study will serve as additional literature and useful information for future researchers who intend to explore issues related to the selection of choices of subjects. Finally, it will be used as a resource for Physical Education students and tutors in schools and colleges around the country.

Delimitation

This work was delimited to only final year students who happened to be the last batch of trainees who had the chance to offer PE as an elective subject as continuing students. There are key issues emphasised in Physical Education, examples of which include as exercise science, sports psychology, coaching, administration and others but this study was delimited to curriculum studies. Concerning curriculum, the study was delimited to the attitude of students towards non-selection of elective Physical Education programmes instead of curriculum designing, planning, implementation, and evaluation. The study is confined to Ashanti's eight public colleges of education.

Limitation

As participants were aware of planned conversations and observations, it was possible that the behaviour they exhibited was not a real reflection of their character.

Organisation of the Study

The research has five sections: a review of literature that analyses and summarizes key findings and defines Chapter Two. Chapter Three covers the

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following topics: the type of study, research design chosen, study area, population, the sampling procedures, the data collection instruments, methods used in data collection, the reliability and validity of research instruments, data processing and analysis, and logical and ethical considerations.

The fourth chapter highlights key issues such as the study findings as well as discussions regarding the study's findings. The research questions inform the study's findings. The conclusions and the recommendations are closely linked to the study findings.

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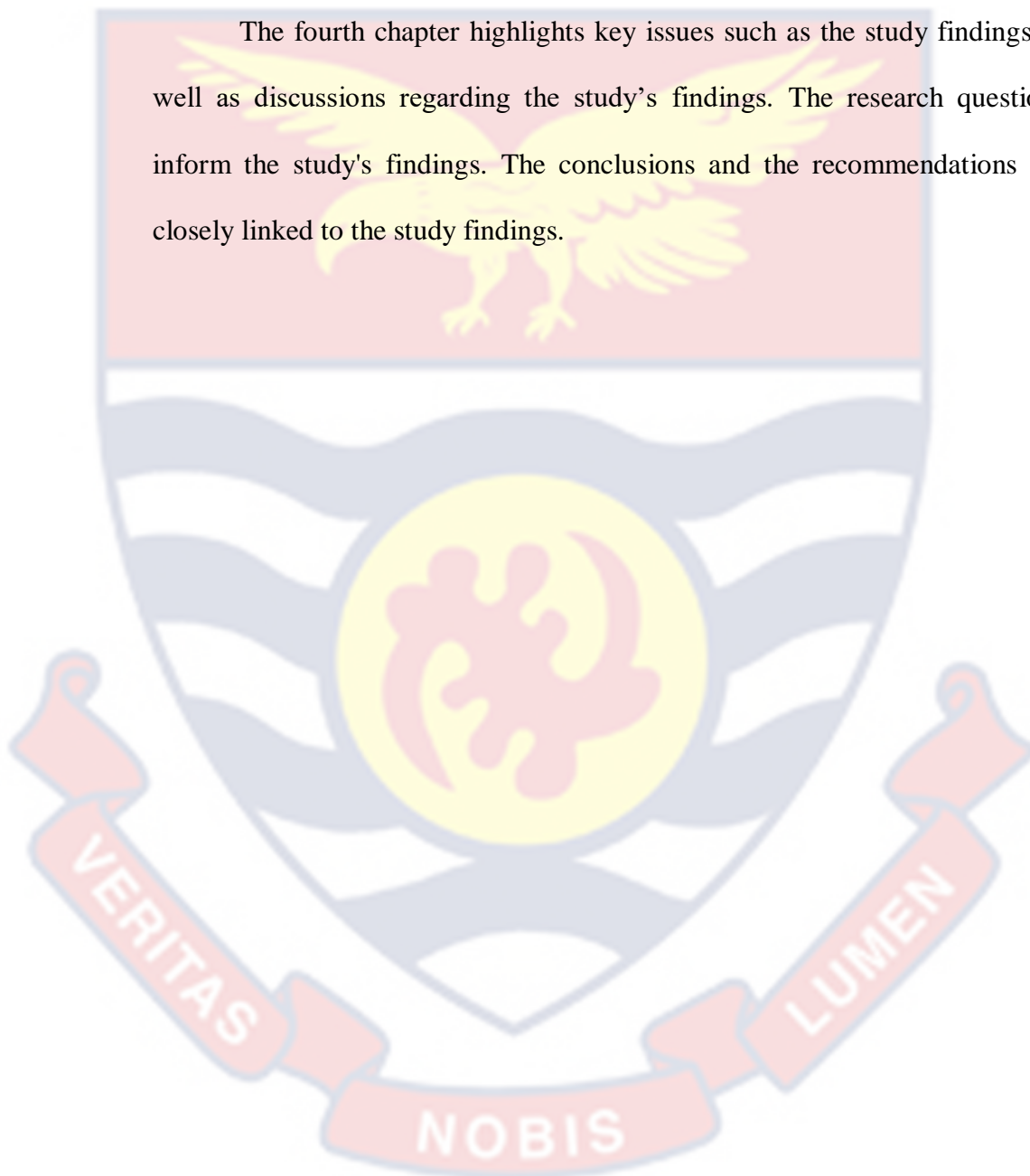
CHAPTER TWO

LITERATURE REVIEW

Introduction

This section examines the literature on the most important theoretical studies that demonstrate why, after studying PE as a basic course initially, majority of Ashanti Region Colleges of Education students do not pursue the elective. This section's critical concerns comprise theoretical, conceptual, and empirical literature. The Social Cognitive Career Theory (SCCT) served as the basis for this research. The conceptual review describes trainees, PE, and Coe's of Education in detail. Empirical review looked at works of literature on the topic.

Theoretical Review

Social Cognitive Career Theory (SCCT)

The SCCT is a modern notion used to evaluate people's career choices (Lent et al., 1994). Bandura's social cognition theory of 1986 sheds light on how "people" think (a) develop academic and career interests, (b) amend their academic and career aspirations, (c) achieve academic and career success" (Lent et al., 2003, p. 458). SCCT's main principle is that persons with abilities and environmental supports are more likely to get engaged in and perform better at tasks in which they have strong self-efficacy beliefs (Lent et al., 2002).

Relevance of self-efficacy in the advancement of a profession, both internally and externally, is also emphasized by SCCT. SCCT contains ideas

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that affect professional growth. In effect self-efficacy, expectations of results, and decision goals are the three cognitive-person components that underpin Social Cognitive Career Theory. By implication, an individual learns by interacting with environmental factors which in turn shapes an individual's career path.

From the perspective of the SCCT, the interaction between people, their surroundings, and their behavior is strongly related to the idea Alshahrani et al (2018). Lent, Brown, and Hackett (2003) say that "models are likely to help explain the paths that people take in school" (p. 254). The interest, decision, and performance models are all important parts of the model. Shen and Bordon (2017) revealed in a study's that "Most research investigated interest, choice, and satisfaction hypotheses among Asian and European teens and college students" (p. 72). According to Alshahrani et al., (2018), "excellent social-psychological variables for things to be looked into because it has proven to influence career choices." (p. 1)

Social Cognitive Career Theory Core Constructs

Person Inputs

The choice model (Lent, 2013; Lent et al., 2002) proposed that person inputs (for example, predisposition, gender, disability, and race) and background context interact to influence learning experiences, self-efficacy beliefs, and outcomes.

Predisposition

How people think and the unhealthy judgment they put on Physical Education. The misconceptions we always assign to Physical Education makes people not interested in studying the course further on the academic ladder.

Gender

It is assumed that Physical Education is a male-dominated field, so even if a female is talented, motivated to study and participate in Physical Education, that person is likely to be hesitant to choose it as an elective because there is the likelihood that she believes it is a male-dominated field in which she cannot excel.

Ethnicity

The perception that Physical Education is for a certain class of people makes the selection and studying marginal to a certain group of people.

Disability and Health Status

People who are not fit whether declared by doctors or by self-conviction will not attempt to study Physical Education because they think Physical Education is for those who are strong. The misconception attached to the subject makes most people have the wrong notion that if you are not muscular you cannot study Physical Education. By implication a wrong misconception is likely to affect one of the courses in question.

Self-efficacy Expectations

Albert Bandura (1997) conceptualized self-efficacy model. It denotes to a person's faith in his or her capability to do the work required to achieve a good goal. Self-efficacy theory is a widely studied idea. Self-efficacy theory has been a subject of interest among several scholars, an example of such scholars include (Bandura, 2000; 1997; Maddux & Gosselin, 2011; Maddux & Dawson, 2014). The theory in question and the element therein can explain and predict an individual's achievement in every academic endavour (Bandura, 2000; 1997; 1986).

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Inductive analysis suggests that a person's self-efficacy-efficacy expectations have a direct influence on what one intend to achieve in life such as: expectations, objectives, Choice actions and performance outcomes are all important parts of career-related behavior (Lapan et al., 2018). Rather than a single quality, self-efficacy is a collection of self-beliefs connected to multiple performance domains and activities (Lent, Brown, & Hackett, 2003). SCCT research, these are the easiest approaches to define and quantify self-efficacy:

1. 1. Task-specific self-efficacy, or confidence to carry out exact actions necessary for success in convinced field under normal conditions.

2. Handling efficacy, or confidence in one's skill to overcome domain-specific difficulties (Lent et al., 1994).

Self-efficacy is demonstrated to be a reliable predictor among the behaviour multiple of domains, including volleyball, soccer, athletics, health, journalism, government, medicine, psychology, mental disorder studies, and psychopathology (Bandura, 2000). Since the introduction the concept of self-efficacy found within Bandura's social learning theory has been central to psychologists' efforts to understand and predict human behavior. Self-efficacy is a concept that has recently gained momentum in educational research, with academics contending that self-efficacious people work harder, persist longer, persevere in the face of adversity, and have higher tenacity of purpose in their pursuit of life goals (Parejas, 2005).

Personality connotes one's own point of view of what single intends to do or achieve in life (Stajkovic & Luthans, 1998a). Self-efficacy is not tied to any personality trait: some persons have strong self-efficacy and others have poor self-efficacy (Stajkovic & Luthans, 1998b). The term "self-efficacy"

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refers to how confident you are in executing a specific task in a given situation, such as at school or work (Maddux & Gosselin, 2012; 2011). If you perform well in sports, for example, your self-esteem will influence you to study and perform well in Physical Education (Maddux & Dawson, 2014).

Additionally, people who believe they can achieve in school employ more cognitive and metacognitive strategies than those who do not. Self-confidence is hypothesized to just be taught besides changed via four primary channels:

1. Performance success

2. Education through observation and imitation

3. Social coaxing and

4. Physiological and the states of one's affect.

Personal performance achievement has the greatest potential for influencing self-efficacy. When it comes to a certain task, success increases self-efficacy. Seeing success stories, hearing words of encouragement, and being exposed to enabling conditions all help to increase self-confidence in a specific topic. And to extent in regard to which they fundamental bases touch self-efficacy is determined by influences such if well a person recognizes and clarifies them (Bandura, 1997). The sense of self-efficacy basis for professional decision-making has also been investigated, and is referred to as an individual's belief that they can complete a task related to choosing a vocation. Self-efficacy in choosing elective subjects has been connected to career exploration, development, and academic integration (Bandura, 1995).

According to Lent et al. (1994), career-related result predictions can be drawn fairly neatly onto a fuse of acceptable levels of work values. Different

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types of predictions have been identified, examples of which include social, material, and self-evaluative outcomes. People are more prone to try behaviours that they believe will result in highly regarded consequences and avoid behaviours that would have a particularly negative outcome (Bandura, 1986).

SCCT Outcome Expectations

Outcome expectations, bestowing to SCCT, are views about and to consequences or outcomes of specific behaviors (SCCT). Career-related result expectancies, according to Lent et al. (1994), may map pretty well into and encompass classic work value categories such as benevolence, compensation, and autonomy. Expected social examples include: family advantages, material examples, financial reward, and self-appraisal examples, self-approval outcomes have all been characterized as categories of result expectations (Bandura, 1986). The direction of evaluation and the level of outcome expectations differ as well. More people engage in behaviours that they have faith that will result in highly valued results while avoiding behaviours that they believe will end result in exceptionally unfavourable outcomes.

Lent et al., 2002, positive and negative (Hackett, Betz, Casas, & Rocha-Singh, 1992) and (Singh, & Pathak 2017) outcome expectations for career choice, performance, and interest have been investigated, constructive outcomes have added attention in SCCT research thus far.

Interests

The concept of interests, which is a term that describes an individual's patterns of likes, dislikes, and disinterest in specific activities, is also important in SCCT (Lent et al., 1994). Both self-efficacy and others' interest

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are linked because as a person grows older, there is the likelihood for such a person to still have an interest in whatever one was previously fund of (Lent et al., 1994). This is not surprising because Wang et al., (2008), posit that playing games elicited the maximum passion for Physical Education initiatives, whereas the idea of classes elicited the least interest. Several researchers Ommundsen et al., (2005); Mackintosh Griggs, and Tate (2019) in their studies concluded that learners who abhorred Physical Education tend not to have an interest in Physical Education. Martin (2020) observed that individuals do not practice or do not take an interest in Physical Education, since they did not have any positive encounters with Physical Education.

There are three fundamental basis by which people judge their ability. Those with an aggressive trait, in general, tend to differ in terms of capacities or execution from that of their colleague Bekiari et al., (2017). In effect, learners who have several study findings (Lloyd & Mertens, 2018) suggested that the proximity of decisions in secondary school PE possess a substantial repercussions issue beside self-rule support and physical education performance. This is significant because it is likely to enhance and promote the student's interest in Physical Education.

Self-efficacy, outcome expectations, and goals play key roles in SCCT's theories of educational and vocational interest development, decision making, and performance attainment. Interest in employment-related events is influenced by self-efficacy and outcome expectancies. Throughout childhood and adolescence, people are exposed to occupationally relevant activities at school, home, and in their communities. They're paid differently based on how involved they are and how well they develop their talents. Upbringing and

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culture determine children and teens' activity types and diversity. Girls are often exposed to and rewarded for activities boys are also not.

Through exposure, practice, and feedback, people develop skills, personal performance standards, a sense of efficacy in certain activities, and expectations regarding activity outcomes. People are more interested in activities where they believe they can be effective and expect results. Enthralled people are more likely to create goals to continue or increase their involvement.

Continued engagement inaction entails successive mastering or failing helps to update self-efficacy, outcome expectancies, and, eventually, interests within a continuous feedback loop. Interest development is unpredictable until late adolescence, general interests like Physical Education, art, Scientific, sociological, and engineering pursuits stabilise. Data on interest stability, on the other hand, suggests that some people's interests fluctuate after adolescence. When such shifts in expectations and/or self-efficacy occur, SCCT contends which they can ensure explained parenting, technical improvements, work training, or restructuring might transform people's self-efficacy and outcome expectations in new occupational and vocational directions.

To recap, people often acquire a long-term interest in an activity if they believe they can complete it and expect valuable results. Uncertain, negative-outcome activities are unlikely to pique their attention. According to Social Cognitive Career Theory, to build talent, people need direct, vicarious, and compelling experiences that lead to high efficacy beliefs and positive result expectations. Regardless of ability level, individuals' interests are limited

when they lack self-efficacy and optimistic outcome attitudes. Perceived abilities and outcome expectations mediate the relationship between objective talents and interests.

Social Cognitive Career Theory Proximal Environmental Contextual

The proximal environmental SCCT contextual variables are utilising the environmental supports and impediments that people expect will follow their goal pursuit. Goals and their likelihood of being accomplished are thought to be enhanced by favourable environmental conditions, such as strong environmental support with minimal constraints. Contextual provisions and barricades hip the local surroundings could be considered environmental elements. SCCT method based on perceived environmental features would require investigating particular types of supports and obstacles to evaluate more precise serves to strengthen and impediments that may encourage or hinder professional behaviour (Lent et at., 2003).

Contextual impacts can similarly be observed as middle results since individuals reflect the results of adding more distal circumstantial outcomes for instance person learning inputs experiences. Proximal/distal factors are vigorous structures or procedures that can influence critical academic selection, decision behaviors, and performance outcomes on their own. As a result, the fundamental variables in the Social Cognitive Career Theory can be regarded both variable dependencies.

Environmental parameters are categorised into two groups based on closeness to the professional decision-making process. In the first category, distal background contextual affordances influence learning experiences that lead to the establishment of career-relevant self-efficacy and outcome

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expectations. Some examples of background include a person's gender, race or ethnicity, health status variables, and individual inputs that mutually influence one another, as well as educational experiences, which in turn influence expectancies and self-efficacy results.

Learning impacts self-efficacy and outcome expectancies. Both expectation and self-efficacy outcomes are influenced by one another. The second, more immediate category of especially contextual influences important throughout the dynamic parts of the educational process or vocational policymaking. Proximal contextual variable according to the social cognitive career theory can influence and directly affect career-relevant decision-making processes decisions. Consequently, links between

(a) comforts and select objectives

(b) goals and activities may be moderated by proximal contextual factors in particular.

Furthermore, one here is core comforts are possible to stimulate equivalent objectives (for example, social concerns dominate to intents to follow a social-type job), consequently, this encourages choice-relevant (for example, programme application connected goal).

Nevertheless, proximal environmental elements alter how these processes unfold. Expected consequences influence interests, goals, and behaviors. The social cognitive model influences professional decisions and aids in mitigating the effects of interest-goal and action-target respectively links.

SCCT Choice Goals

Moreover, concept among the goal is particularly important in SCCT. SCCT emphases on two objectives in particular: (i.) content objectives, which

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refer to activity domain and (ii.) targets for performance, which refer to the extent to which achievement desired within an intriguing domain. Choice goals, such as the plan to pursue a specific college elective, encourage learners and employers to follow their favourite educational and vocational choices, where enactment objectives support regulate the trainee's degree of accomplishment, or the grades some will achieve under chosen jobs (Lapan et al., 2018 & Lent, et al., 2003).

Selection procedure is also based on the SCCT founded on an interest model. Career-related interests, which are primarily motivated by expectations and self-efficacy, assist persons in achieving definite educational and occupational goals, such as the desire to pursue a specific vocation. People act more to achieve goals, such as pursuing admittance to a major programme, or career, when facts and evidence goals are clear, unambiguous, passionately held, publicly announced, and supported by influential individuals.

In essence, successes and failures provide essential suggestions that are able to boost instead deplete result expectancies and self-efficacy, allowing them to rethink or confirm their judgments. Social Cognitive Career Theory likewise shows that result expectancies, self-efficacy and ecological variables might possess direct especially powerful stimulus on optimal objectives than benefits. Benefits remain likely get the highest impact on school and work in conditions that allow people to pursue their passions.

However, many students cannot pursue their passions inhibited through obstacles or else without others' backing. Those very students' decisions are influenced by economic difficulties, family pressures, and educational limits. In such situations, individuals might be obliged to give up

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interests pragmatic decisions issues for example, the type of occupation available, self-efficacy views ("Could indeed complete such course?"), and conclusion anticipations. "Does the job pay well enough to make learning valuable?" Individual concerns or interests in career choices could be constrained by ethnic norms, such as the degree to which choices are taken into account affected through elder relatives.

Social Cognitive Career Theory suggests environments which encourage students to further develop their interests, besides situations wherein passions must be compromised when deciding on matters pertaining to one's job. Environmental influences include the degrees of aid, for example financial and family affection, barriers, such as inadequate of cash or poor education, and individual options. Basically put, Social Cognitive Career Theory posits and it when people's benefits are additional powerful predictors among decisions they create after the environment is helpful somewhat than obstructive. As a consequence of this case, one here is interest may have designate sacrificed or else disregarded voguish order to accommodate additional pragmatic, urgent, or culturally satisfactory elements.

Social Cognitive Career Theory on Choice Action

Lent et al. (2002) and Lent and Brown (2004), human inputs such as gender, race, handicap, personality, and predispositions, as well as background environment, influence learning affects self-efficacy beliefs then result expectancies (2013). As previously stated, these factors influence interests, which in turn drive goal selection; goals influence actions, and actions influence performance outcomes. A student from a wealthy family, for example, is taken to a sports museum, encouraged to read and learn about

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sports and famous sports figures, and given opportunities to take sports lessons and attend sports conferences.

These learning experiences, made possible by the student's socio-economic status, have an impact on the development of his or her belief in his or her ability to do well in Physical Education. This is significant because Physical Education is important, as is the understanding that doing well in Physical Education will lead to positive outcomes. This is significant because acceptance, and time spent with friends, all contribute to one's holistic development. This is not surprising because one can succeed in life through Physical Education. Physical Education, in College, can be a well-paid field that is not typically associated with males or females.

Lent, and Brown (2013), argue that the process of making a career choice entails selecting a goal, such as becoming a Physical Education teacher, taking action to achieve that goal, such as completing courses in physiology and anatomy, and the subsequent consequences of those actions, such as successful graduation in Physical Education.

SCCT Performance Domain Then Attainment

The SCCT performance classically focuses on envisaging then elucidation two essential components regarding performance: people's educational and professional achievement, as well as their capacity to maintain a positive attitude despite negative outcomes. The significance of competence, the focus of self-efficacy, result expectations, and performance goals lies on achieving achievement and remaining persistent Social Cognitive Career Theory. Ability influences performance via two main channels: past successes and aptitudes.

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To begin with, the ability has a direct bearing on performance and perseverance. Physical Education students, for example, perform better and stay in the course learners with lower overall grades talent. Skill is a combination of inherent potential and taught abilities.

Secondly, the capacity to do so is assumed indirect influence on endurance and performance through the use of the intermediary self-efficacy and outcomes expectations. To achieve well, however, both talent and motivation are required. The motivating functions of Self-efficacy, performance expectations, and goals highlighted in SCCT. According to SCCT, self-efficacy plus outcome expectations act impacting, along with aptitude, the kinds of performance goals that individuals set for themselves.

Learners and employees are more inclined to set greater performance goals for themselves if they have stronger self-efficacy and more optimistic result expectations, to strive and more difficult accomplishments, toward organise they possess more effectively, and in the direction of persevere longer in even in the face of adversity, even if their capacity controlled for. As a result, they have a better likelihood success compared to those who lack self-confidence and have negative outcomes anticipated. As a result, people can optimize their potential when they have good goals, self-efficacy, and anticipated results. It's critical to remember that self-efficacy is seen as an adjunct to ability rather than as a replacement for it.

Social Cognitive Career Theory has not assume believe self-efficacy will make up for a lack of task skills. Individuals with higher self-efficacy beliefs outperform people with lower self-efficacy convictions. Students who undervalue both sporting abilities, for example, are more likely to set lower

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goals for themselves, knowledge excessive routine nervousness, provide awake additional rapidly reduce their level of challenge when faced with difficulties sportingly, and as a result, they compete less well in sports than their equally talented counterparts who have more upbeat self-efficacy beliefs.

According to SCT, huge overestimations of self-efficacy could be counterproductive. Job trainees, aimed at instance, who have considerably higher self-efficacy than their existing abilities are more likely to establish unrealistically high-performance goals and take on job activities that are above their existing capabilities, resulting in disappointment and despair. According to Bandura, people are more likely to be motivated to set difficult (but attainable) performance goals and participate in activities that stretch their skills while also bolstering their self-efficacy and positive outcome expectations if their self-efficacy beliefs are just a little bit higher than their current abilities.

Application of SCCT to the Research

Lent et al., (2002), the key principles of SCCT are three interrelated components: self-efficacy beliefs, result expectations and objectives. They went on to say that self-efficacy is the capacity for personal trust in one's own aptitude to complete specific behaviours or activities in specific activity areas. For example, a kid may be quite competent besides math and science courses but considerably less confident in Physical Education or sporting activities. This appears being the situation in our society in Ghana, where certain people assume PE is seen as male-dominated topic. As a result, in this study, the SCCT pursues to clarify three elements of job expansion:

(1) in what way core academic pursuits emerge;

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(2) which educational options are made; and

(3) how an individual achieves school and career success.

Individuals are exposed to a range of occupationally significant activities, both directly and indirectly, during their youth and adolescence, at school, at home, and in their culture years. Girls, for example, are more likely than males to be exposed to and rewarded for participating in a variety of activities. These activities could include housework such as laundry and dishwashing, cooking, and many others. Individuals tend to improve their skills and capabilities as they engage in a particular activity regularly. As a result, it can be stated that an individual's continued exposure and practice in Physical Education could improve his or her skill in physical and health-related activities. This gives the person the confidence to pursue Physical Education in high school or college. This is because people may develop an interest in activities that they believe would be effective and yield favourable consequences (Lent, et al., 2002).

Critique of the SCCT

Rothman (2004), while theories' popularity may fluctuate, their influence and characteristics have remained remarkably stable over time. This shows that with time theories have to be refined to meet the needs of current trends. In effect, greater attention must be paid to advance and discard some theoretical principles. Many academics may be cautious to alter the Social Cognitive Career Theory (SCCT) due to its general nature. When finalized, the theory could be immensely beneficial not just to academics and stakeholders in Sociology, Psychology, and Physical Education, but it could also better serve the needs of individuals in other disciplines

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Conceptual Review

The benefits of participation in PE in educational institutions especially in Ghana, the structure of Physical activities along with nature and training of Physical Education instructors in Ghana were all covered in the conceptual review. The relationships between the concepts, as well as criticisms of the various concepts.

The Concept of PE

PE overall status in any country, region, or continent can have an impact on employment opportunities in that geographic domain. As a result, employment opportunities in Physical Education in Africa will be heavily reliant on the recognition and development accorded to Physical Education, as well as Africa's reputation in the global PE market. Noteworthy is the fact that the phrase "Physical Education" has a lot of different definitions, ranging from being conceived as Physical Education to involving running, throwing, jumping, catching, and other activities (Bray, 2013a).

Wuest and Bucher (1999), PE is a progression in the educational system that helps with physical activity people obtain abilities, health, information, besides attitudes which aid in their progress and health. This occurs throughout a person's lifetime. To Kirchner and Fishburne (1995) Physical Education is all about producing individuals who are healthy (physically fit), well-mannered, and have acquired in-depth knowledge in Physical Education.

The socially created activity of physical education is a component of a larger physical beliefs that comprises sports as well as other physical and health-related activities (Kirk, 1999; Lake, 2001; Penney, 1998). As a result,

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the most essential aspects of Physical Education have been defined as athletic and health-related activities (Kirk, 1999; Kretchmar, 2008; Lake, 2001; Wehmeyer, 2019). Also, according to Capel and Blair (2007) sports and Physical Education are often used mutually in schools to mean the same thing.

Furthermore, according to Anderson (1989), Physical Education is a teaching tool subject connected to the structure within the body that is covered in both primary and secondary education and emphasises learning from experience in a playful environment the background to improve well-being. He went on to say that sports are a component of Physical Education, and that they are exhibited through organized participation in physical activity to assist retain or enhance physical ability and skills while also providing amusement for sports aficionados and some viewers.

Moreover, experts in Physical Education have added the element of school to their definition of Physical Education. According to AfPE Scotland (2010) Physical Education does not only include physical activity, it also includes school sports and lifetime learning. Kirk (1999) adds that Physical Education is part of a way of life for young people. However, in this study, Physical Education refers to behaviors that entail physical activity organised and studied in schools for knowledge gains, job chances, and health benefits.

Benefits of Physical Education

Piotrowska and Pabianek (2019) classified Physical Education benefits as physical, behavioral, affective, social, and cognitive. However, when various institutional, teacher, and pupil-related barriers exist, delivering suitable opportunities for Physical Education and recreation in schools becomes increasingly difficult (Sofo & Asola, 2016). PE prepares persons

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through the acquaintance essential toward appreciate observer games. Additionally, PE cultivates the spirit of sportsmen, proper ways to rejoice and appreciate the success, and the readiness to admit conquest ([UNESCO], 2015). The UN Declaration regarding the Rights of Children recognises PE and sports participation as important human rights ([UNESCO], 1978).

Physical Education gives children the chance to improve one's abilities required to partake in sporting and daily actions, as well as the knowledge required to make good choices and engage in physical activity throughout their lives (National Association for Sport and Physical Education [NASPE], 2004). Physical Education can also aid kids in acquiring cognitive abilities and acquire important life skills (Riou et al., 2012). For youngsters and teenagers 60 minutes of physical activity for people ages 6 to 17 per daytime ranging from moderately brisk walking to actively leaping, tossing, and running is recommended ([SHAPE], 2018).

Aside from the significance of PE programs, exists a worldwide trend of declining Physical Education enrollment. In Canada, for example, ninth-grade Physical Education attendance fell compared to 70.3% in 1999 to 60.4% in 2005 (Faulkner et al., 2005). (2007). Another 50% drop-in students enrolled rate amongst learners in the tenth grade was noticed after Physical Education became a non-compulsory elective for learners (Dwyer et al., 2007). Moreover, drop lingers in the 11th and 12th grades, per average enrolment 43 percent and as well as 36 percent rates correspondingly.

Like Canada, most state requirements in the United States students to take PE for a year or two in high school before it becomes a course of choice. ([NASPE], 2004). Physical Education enrollment is declining, particularly in

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the eleventh and twelfth grades, whether globally or in the United States, and Africa and Ghana are not immune (Afraino et al., 2008) Increased physical activity among all people is a national concern because of the outstanding both mental and physical wellbeing advantages of leading an active lifestyle (Barkoukis et al., 2019).

Despite all Americans' desire and apprehension to promote daily PE attendance among learners in high school fell, in 1991 42% to 25% in 1995 when it stayed constant until the year 2000. (Allison & Barrett, 2000). More troubling is the fact that fewer high school students choose PE as an optional course when offered the opportunity (Battista et al., 2019). Early, pleasant physical exercise knowledges may boost the probability of keeping a physical education as a way of life, according to experts (Ayodele & Osesienemo, 2016; Weiss, 2000).

As a result, excellent physical educators and effective physical activity courses are critical in supplying kids with early beneficial physical education experiences. Individuals must be encouraged to begin and maintain a lifestyle of physical activity in addition to this favourable environment (Silverman & Subramaniam, 2007).

Physical Education in Educational Institutions

According to Hackensmith (1966), the nineteenth century began with Physical Education being taught in schools as German and Swedish gymnastics. In effect the positive effects of Physical Education on human well-being were immediately apparent. By the twentieth century, personal hygiene and exercise had been incorporated into the course's curriculum (Weston, 1962). In the last 15 years, Physical Education has developed once

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again in terms of relating physical activity toward its penalties, which is educating learners about healthy living and the skills required for an active live [NASPE], 2004).

Furthermore, PE as a subject area that appears to have a wide range of traditional forms that can be incorporated into its educational method of socialisation in most countries. Only physical education classes in schools have the capacity to socialize and educate students toward an active lifetime participation in PE (Siedentop, 1992). Schools and institutions, on the other hand, must have active sports programs in order to provide a comprehensive education in Physical Education. Almond (1989) asserts that if Physical Education and sporting activities were eliminated from the curriculum, youth education would be inadequate.

In addition, according to Stead and Neville (2010), Physical Education and sporting activities have been revealed to positively influence the way the youth feel attached to their school, their goals, their behaviour inside the school, and their growth or progress in terms of leadership and citizenship abilities. This highlights the value of PE in the worldwide educational system.

Kirk (1999) believes that to highlight the idea of physical culture, learners in schools should be educated on traditional games such as "oware, also, ampe" along with contemporary games such as handball, volleyball and others. Kirk (2010) argues that Physical Education rests on the beliefs, values, and hopes that people develop about it. This could make it difficult for one to know the entire nature of the subject even though it has been known for decades to make a contribution development and growth of humans. As an example, in the USA where there is an increasing rate of obesity in both

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children and adults (Morrill & Chinn, 2004) Physical education is required in schools and even in the workplace. As a result, Physical Education will contribute to lowering the global obesity rate among adolescents (Viuda-Serrano, 2011).

Sallis and McKenzie (1991), similarly, maintained that PE for example a subject must focus on two key goals: training kids and teenagers for a lifetime of Physical Education by engaging them in physical activity throughout PE programmes then preparing youngsters for a lifetime of physical exercise. This will encouragundeveloped people to live more active lifestyles (Tappe & Burgeson, 2004). They also emphasized the necessity of Physical Education teachers, claiming that they are the ideal people to help alleviate this societal issue.

Furthermore, people participate in physical activities because of a multitude of factors such as health, fitness, social, psychological, leisure, and recreation (Simonton et al., 2019; Treasures, & Roberts, 2001). Others also believe that Physical Education which entails physical and sporting activities enhance the persons' quality of life and also improves one's cardiovascular and respiratory function, improves work performance, well-being, and reduces stress, anxiety, and depression (Armstrong et al., 2006). They further observed that the benefits of reduced body fat, blood pressure, and insulin needs. It is worth noting that for an individual to participate in physical and sporting activities, it is dependent on the content of the school's curriculum, the environment (class atmosphere), the behaviour of teachers, changing one's clothes to prepare for outdoors activities such as Physical Education, and self-perception (Krouscas, 1999).

Physical Education in Ghana

Bray (2013b), the degree of growth of PE then Sport in society is most probable to be impacted by the standing of physical activity and Ssport in that society, and during the pre-independence period, various African nations were drawn closer to the acculturated concepts of functional Physical Education. Soccer, field hockey, volleyball, cricket, basketball, tennis, netball, and other sports were encouraged to be practised and played in schools throughout colonial rule. Other factors, such as space, trainers, and equipment, have been identified as having an impact on Physical Education and sports development in Africa as a whole.

Before the dawn of colonialism in Ghana, our forefathers seem to be partaking in physical activities daily. This was characterized by primary occupations such as fishing and farming which required the use of manpower and the exercising of their muscles. Also, the primeval society of Ghana, like people from other parts of the world, had numerous games which they played, either singing, dancing, or jumping (Domfeh, 2012). These activities seem to be their source of happiness at the time.

Most of the games played during that period were the "Drill" system where students were put into four files, and the trainer, often an ex-serviceman, ordered them to do arm-swinging, hand turning, trunk turning and trunk bending exercises, all done incongruence (Boateng, 1999). The course took a new form after the Act of 1844 was passed which required the institution of Physical Education in all schools even though there were no trained Physical Education tutors (Domfeh, 2012). This necessitated the

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appearance of Physical Education on school timetables and organized Physical Education classes.

According to McWilliam and Kwaminah-Poh (1975), Physical Education was formally introduced into Ghana in 1828 when the missionaries landed in Ghana from Europe to provide formal education to Ghanaians. During this period, there was no timetable for discipline in schools (Domfeh, 2012). As a result, he added that the inexperienced educationists organised sports as fun activities instead of a classroom teaching and learning subject.

Moreover, the introduction of bodily exercises in the 1887 Education Ordinance also included the teaching of Physical Education. (Graham, 1971). The colonial governor who is known to have encouraged school Physical Education during his term of office is Sir Gordon Guggisberg. According to McWilliam and Kwaminah-Poh (1975), in 1925 Governor Guggisberg offered to the legislative council his sixteen principles of education. A ninth of the principles read "organised sports should be taught in schools". To implement this, an extension of existing schools and the opening of new ones were accepted if only playing fields were catered for (Domfeh, 2012).

Governor Guggisberg 1927 founded the Achimota School where provision was made for adequate facilities for Physical Education due to his interest in the subject matter (Domfeh, 2012). Also, Achimota, Adisadel, and Mfantisipim colleges were equally active in games and sports and the year 1927 marked the commencement of organised Physical Education in Ghana.

Since the 1930s, studies of students towards Physical Education have been under scrutiny. The essence of such examination has generally been to characterise factors that lead to good and negative Physical Education

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feelings. The point of this area is to research why students will not pick elective Physical Education when continuing to the second year. It is intended that knowing this knowledge will improve Physical Education quality by allowing teachers to incorporate trainee opinions when making curricular or programme decisions (Bevans et al., 2010).

Physical Education teachers are in charge of instilling knowledge that will improve learners overall quality of life and fitness throughout their lives. Physical education is a type of education that focuses on learning and altering attitudes and behaviors related to physical activities such as exercise, sports, games, dance, gymnastics, and outdoor adventure activities (Bray, 2013a). These physical exercises must be carefully arranged to ensure that students are as immersed in their learning as possible in order for them to go out and teach after completing their training at the College of Education.

Physical Education Course Structure at Ghanaian CoE

Prior to the institution of the diploma in CoE which was formally Training College first degree in Physical Education was used to teach at the colleges because the colleges were under Ghana Education Service (GES). However, with the introduction of diplomas in colleges of education, tutors were admonished to pursue their second degree, which compelled the majority of them to pursue a MPhil or Master of Education in Physical Education. When Colleges of Education began to introduce bachelor of basic education, tutors were asked to upgrade themselves to Master of Philosophy degree and it equivalent because that entailed more responsibility (NCTE, 2019).

The number of colleges in the Ashanti region is eight and 16 tutors are teaching either elective or core Physical Education which does not

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commensurate with the population of trainees in the Ashanti region (NCTE, 2019). The Ministry of Education, Youth, and Sports expressed grave concern about Ghana's recent decline in sports development and directed the Physical Education be taught in all primary and SHS. Physical Education was discovered not to be taught in the majority of basic and senior high schools (SHS), so a minimum credit waiting period of 45 minutes twice a week has been instituted and is now mandatory in the new curriculum (Prempeh, 2019).

Nature and Training of PE Tutors in Ghana

Initially, PE curriculum for the country was required to be taught at two universities: the UEW, and the UCC. A few selected colleges were also tasked with training some professionals for the basic schools. From 1986 to present, UCC has been training Physical Education personnel and has offered undergraduate and graduate courses. Teachers who complete the program go on to teach in basic and secondary schools, as well as CoEs, and to manage a variety of academic and non-academic sports institutions. Winneba University of Education is the oldest in the training of PE instructors by both secondary and basic levels and other tertiary institutions. They metamorphosed from advanced certificate in Physical Education, Diploma in Physical Education to their present state where they offer first degree to post-graduate certificates in Physical Education.

Physical Education was never considered an academic subject in Ghana during the early stages of teacher education. During that time, Physical Education for the trainee was simply a time set aside for the trainees to go outside and exercise. This was only for a short time to stay in shape. Drills were used for Physical Education in colleges.

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After graduation, these teachers only make sure that Physical Education periods are used to play soccer and organise athletics during inter-school competition seasons. Physical Education periods after those seasons were considered free periods, or students were sent to the field to go and play. An attempt was made in 1952 to train some Physical Education personnel locally. Physical Education teachers with a one-year and two-year certificate "B" were trained. These teachers were trained in Ghana's sole institutions, and the graduates were never assigned to basic schools because they were quickly absorbed by the sports council, secondary schools, and security services.

Winneba's specialist training college was the only institution that trained diplomats in Physical Education. These few diplomats were also those with whom the training colleges competed with other agencies for the hiring of teachers for the Colleges that train teachers. Consequently, the colleges did not have enough Physical Education tutors to train trainees in Physical Education before they were assigned to basic schools as classroom teachers. In terms of Physical Education, the best the classroom teacher could do was try to organize sports and games and play for the children when the need arose.

With the implementation of a new educational framework and curriculum in Ghana in 1975. It became necessary to train subject-matter specialists for Junior Secondary Schools. As a result, a Physical Education bias programme was introduced and taught in three selected teacher training courses in methodology, games, health, sports, science, coaching, and administration. Ironically, graduates of the programme ended up teaching in Senior High Schools rather than first cycle schools because their training was "too good" for basic schools. The Physical Education bias programme was

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discontinued in 1979, and it was not resumed until 1981, but only in one selected training college, Wesley College in Kumasi.

Unfortunately, the Physical Education bias programme was terminated in 1990, and the training colleges reverted to general education. All second-year students at the Training College took Part 1 and Part 2 external examinations in 1990. Even though Physical Education was designated as a core subject, science and French students were exempted from taking part. The programme ran until the 1999-2000 school year. Another new programme began in the Ghanaian Training Colleges from 1998-1999. Physical Education was now a general programme for all students, and it was internally assessed at this point. The programme included first-year promotion exams set by the UCC on an internal scale. Then examination, however, had been graded internally within the various colleges using a common marking scheme. It should be noted that after the first year of Physical Education, there was no more Physical Education offered for the duration of the programme.

By the 1999-2000 academic year, a new programme had been introduced in all Ghanaian Teacher Training Colleges. This time, instead of students spending three years on campus, a one-year internship in which trainees spent their third-year teaching in a school was used. The programmes codename was "IN-IN-OUT." They spend the first two years of their education on campus and the last year off-campus as part of their teaching practice. It should be noted that the content and contact hours of Physical Education periods were reduced as a result of all of these changes.

During the academic year 2004–2005, the certificate program for teaching colleges has been replaced by the Diploma in Education program.

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General Physical Education was restored as a one-credit course subject for the first and second semesters of the first year. By the second year, Physical Education could be chosen as an elective subject under the heading "additional subject." This was because some subjects were required, such as HIV and AIDS Education, Mathematics, English language, and others, and students were required to choose one additional subject.

In the 2007-2008 academic year, the Colleges of Education launched a new programme called "Special Science and Mathematics". Students in these programmes were exempted from offering Physical Education in their first year; however, the second-semester general programme students had the option of adding in their second year, they take Physical Education as an elective. It should be noted that students who took technical and french courses but did not participate in Physical Education were referred to as "General students."

From 2009 to 2019, the Physical Education content in all Ghanaian Colleges of Education was reduced to only one semester in the first year, consisting of 80 minutes of contact per week for fourteen weeks, and that is all the training the trainee receives in Physical Education before being posted to the basic school as a classroom teacher. With the constant changing of the Colleges of Education programme, this always leads to a reduction in PE periods, also as other theme matter content, during the duration of the trainees' training, coupled with the low subject status and other problems the classroom teacher is faced within the basic schools when it comes to teaching Physical Education, it will take a serious rethinking.

The Ghana Education Service released and approved subjects for study leave with pay for both teaching and non-teaching staffs for the academic year 2019/2020 and Physical Education was not left out because teachers teaching the subject at basic schools and Colleges of Education are not many and the government have seen the need to bring back the study leave with pay to cover Physical Education at the universities (Prempeh, 2019).

In today's Ghana, the scope and goals of physical education are determined by policy documents such as school curricula and physical education practice. Furthermore, the usual school curriculum does not provide adequate time for skill development in Physical Education. Many elementary schools do not teach Physical Education, and secondary school teachers have little time to educate. As a result, physical education is viewed as a non-academic discipline (Nkrumah, 2016).

Factors that Motivate Trainees to Enroll in PE as an Optional in CoE

Motivation according to Bortoli et al., (2015) is viewed as an internal force that governs every facet of human action. This provides persons with then opportunity or chance such as pick how to best channel their time and energy from the available options. Bortoli et al., (2015). Despite the fact that experts like Nkrumah (2016) believe that Physical Education is unimportant in schools, Koca, Asci, and Demirhan (2005) believe that certain kids are interested in participating in Physical Education. This aids kids' growth in domains including psychological, social, and emotional ell-being (Shamshoum, 2003). As a result, there is a need to encourage people to become and stay physically active.

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Several studies have been undertaken to analyze teacher-trainee attitudes regarding PE and sports involvement in class at various levels of an educational system, but the results have been mixed (Wamukoya, 1993; Muindi, 1998). Furthermore, (Hildebrand & Johnson 2001) say that trainees who chose a Physical Education are more proficient as in sport, are more likely to continue participating throughout their lives. Likewise, (Koca, Asci, & Demirhan 2005) claimed learners partake favourable views about PE and sports involvement for the reason that they desire to succeed time in Physical Education sessions without the pressure of academic performance.

Positive attitudes to get learners involved in PE which benefits them not just bodily, as well as cognitively, socially, and emotionally, whereas negative beliefs inhibit those kind of development (Shamshoum, 2003). Tuckman (1999) asserts that people's views about PE become quite positive as a result of the advantages of taking part in it.

Successful PE programme will teach all pupils and give them with the skills necessary to benefit from steady PE intended for their entire life (Pangrazi, 2001). Children might achieve this goal by participating in a structured PE programme which encourages them to develop and stay active. Recent evaluations take acknowledged via means of several conceptual structures that might be effective in the act of compelling PE atmospheres Kilpatrick, Hebert, and Jacobsen, 2002, Mandigo and Holt, 2000, Valentini, Rudisill, and Goodway, 1999.

Empirical Review

Decision to take part in elective PE is challenging, also it can be impacted by socio-economics, mentalities and inspiration (Couturier et al.,

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2005; Bibik et al., 2007 & Shen, 2014). Bortoli et al. 2015) investigated students' attitudes toward considering Physical Education. When asked why it was not pursue PE as an elective, students stated that (64%) despised as a course, games (42% disliked the physical activities), and (39% thought poorly of the teacher). Breiger et al., (2015) employed qualitative research to gain insights into the topic in question. They discovered that future involvement in Physical Education was based on skill level, with more highly skilled students expecting to take a Physical Education course than low-skilled students in the future.

Çelenk et al., (2018), observed that attitudes are formed by beliefs about oneself and one's possessions. Attitudes influence one's behaviour in a variety of ways and determine one's involvement in one's daily activities. Two variables influence one's intentions: a person's attitude toward behaviour as well as one's attitude toward others examples. According to the findings of the study, children who adopt a positive outlook about Physical Education more inclined to engage in exercise outside of the classroom. Positive attitudes are more likely to practice after class (Gouveia et al., 2019) and have greater amount of PE (Hagger et al., 2011), but negative attitudes less inclined to work out after class (Hagger et al., 2011).

Less-skilled pupils felt separated from their peers, according to Khan and McKenzie (2018), since they were not easily engaged in team activities or criticized for their lack of expertise. The study findings by Garyfallos and Asterios (2011) revealed that learners with negative attitudes felt uneasy or unsafe while learning and practicing Physical Education. These students either did not participate in a class or used avoidance tactics to avoid conflict with

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the teacher. Regardless of gender, these attitudes were the same (Huggins & Randell, 2007). One other research which factored enrollment in an elective Physical Education course by Forsman et al., (2016), identified the following shortfalls: participants were recruited from one school; the participants were Physical Education students but were not writing the examination in Physical Education as part of grading courses.

Despite research on learners' attitudes and perspectives toward Physical Education, as well as a few other subjects on enrolling in PE as an optional subject in SHS, none of the researches examined non-selection of Physical Education at both Senior High Schools and CoE, implying that the current study is necessary. Ghasemi (2018) discovered that frame of mind is viewed as a primary component influencing Physical Education choices. This is hardly surprising given the significance of PE with establishing a healthy way of life. Bibik (2007), argue that to reap the advantages and successes students must participate in Physical Education classes to adopt a good attitude toward it and learn to appreciate the benefits of being physically active. Muthuri et al., (2014b), the availability of PE properties with Africa is reliant on the institution's social and economic position, with highly endowed institutions having higher Physical Education resources.

According to Muthuri et al. (2014b), due to a lack of texts, public library, and PE facilities, the system of education will be unable besides fully meet net needs. Sofo and Asola in (2015) said to enhance education we need higher-quality learning resources and materials. To sustain educational activities, Kinnunen and Lewis (2013) underlined the necessity for enough

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human resources, planning, and provision of suitable instructional materials and physical comforts.

Most African public schools lack the resources needed for actual PE activities. Record show rural institutions suffer from a lack of space, such as playfields. Inadequate government financing has exacerbated the dearth of PE materials in African government schools (Muthuri et al., 2014b; Sofo & Asola, 2015). Shareholders who may devour assisted then management's attempts to provide Physical Education resources have remained silent on the matter.

According to Akindutire and Olanipekun (2014), there should be an enthusiastic commitment to work hard so that the post of PE is successful is fully recognized and developed, both inside and outside the education system, by improving the curriculum, sporting facilities and gear, the PE teacher's status, and tutors' first in-service training. Help seems to be needed to increase accessibility to Physical Education resources in our schools so that we can deliver high-quality teaching and learning ([OECD], 2017a). Osborne and Belmont (2016) conducted another "obstructions for Physical Education instructors in public schools: An untenable position" inspired through UNESCO's excellent Physical Education aim, to identify the challenges and goals of PE instructors in government schools for Niterói: low pay, weak structure, and inadequate resources were discovered to just be the most obstacles they faced.

They also determined that Physical Education is undervalued, that classroom space is limited, and that it is viewed as a recreational activity rather than a teaching subject. According to Osborne and Belmont (2016), teachers also voiced complaints disobedient pupils and inadequate

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commitment from their households, as well as the absence of dedication of a few coworkers who work haphazardly. Furthermore, Osborne and Belmont (2016) state that teachers recommended numerous solutions to these issues. Among these are personality goals, upgrades to the infrastructure, then greater aid from schools and households. They also stated that a systemic synergy of activities should be implemented.

Negative attitudes toward sports and physical activities have also been documented in universities senior high), and higher educational institutions ((Muindi, 1998; Njororai, 1994 & Wamukoya, 1994). Njororai (1994) stated if university undergraduates enrolled in PE and sporting programmes are considered dull and dumb because of peers and community, and that this weakness hinders their ability to provide more "intellectual courses." He went on to say that students have bad attitudes regarding PE and sports involvement (Njororai, 1990).

Njororai (1994), Physical Education is obligatory of all teacher trainees in all teaching colleges regardless of interest, age, gender, or physical condition, and must be followed. Perhaps for this reason, student trainees seem to have a negative outlook on the field in general. They are largely uninterested, fail to realize the significance of Physical Education in child development, and have only a hazy comprehension of the subject's purposes and objectives.

In a study conducted by Nkrumah (2016) explored the causes influencing female teacher candidates' absence at PE and games through Ashanti Region CoEs. In Ashanti Region, Ghana's colleges of education, the study discovered that religion (59.8%), misconceptions (98.8%), social roles

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(98.8%), facilities and equipment (60.1%), sports skills foundation (99.1%), motivation (96.6%), and academic load (98.6%) are the major influences on female teacher-trainees' non-participation in physical activity and sport. She consequently pushed for the teaching of Physical Education and sports to learners.

Kahiga et al. (2015) assessed how well then curriculum for PE in preschoolers was implemented in Nairobi and Nyeri in Kenya. They discovered that, in contrast to ancient African civilisation, where play was a fundamental part of daily life, Physical Education nowadays does not have the same significance as the other examinable disciplines. The study's findings found such that there hurdles in educating Physical Education, for example shortage of appropriate erudition tools, which might hinder curriculum implementation. An implementation of Physical Education curriculum, which strives to improve physical fitness and health, was supported by key stakeholders. According to the study, suitable learning materials should be provided, as well as Physical Education teaching policies should be followed. According to the authors, this is necessary to ensure the Physical Education programme's long-term viability.

Furthermore, Gitonga et al. (2012) evaluated the attitudes of aspiring teachers in Kenya toward PE. A study's results indicated that the teacher candidates have favourable opinions toward PE, by means of no statistically substantial variations in gender. People advocated for educational institutions to provide favourable tutoring and learning environments, including resources, for efficient PE instruction. Individuals also proposed whether it PE be declared a researchable course at secondary schools in Kenya in order to

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comply with legislative criteria and to elevate Physical Education's status in the Kenyan educational system.

Furthermore, Rashid (1994) discovered that many black South African schools had few facilities for PE, if any, and that PE tutors are extremely limited in elementary schools, resulting in virtually no Physical Education lessons. According to Rashid (1994), "school tutors are assigned distant panels," who offer materials, "stay somewhere" or "remain in the staff restroom", and then at the conclusion of class, the instructor exhales his or her whistle and kids go back to their courses, with not any meaningful experience learned.

Muthuri et al. (2014b), the encounters of PE in Africa with terms of resources are significant. According to them, the resources' accessibility is determined by an institution's financial and social standing; exceptionally endowed institutions have more Physical Education resources. Muthuri et al. (2014b), the educational system will be unable to respond fully to new demands given a lack of textbooks, libraries, and PE facilities. According to (Sofo & Asola 2015; Kinnunen & Lewis 2013), proposed the need for better learning materials and resources to improve education based on quality, also stressed similarly necessity with having enough human resources, planning ahead of time, and providing appropriate classroom supplies especially physical facilities toward facilitate instructive decisions.

Kinoti et al., physical education is examined at the diploma level in Kenya's Teacher Education Colleges since 1980. Upon learning that PE attempts on the way to develop and maintain students' physical health and fitness, among other things. In addition, tracked how pupils' health changed

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over time. They then proposed that PE should be promoted in all educational establishments because it improves students' health.

Finally, Sallis & McKenzie, 1991 and Weiss, 2000, experts emphasize the importance of establishing lifelong Physical Education habits earliest years, as well as the fact show early, favourable encounters with exercise may enhance the likelihood of continuing a healthy, active way of life. As a result, programmes for quality PE and competent physical instructors are critical in providing beneficial early experiences with Physical Education to children. According to Akindutire and Olanipekun (2014), there should a dedication for duty dynamically so that the position of PE is fully recognised and developed, both inside and outdoor the school system, by improving the teaching position of PE, sports facilities and apparatus, and early in-service teacher preparation. Help remains needed to increase accessibility to Physical Education infrastructures in our institutions so that we can deliver high-quality teaching and learning ([OECD], 2017b).

Chapter Summary

Finally, first section examined relevant research on the topic at hand. The chapter was divided into three sections: review of the empirical research, review of the theory, and review of the notion.

CHAPTER THREE

RESEARCH METHODS

Introduction

This investigation seeks to investigate why trainees are not selecting and pursuing PE as an option area in the Ashanti Region in CoE. Constructivist worldview, this research used a phenomenological approach to explore why trainees do not choose elective Physical Education. The procedures and methods utilised to gather and analyse the study's data are described in this chapter.

Research Design

Because it offers accounts of a phenomena, aims towards provide a detailed analysis of the phenomenon, a phenomenological qualitative study design was employed for this study. Researchers like Denzin and Lincoln 2005 and Creswell, 2009 deduced reality from people's reports of their experiences and emotions. Many research projects have undertaken towards analyse PE Physical Education is a subject, although it seems that few quantitative research have looked into it as a non-selection subject in CoE. The present research aims to look into phenomenological research methods. This is important since it will give a more thorough detailed comprehension of the topic being studied.

Study Area

The research area was the Ashanti Region, and it included all of the region's public Colleges of Education. Individuals that participated in this

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research were final year College of Education (CoE) trainees who went through the programme under investigation and therefore their lived experiences' is very important and have to be explored to gain insights in to the phenomenon under investigation.

Population

There are 2, 962 final year trainees throughout the eight CoE. As is displayed in a table 1. The estimated number of tutors teaching Physical Education in the region under study and this is captured in table 2.

Table 1: Fourth Year Students in Education Colleges of Interest

College	N	Mixed/Single sex
Agogo Presbyterian College of Education	353	Single sex
Agona SDA College of Education	201	Mixed
Akrokerri College of Education	406	Mixed
Offinso College of Education	404	Mixed
Mampong Technical College of Education	387	Single sex
St. Monica's College of Education	401	Single sex
St. Louis College of Education	398	Single sex
Wesley College of Education	412	Mixed
Total	**2,962**	

As indicated in the estimated population, four colleges are in single-sex institution settings and the other four are in co-education institution settings (IoE, 2019) in Ashanti Region.

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Table 2: PE Tutors CoE's

College	N
Agogo Presbyterian College of Education	2
Agona SDA College of Education	1
Akrokerri College of Education	3
Offinso College of Education	2
Mampong Technical College of Education	1
St. Monica's College of Education	2
St. Louis College of Education	1
Wesley College of Education	4
Total	**16**

Sampling Procedures

There are several sampling techniques but in the case of this study, selective sample through purposive sampling was used in all eight public the Ashanti Region's CoE. The above was done to obtain accurate information for many sub-divisions of the research population. Purposive sampling also known as selective sampling which involves handpicking participants based on specific attributes and objectives were used for the study. Besides, it is inexpensive. Within each College, a purposive (the homogeneous type) sampling technique was used for selecting level 400 trainees.

Purposive sampling was also employed to make the selection of two males and one female trainee from the mixed Colleges, in all making 12 participants from the mixed Colleges. When it comes to the single-sex CoE, two participants were chosen from each of the colleges, making the overall trainees participants to be 10 males and 10 females. This was done to select

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participants with particular characteristics useful to the research in question. Purposive sampling was adopted due to participants' possession attributes which I might rely on insightful excerpts. For the study, eight unit heads of physical education were specifically chosen because picked participant representation may not be accurate community of importance. Heads of the PE unit might have interactions with trainees who opted or opted not to pursue Physical Education. Participants who might most likely add to the study theme and who shared their lived experiences on why they did not opt to study Physical Education or why the College is not providing a course in PE as an option in the College were specifically chosen.

Moreover, four members of College Management were conveniently sampled to reduce bias and draw more accurate estimations. This is because those management members specifically select students into a programme or order for the mounting of a course in the College. The study enlisted the participation of all 32 individuals.

Table 3 shows a summary of the sample that was used.

Table 3: Population of Tutors, Management Members and Trainees

S/N	Gender	Teachers	Management members	Students	Total
1	Male	6	2	10	18
2	Female	2	2	10	14
	Total	**8**	**4**	**20**	**32**

Data Collection Instruments

A semi-structured interview, observation checklist, document analysis, and notes were among the data gathering instruments utilized in the study to learn everything there is to know about the phenomenon under examination.

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Interview schedules

A semi-structured interview schedule was employed to enable an honest, thorough discussion of the identified issue. This device let me understand the unpredictability of the situation without a prerequisite designation. Due to this, Denzin and Lincoln (2005), information reporting and analysis became very representative of participants' perspectives. An interview is the best way to learn about to gain insights into feelings, concerns, and goals (Cohen et al., 2007). This mode of interviewing brings to the fore the nuances directly linked to the phenomenon (Creswell, 2009).

Non-selection of Physical Education by trainees' interview guide is captured in appendix A which highlights the following instruments. The first three questions highlights issues such as trainees knowledge of Physical Education. The fourth and fifth questions elicited ideas on the non-selection of the course at the College. The sixth, seventh and eighth questions integrated Physical Education resources in the College and how they were used by trainees on campus. The ninth question elicited ideas on trainees participation in Physical Education. The last questions as to non-selection of PE by trainees elicited information about how trainees can motivate others to choose PE as an elective subject to pursue.

Interview guide on PE tutors' perspectives on how learners did not choose PE as an option, which may appear in Appendix B. First question on the manual generated thoughts concerning the tutor's experience instructing at the College. The following query focuses on the topic's teaching in the institution. The third and fourth inquires tried to ascertain how many PE instructors there are and how much work they are expected to perform. The

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fifth query compared the proportion of students who offered PE to trainees who pursued various electives.

The sixth inquiries centered on that very obstacles that prohibit PE from being taught at the CoE level. The sixth inquiry on interviewing tutor guide investigated how learners can be inspired to choose Physical Education in the CoE, and the last request investigated how management encourages and promotes PE instruction in the College.

Third interview guide elicited information from management members as to why trainees were not selecting and studying Physical Education as an elective (Refer to Appendix C). The first inquiry was to explore management members' experience in the current role. The second item focuses on student placement in the course or subject area. The next question for College administrators concerned the amount of trainees pursuing Physical Education and other elective topics. The third question revealed possible impediments accounting for management's non-selection of Physical Education. The fourth question considered how management may encourage students to select PE as a course of their choice. The two questions prompted ideas on College policy about subject pairings.

The face-to-face interviews took place in the classrooms designated by management after seeking the approval and it was given. The lesson observation went on whiles instructing and learning was ongoing in the lecture hall, while tutors discussion went on at a convenient place on the school compound. The management members were interviewed individually in their office. A maximum of eight minutes was used to interview trainees, a maximum of seven minutes was used to interview Physical Education tutors,

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and a maximum of six minutes was used to interview the management members. The interview sessions were taped on a recorder with participants' permission, and then transcribed into Microsoft Word for the various themes.

Validity of face-to-face interview

According to the following scholars Drew, Hardman, and Hosp, (2008) and Fontana and Frey, (2005) interviewing is among the most successful approaches of gathering qualitative research data to better understand the issue under examination. Interviews allowed me to delve further into participants' ideas and perspectives, as well as collect data that other methods, such as surveys, would not have allowed (Cohen et al., 2000; Shaughnessy, 2007).

I compared the interviews to another to validate them to a measure that had formerly been shown to be reliable. Since both initiatives were in agreement, it was considered validity and equivalent to the proved validity of the other measure, the idea of convergent validity (Cohen et al., 2007).

Reliability of interview schedules

Care was taken during the interview made not even to guide the students to a particular point of view; hence, answers to questions were accepted as they were presented, and pointed inquiries were made mostly offered to acquire the trainees' justifications for their ideas. I was able to use key questions to determine whether the translations accurately conveyed the participants' perspectives. Participants were occasionally requested to comment on the transcripts to ensure that the data accurately reflected the views expressed to the researcher.

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Observation checklist

I watched lessons and utilised a naturalistic approach to study tutors' teaching techniques for Physical Education in this study. I wanted to learn about the strategies tutors used when teaching Physical Education. The technique assisted me in observing what occurred in the classrooms when Physical Education was taught, as well as which strategies tutors used for teaching Physical Education and whether they were encouraging, which was why trainees did not select or pursue it as an elective. As a non-participant observer, I wanted to gain insights into the interactions in the classroom without interfering with the teaching and learning process that was ongoing.

Validity of observation

Internal validity tests for participant observation must also be stringent. In qualitative research, there were various concerns to validity, for example: in exploring the present, I made sure I created an atmosphere of becoming part of them in turn created a conducive teaching and learning environment in the classroom. A pre-test observation was done outside the research area at Atebubu College of Education to determine whether the observation categories were   appropriate, exhaustive, discrete and unambiguous and that they effectively operationalised the study's goals.

Reliability of observation

The observation was heavily informed by reproducibility and correctness to determine the dependability of the data Cohen et al., 2007). I made sure the observation was in line with the observation checklist to help determine reliability Cohen et al., (2007). A pre-test study was also done outside the research area at Atebubu College of Education to determine

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whether the instrument categories were appropriate, exhaustive, discrete, and unambiguous and that they effectively operationalised the study's goals.

Document analysis

Throughout the study, I thoroughly read official correspondence documents about the teaching and mounting of courses in the Colleges of Education. Documents such as policies and other related documents were used. The IoE, Colleges and UCC regarding combination such as subject choices, selection, and mounting of courses in Colleges of Education conducted a content analysis on policy documents. The content enabled me to comprehend more clearly IoE s well as College policies, as well as what might be informing management and their roles in course selection for trainees.

The documents, according to Bowen (2009), are effective source of information for qualitative research because it provided useful data regarding the issue under investigation. These documents aided me in validating my study because they were grounded in reality and guided by research questions.

Notes taken

The notes that were taken were used to supplement the information for this study. During each interview session, lesson observation, and documentary analysis, notes were taken. These documents were later analysed to obtain relevant data (Creswell, 2009). On the first page of each set of notes, date and time, as well as a working title that explained what the notes were about were indicated. Perceptions regarding the participants' views and direct statements that were closely linked to the study became the basis of identifying the theme and sub-themes.

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Informed consent in a written form, in line with qualitative research were addressed. Moreover, the identity of the participants was not disclosed because each of them was given a pseudonym. Each of the participants was given a leeway to withdraw from the research whenever needs be. The interviews were taped. Notes were made throughout interviews, instructional observations, as well as documentary analysis, allowing me to obtain important data during the interview session.

The interview schedule was sent to participants two weeks prior to the date scheduled for the interview. The data obtained from the participants were transcribed verbatim (Cohen et al., 2007). I observed one lesson of each of the tutors. Overall, I observed eight lessons for each of the participants of the study. Also, data were obtained from thematic analysis to gain insight into the phenomenon under investigation (Cohen et al., 2007).

The lesson observations lasted two weeks. A checklist was used in the course of observations of lessons; having a checklist of lesson observation was significant because it criteria helped the researcher to obtain relevant data. The lesson observation data was coded, transcribed, and analysed to obtain relevant themes closely linked to documentary analysis, interviewing, and thematic analysis of document.

Data Processing and Analysis

Thematic qualitative examination was performed on themes directly related to interviewing, observation, and notes taken. Orodho (2009), qualitative data analysis is crucial because it enables the researcher to identify pertinent themes relating to the data collection methods that made up the study

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and provides the researcher with reliable information about the phenomenon under investigation.

Data from thematic analysis were used to address research 1. I read over the transcripts and made quick points. On a list constructed with data collected derived from the research tools during the compilation of the notes. I read over the list and each classification so that it really was apparent what was involved. The researcher looked just for any connections in relation to the categories and classed they were classified as major or minor categories (or themes), and then the major and minor categories or themes were contrasted. Once I had collected all 32 transcriptions I meticulously ordered and assessed considering each one to see if it fits and its importance. All transcript information was divided into minor and major categories, or themes. The researcher analyzed the information to ensure that it was accurately classified. Later, I went through all of the categories to determine which needed to be separated and which could be mixed. I ultimately went back through ensuring that all of the original transcripts are preserved content that required classification had been accomplished.

Research question 2 was analysed using documentary analysis. I comprehensively read current official documents with a provision on the teaching and mounting of PE offered as an optional course its combination choices as in various CoEs. I used documents such as policies, syllabus, curriculum and other related books.

Research question 3 was analysed using documentary analysis. I comprehensively read current official documents regarding the teaching and mounting of PE instead of offered as a course of choice, and choices therein.

Documents such as policies, syllabus, curriculum and other related books and electronic media were used.

Thematic analysis was employed to address research question number four. I read over the transcripts and made some brief comments. I produced a list of the many types of content I uncovered after taking notes. After that, I sorted each name on the list into a category thing in a manner that made sense. The researcher examined no matter the categories were related in any way and classed Compare and contrast the major and minor categories or themes by classifying them as major categories (or themes).

I categorized and evaluated each transcript in detail after examining all 32 transcripts, assessing if it fits and how essential it was. I double-checked everything after categorizing all of the transcript data into minor and major categories or themes. Later, I reviewed all of the categories to see if any might be consolidated or if any needed to be sub-categorize. Then, to make sure that all the original transcripts were accurate of the essential information was included.

To address research issue 5, thematic investigation was performed. The researcher read over transcribed audio quickly and made some brief notes. Consequently completion within the notes, I made summary among the many kinds of information discovered. Later, I got over the list and each classification thing so that it was apparent what was involved. I aimed at any connections Prior to comparing and contrasting the major and minor categories or themes, the categories were separated into major and minor categories (or themes).

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Once I had collected all 32 transcriptions, I meticulously categorised and assessed evaluating each to see if it fits and weighing its importance. The research double-checked everything after classifying all of the transcript's information into minor and major themes. Later, I reviewed all of the categories check which ones which elements could be mixed and which ones needed to be divided.

Lastly, I double-checked ensuring that all of the original transcripts are preserved content that required classification had been finished. The verbatim replies of participants were used to help; sound sounds even more believable.

Ethical Considerations

The University of Cape Coast's research approval authorisation was received from Institutional Review Board (IRB), and copies were distributed to the sampled CoE and IoE of UCC. Before administering the research instruments, informed consent was obtained. Respondents' identities were kept a secret to protect the information they submitted was secure and secret.

Chapter Summary

Because it offers firsthand perspectives of a phenomenon and aims to produce a thorough explanation of the phenomenon, a phenomenological qualitative study design was utilised for this study. Researchers deduced reality from people's accounts of their experiences and feelings. The research region was Ashanti Region with all the eight public CoEs. There are 2,962 final year trainees spread across the eight Colleges of Education. A purposeful sampling strategy was used to choose all eight public CoEs. Two male stu

dents and one female trainee were additionally chosen from the mixed colleges using purposeful sampling, totaling 12 participants from the mixed

colleges. Two participants were chosen from each of the single-sex institutions of education in this instance, resulting in an overall trainee participant mix of 10 men and 10 women.

The heads of the PE unit may communicate with students who chose to or did not choose to pursue Physical Education. Participants who could most likely contribute to the study theme and were willing to share their personal experiences about why they did not pursue a degree in Physical Education or why the college does not offer Physical Education as an elective subject were specially recruited. Four members of the College Management were conveniently sampled in order to lessen bias and generate more precise estimates. This is so that the College can mount a course since those management members particularly choose pupils for a program or order. The study included all 32 people who were qualified to take part.

An interview that is semi-structured schedule, observation checklist, document analysis, and notes gathered were some of the data gathering tools employed in the study to get a thorough grasp of the phenomenon under examination. Thematic qualitative analysis was used to examine the themes that were directly related to the interviewing, observation, and note-taking.

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CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The section emphasizes findings and analysis of the data collected through interviews on the subject of why trainees in Ashanti Region colleges do not select physical education as an elective course In spite of the fact that the subject was offered as a fundamental course during their first year. As a consequence, this chapter primarily focused largely on the objectives that defined the study on five sections based on the study's objectives.

In effect, this chapter first outlines the underlying factors trainees' Physical Education non-selection and pursuit, how the non-teaching of Physical Education in SHS affects trainees' decision in selecting Physical Education as an elective in educational colleges, and the internal policies guiding the selection or mounting of courses in the CoE. This chapter also looks into policies from the IoE of UCC that affect course selection in Colleges of Education, as well as whether there are enough teachers teaching core and optional Physical Education in Ashanti region CoEs. Finally, the chapter investigates characteristics that encourage trainees to choose PE as an option course at CoE.

Research Question 1: What are the Reasons Underpinning Learners' Non-Selection of PE as an Option in Colleges of Education in the Ashanti Region?

Studies by Tuckman (1999), people engage in PE and related activities because of the advantages they reap. Scholars such as Muindi (1998) have argued that students have unfavourable opinions about PE and related

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activities. Wamukoya 1994; Njororai 1994 take also alleged negative sentiments among students toward PE also similar actions. University students who study Physical Education are perceived as uninteresting and unintelligent by their peers and society at large Njororai (1994).

Participants clearly expressed the reasons why trainees don't participate in PE based on similarly data acquired. These issues include the difficult nature of PE, students' inadequate motivation, the absence of PE in college curricula, insufficient knowledge and information about Physical Education, and misapprehensions about PE.

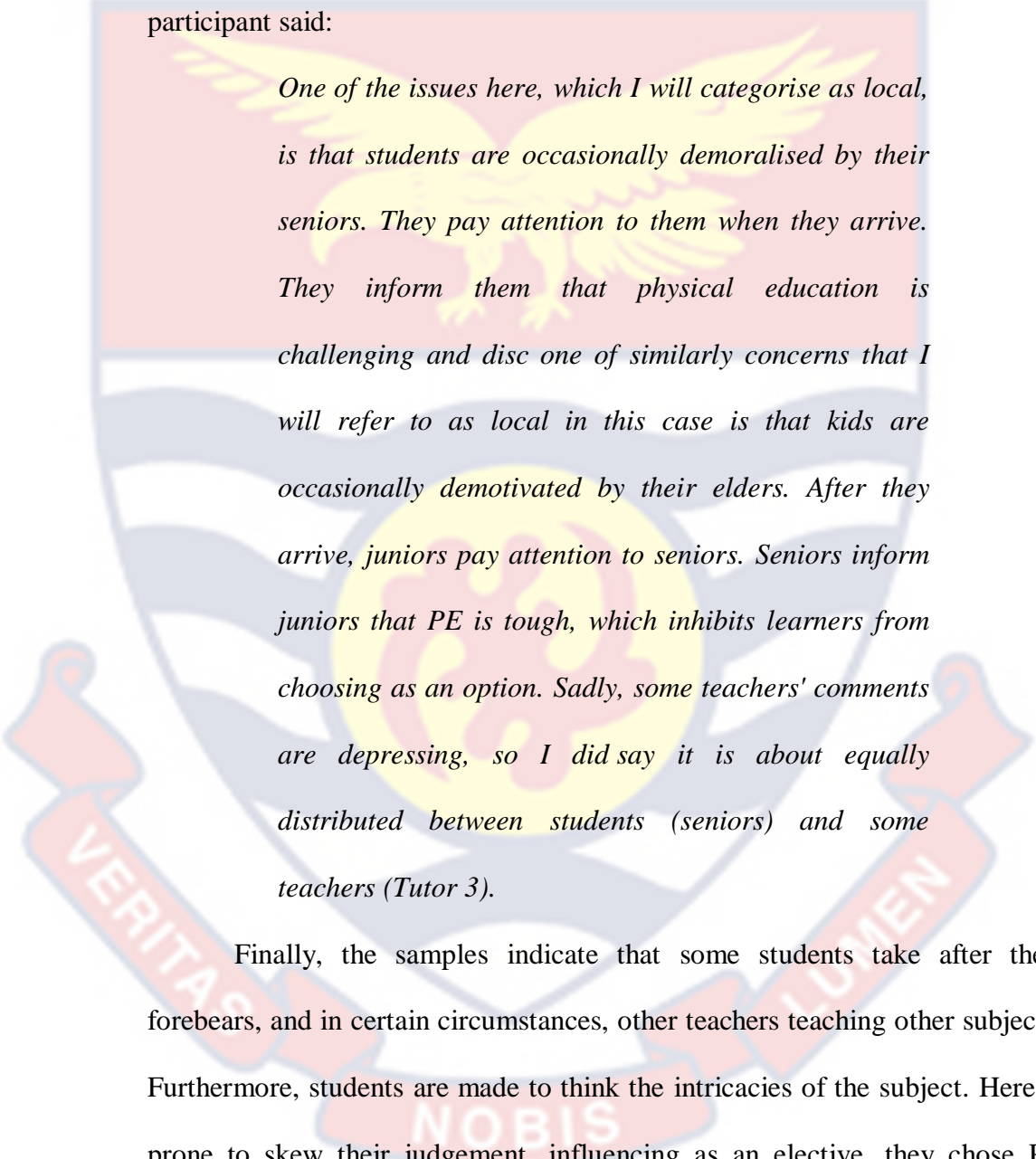**The Colleges of Education's Challenging Course Content**

According to the extracts, some trainees avoid Physical Education because they find it challenging. One respondent said:

Since I didn't make it area of expertise. It is proving challenging for me and others to learn (Lady 1).

The narrative implies that some students choose not to enroll in PE since it is indeed not related to their area of specialisation. Moreover, extract suggests that the subject's reasons why many students do not select it include difficulty. Synchronise with perspectives of PE tutors at CoEs as represented in the following extract:

...they believe that Physical Education is difficult. Physical Education is technically challenging because it is not one of the general courses that students can just study. Certain sections are highly technical, and as you know, technical courses are difficult and require extra effort. One of the reasons is that students nowadays prefer the basic and inexpensive (Physical Education tutor 3).

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As stated in the excerpt, several PE tutors approved it Physical Education is slightly technical due to the course load and its sub fields of study. Furthermore, the statement implied that pupils in the present period choosing the simple route. A different participant said:

> One of the issues here, which I will categorise as local, is that students are occasionally demoralised by their seniors. They pay attention to them when they arrive. They inform them that physical education is challenging and disc one of similarly concerns that I will refer to as local in this case is that kids are occasionally demotivated by their elders. After they arrive, juniors pay attention to seniors. Seniors inform juniors that PE is tough, which inhibits learners from choosing as an option. Sadly, some teachers' comments are depressing, so I did say it is about equally distributed between students (seniors) and some teachers (Tutor 3).

Finally, the samples indicate that some students take after their forebears, and in certain circumstances, other teachers teaching other subjects. Furthermore, students are made to think the intricacies of the subject. Here is prone to skew their judgement, influencing as an elective, they chose PE course or subject.

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The Trainees' Lack of Interest

Regardless of the many advantages that PE offers, including how it helps children' cognitive development, for a number of reasons, some people are not interested in the discipline., including offering opportunity for students to gain critical life skills (Wankel, & Kreisel 1985; Van de Berghe et al., 2014) and many others.

The extracts indicate that some individuals did not seem to care about PE. Others were disconnected by the programme's lack of relevance to their selected professional pathway. Participant disclosed: It can be inferred from the excerpts that A few individuals had no interest in physical education in general. Others were not interested since the training did not align with their preferred job path. One of the participants revealed:

I didn't choose it because I was uninterested in the subject... In JHS, I realized that I am more interested in vocational classes than in Physical Education. (Lady 2).

It can be concluded from the extract that some participants preferred other areas of studies due to reasons best known to them. This could be attributed to earlier exposure to various areas of study. Likewise, some participants explained:

Naturally, I dislike sporting activities due to the actions involved (Male student 4).

The program was really stressful, and I had little interest in it. For me, it's a waste of time (laughs) (Lady 9).

It can be deduced from the first and second excerpts that Physical

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Education involves a lot of strength and power. This has the possibility of forcing an individual to develop a lack of enthusiasm for Physical Education. According to the second extract, Physical Education is a complete waste of time. This is likely to deter students from taking Physical Education classes.

The following extracts highlight some of the trainees' complete absence of interest in PE, as depicted by following excerpts:

> *Well, I'm personally not a fitness enthusiast so I have no keen interest in physical activities. Physical Education as much as it helps the individual, as I said earlier on, is not within my scope so I don't have much interest in physical activities (Male student 3).*

The extract above indicate that despite regardless of the various benefits of PE similarly numerous advantages of PE to the happiness of individuals, some of them are not interested in it. In essence, the participants were uninterested since the course did not correspond to their job goals. This claim is captured in the following excerpts:

> *I'm not interested since I don't believe there are many job chances in the Physical Education field (Male student 6).*
>
> *That particular course does not appeal to me. If I choose it because of what I want to be or my potential in life, it will not help me in the future (Male student 1.)*

Lastly, PE tutor in one of the CoE made this following observation:

> *...Because is a female institution, I've discovered that women, particularly at this level, aren't really fascinated in physical*

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and active pursuits. Individuals they reach this level preoccupied with oneself, bodies, possibly injuring oneself, and other stuffs that they lack attention and craving (Tutor 8).

The paragraph demonstrates unequivocally that some people detest or are uninterested in PE and associated pursuits. This is in line with the assertions made by (Njororai 1994 & Breen 2006) that students who are uninterested in PE do not choose it over other options. It could be noted that men's societal perceptions of sports seem to be more prevalent. This clarifies why it looks to be a male-controlled domain.

Nonappearance of PE in the Colleges' Curriculum

According to the conclusions in this section, CoE in Ashanti area have not provide PE as an option subject of study. Similarly, experts such as Akindutire and Olanipekun (2014) agree that it is necessary to reform curricula in institutions of learning. More or less people held similar viewpoints. And the following excerpt captures this:

Because throughout my years, it was not covered in our curriculum (Lady 3).

I did not consider it to be one of the courses to be chosen while I was choosing those courses. It was not in my portal to be selected as an elective that which is why I didn't select it as an elective (Male Student 7).

The extract above indicates that Physical Education was not part of the courses to be selected for the semester. As a result, trainees who had interest did not have the chance to select the course to study. Furthermore, several participants believed that some learners were involved but were unable to

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select the course because the number of trainees needed to opt for the course as an option fell short of the demanded number. They disclosed this:

Due to the frequency of students required being instructed in schools was insufficient to let the course be held (Lady 7).

Due to the frequency of students UCC expected to choose to be instructed was small, I was unable to select it. There is also lack of incentive since our teachers do not inspire us to accomplish it (Lady 8).

Moreover, it can be deduced from the second statement above that trainees do not receive the needed encouragement from their teacher. This could discourage them from pursuing Physical Education as an area of study. Interestingly, in one of the CoE an instructor said, this is an organisational concern since it entails noncompliance and diminished efforts on the part of certain principals to promote Physical Education as an elective course. He noticed that:

Second, when students come here, it is clear that they are eager to study PE as an option, yet the course does not appear in their portal. Furthermore, principals do not make the subject attractive because when you ask them to make queries from various platforms and during professional board meetings and such, you come and they tell you we are on track. According to the information they provide, they are not making any measures to ensure that the subject is mounted. Students are unable to pick it because it has not been mounted (Tutor 4).

It can be deduced from the excerpts that little effort is made concerning the mounting of Physical Education, and this turn to lessen the passion trainees

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have for Physical Education. This can be blamed on the negligence of some principals. As a result, Osborne and Belmont (2016) claim that the bane of Physical Education in Ghana is a absence of dedication and assistance from certain coworkers who operate devoid of preparation.

Insufficient Information and Knowledge about Physical Education

Student's insight regarding the essence of a specific programme such as Physical Education is likely to inform the choices they make in terms of selecting electives courses. It can be discerned from the excerpt that, the participants did not have insights regarding the essence of PE. And the following summarises this excerpts:

> *Because of the less knowledge I have about Physical Education, I didn't think it was a good idea to select it. (Male student 8).*
>
> *Because I wasn't having enough information about it (Lady 5).*

The excerpts above suggest that a majority of the participants have limited understanding regarding the need for Physical Education within the College of Education setting. This explains why students are uninterested in Physical Education. Interestingly, some participants who studied Physical Education as a key topic in Senior High School blamed their non-selection of the course on their experiences with it in secondary school. This is captured in the following extract:

> *Physical Education I studied in high school was not that deep; it was only very shallow, as a result, I did not gain enough information to build an interest in the course. I lack*

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> *rudimentary PE information that clarifies how I did not study*
>
> *at this level (Male student 2).*
>
> *I guess I did not acquire the foundation right, so, after I*
>
> *finished SHS, my interest and affection faded (Male student 5).*

It is possible discerned from the excerpts that, student's insights into PE at the High School stage are very limited and this explains why they are not interested in the subject at a higher level of education. In all, it can be deduced from the excerpt that the lack of knowledge by some trainees regarding Physical Education has become the bane of the subject in terms of choice by students at the College of Education. This could be due to people's lack of awareness of Physical Education's goals and objectives as a curriculum (Njororai, 1994).

Misconceptions about PE

Despite the advantages PE has from a health and physical perspective, some people loathe the subject. This paragraph addresses some of the misunderstandings regarding PE that some participants, particularly PE tutors, may have. These perspectives tend to refer to Physical Education as sports or just football, seeing Physical Education referring to it as a man's sport and using language that implies gender stereotypes.

The following quotes illustrate excerpts:

> *As I previously stated, many regard Physical Education by way of*
>
> *solely football-related, and since it cannot be tested at the secondary*
>
> *school level, place little weight on it. As a result, it is not part of their*
>
> *curriculum, and many people associate Physical Education with*
>
> *football. That could be the key reason for its non-selection (Tutor 1).*

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> *After that factor are those folks regard Physical Education a sport rather than a course or academic subject that may be chosen and pursued... (Tutor 6).*

The snippets show that some trainees have never taken a course in PE. That explains why the initial tutor stated that individual's mistake football is the only sport taught in PE. It is too clear from the misconceptions students have about PE, as shown in the excerpts below, are what prevent them from choosing it. A tutor continues to share awareness, which are reflected in the following excerpts:

> *Another problem is the misperception that sports and physical education are only for men. As a result, they occasionally inquire as to reasons a woman is taking Physical Education as a subject. That, I believe, is among the causes (Tutor 2).*

By extension, PE is intended for males. The idea gives rise to a gender-related issue socialisation in PE. It is obvious from this excerpt that involvement in how adolescents do in PE can be related to interpret roles they play in society as women and men. According to Lent et al., (2002); Shen and Bordon's (2017) Social Cognitive Career Theory, "Self-efficacy" is the term for a person's sense of competence to accomplish particular actions or activities with specified movement zones. This appears being the situation in our society in Ghana, where certain people associate PE with masculinity.

Furthermore, during the data collection process, a gender stereotyping issue arose. This is captured in the following excerpt:

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> *Finally, as a result of the college's gender, we offer classes such as management, home economics, and other that appeal more women because in the future spouses likewise home managers (Tutor 5).*

The extract above suggests an institutional issue that needs to be straightened at the top management level of some Colleges of Education as the courses available are more feminine or seen to benefit women in their role as prospective companions and housewives.

In conclusion, these excerpts support that false impression is a big part or is a substantial element influencing female trainee's Ashanti Region CoE lack of involvement in PE and sport Nkrumah's (2016) thesis.

Research Question 2: Internal Policies Guiding the Selection or Mounting of Courses in the Colleges of Education

For every well-structured institution, there should be policies to guide its activities to achieve its aims or objectives. It is evident from the data acquired that the participants were unaware of any written or published policy governing course selection in their Colleges. Nevertheless, the participants mentioned that the selection of courses was founded on the courses students pursue at the SHS level. With regards to the mounting of courses at the Colleges of Education, a participant revealed the involvement of external institution.

Based on Electives at the SHS

It is clear from the responses obtained that the selection of courses is not based on documented policies in the College, but is rather based on the electives a student pursues at the SHS level. This claim is captured in the following excerpts:

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Not specifically but the guidelines for selection are based on the course they did, their electives, and the certificates they came to the college with (Administrator 3).

...We do not have any document but mostly when we are doing the selections, we place students on the elective they did at the secondary school and what they have selected (Administrator 4).

...Ideally, you cannot pick a general arts student to go and do science per admission requirements. The only people who come and they try to do the technical are those who do not have the technical background. For our experience here, students have been picked without technical background yet they can succeed. But for only pure technical areas like science, agriculture, and visual arts, if you don't have the background, we cannot pick you for that (Administrator 1).

...when a student picks a course, from the portal that we pull for the selection, the courses they did at the senior high school are there so we look at those. There are few occasions that we move students to other subject areas. Even with that, we still look at their results or certificates (Administrator 2).

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The extracts suggest that most trainees are selected into Colleges of Education based on the elective courses they read at the Senior High School level. This could be based on foundational issues as some courses studied at the higher level seems to be a build-up from previous levels of education.

Courses are Mounted by External Organisations

It is also believed that external institutions have a role to play in the mounting of courses at the College of Education level. As a consequence, the views of an administrator in one of the Education Colleges expressed views on the issue. And this are captured in the following excerpts:

> As a secretary to the college, I am not aware of any policy but the College does not mount courses. Courses are mounted by the mother organisation that is the Institute of Education, UCC. So, we play according to the rules. That is what the institute has mounted and that is what we also allow students to select (Administrator 2).

The sample highlights the significance of third parties, such as the IoE of UCC, in implementation such as courses in various CoE. This demonstrates that insiders (Administrators and course tutors) have little influence over the construction of courses. Because such decisions are made by the mother organisations, it was also deduced from the administrators that trainees were placed in their elective area they were based on admission and there are no policy guidelines for elective subject choice combinations in the college.

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Research Question 3: How does the policies of IoE, University of Cape Coast on elective subject choices affect the Physical Education can be chosen as an option by continuing students of Colleges of Education

The data gathered for this study indicated that some participants knew of a policy while others had no idea. As such, this section is divided into two; known and no known policy.

Known policy

Following are excerpts describing the perspectives of College of Education officials in Ashanti Region:

> *The national council on tertiary education provides the accreditation board with institutions with the policy guidelines for how individuals should be recruited. Even this year UCC brought guidelines as to how people should be selected for the various course options (Administrator 1).*
>
> *Yes, there is a policy guiding the institute but we also work alongside the selection or enrolment into elective subjects from the institute of education (Administrator 4).*

External bodies, such as the NCTE, the NAB, and the Institute of Education (IoE) of the UCC, play an important part in the selection and establishment such as courses at Colleges of Education. By implication policy documents are sent to Colleges of Education to guide the selection of courses for effective teaching and learning.

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No Known Policy

Some Administrators were unaware of the existence of a policy statement that directs the CoE in terms of course mounting. This is reflected in the following excerpts:

> *Ermmm I have not come across anyone like that. But mostly, when the principal goes for the professional board meeting that is when they come and tell us that this year's admission will do this or will do that. But specifically, a document to do the selection, I haven't seen some in my office for now (Administrator 2).*
>
> *As I said, UCC does not specifically give us any policy… (Administrator 3).*

It can be discerned from the excerpts that there is a lack of a well-defined policy concerning the issue of known policy regulating the mounting and selection of courses. The excerpts in this section indicate both the existence and nonexistence of policy documents from external organizations such as the IoE of UCC and others regarding selection and mounting such as courses in selected CoE in the Ashanti region. In essence, there is the need for a well-defined policy to regulate the mounting of courses in the Colleges which in turn will engender the sustainability of the Physical Education programme (Kahiga, et al, 2015). This would also go a long way to educating staff with respect to policies that defines Physical Education.

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Research Question 4: What is the level of Personnel Adequacy at CoE's for teaching both core and elective PE

The Ashanti Region's CoE Physical Education teachers are discussed in this section. The data analysis revealed two sub-themes: the first focuses on the quantity of physical education tutors and the workload of the few PE tutors employed in the various CoE; the second focuses on the quantity of physical education tutors and the workload of the few PE tutors employed in the various CoE.

Proportion of available PE tutors

Participants gave the following answers when asked how many Physical Education instructors each college had:

There are two of us. Considering the number, I believe three will suffice (Tutor 1).

Two (Tutor 2)

We were once one, but now we are two (Tutor 3)

We have two Physical Education instructors at this college. (Tutor 4).

I am the sole PE instructor... (Tutor 6)

Four of us teach both required and optional PE (Tutor 8).

The excerpts revealed that, on average, each college had two PE instructors. Excerpts suggests the need for additional PE tutors to be employed because it will go a long way towards lowering present PE teachers' workload. It can be discerned from the excerpts that there is inadequate Physical Education tutors in the various Colleges. In order to enhance and promote effective teaching and learning in the colleges of education Kinnunen and Lewis (2013) PE tutors are necessary.

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The Workload of PE Instructors in CoE

In standings of PE tutors' amount of work, information gathered revealed that the ratio of students to Physical Education tutors results in a tremendous amount of labor. The following paragraphs illustrate the perspectives of the PE tutors:

The homework is enormous, especially considering that Physical Education is a required course. The first year of study is taught by a single instructor who incorporates practical and sporting activities. This is quite exhaustive. Now that there are two of us, the burden is somewhat lighter. Nonetheless, the organization of sports and other activities makes the labor extremely, extremely intensive (Tutor 3).

Here, there are many students. There are over 417 students, but only two instructors, and all must take Physical Education. Physical Education is a fundamental subject, hence the tutors are overburdened with work (Tutor 4).

Is been quite tedious. Occasionally, we teach over ten classes.

We teach approximately nineteen groups, so I take nine classes, my colleague takes nine classes, and we share the remaining class. Consequently, it has been quite laborious and taxing, but we have managed (Tutor 2).

As for the workload, it is a little intense due to the fact that you teach, train pupils, and participate in other activities. Consequently, the workload is enormous (Tutor 1).

From the excerpts, it is evident that with Physical Education being a core subject for year ones, workload for Physical Education teachers increases too

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much which makes them tired and stressed within the shortest possible time. This calls for the need to employ more PE tutors to decreased workload off the current Physical Education instructors to improve their effectiveness and efficiency.

This research's finding supports Rashid (1994), few or no PE teachers are employed in many Sub-Saharan Africa schools. Because there are few PE teachers available, those who are employed have a heavy task.

Research Question 5: How may trainees be encouraged to study PE as an elective subject in CoE's?

Encouragement may be viewed in the inner force so it controls every element of the behaviour of humans. Therefore, encouragement affords people the opportunity on the way to select the most efficient means of channeling their work and time. Even though some students omit the course PE, Koca et al. (2005) assert that some students' interest in Physical Education participation is waning. Physical Education is anticipated to contribute significantly to the socio-emotional and cognitive development of participants, hence this finding is unexpected. This explains why it is necessary to encourage individuals to choose and maintain an active lifestyle.

This sub-section examines the factors that would encourage trainees to choose PE as an elective. Data revealed the formation of awareness and sensitisation of trainees, the pursuit of PE as an option in senior high school, the operational of the practical components of the subject, as motivating reasons, it was proposed that engaging more PE tutors, having access to health benefits, and having career opportunities for trainees to pursue Physical Education option in CoE.

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Education plus Sensitisation of Trainees

Due to the numerous misunderstandings regarding Physical Education, some participants believed that educating people in relation to great lengths toward encouraging them towards enroll in PE as option. PE instructor disclosed:

> *I think there should be awareness creation and also make PE as an examinable course in the secondary school because people see PE as a course for people who have low mental average or ruffians or 'kubolors'. They also see PE only as playing football so we need to do the education to encourage students and to teach them the essence of PE (Tutor 1)*

Likewise, an individual averred:

> *I believe the main priority is education. We should inform them of the reality so they do not rely just on rumors (Physical Education Tutor 3).*

It can be inferred from the excerpts that individuals view PE as an inferior subject. This necessitates enlightenment in the form of education from the appropriate teachers in order to encourage kids pursue a career in PE a subject. The consistency by Njororai's (1994) assertion that classmates and society view university students who study Physical Education and Sports as stupid and uninformed. This misconception tends to suggest that PE teachers cannot teach the subject. In addition, another participant made the following observation which are shown in the following excerpts:

> *I believe that secondary school PE instructors should educate students not only biology, but also the other*

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components of physical education. The manner in which

they instruct them should also be altered, i.e., should be

modified let them understand the basics. Once they get the

basics, it becomes easier for them to build on and to opt for

it when they come to the College of Education (Tutor 2).

This excerpts indicated the need to educate individuals on all aspects for them

to receive PE reorient them and give them insights into the essence of Physical

Education. This in the long run will help reduce the fear and misconceptions

students have about Physical Education.

Physical Education as a Senior High School Elective

In the majority of Senior High Schools, Physical Education is not

offered as an elective, according to the responses of the participants. This

explains why some persons may lack in-depth understanding of the topic,

which may encourage them to explore it at a higher degree. This explains why

some participants advocated for incorporating PE as elective in senior high

schools. Similarly, following paragraphs illustrate the participants'

perspectives:

The subject should be introduced at the SHS level as an

elective. Also, the course must be mounted at the college

level as an elective for students to select (Tutor 4).

…….we have to introduce the subject as an elective at the

SHS level like studying geography or science. It will make

people aware that there is a subject called PE and it can

also be selected as an elective (Male student 10).

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> *When the subject is introduced as an elective at the SHS,*
> *individuals begin to comprehend it. Even in elementary*
> *school, when it is first introduced, it is taught at the Junior*
> *High schools so that students get a basic understanding; at*
> *the Senior High school level, it becomes an elective. I will*
> *add that I believe the appeal will emanate from that*
> *location, if not from the senior high school, then the college*
> *(Lady 9).*

The inclusion of Physical Education as a secondary school elective has the possibility of encouraging students to opt for it at Colleges of Education. The study's finding is in sync with Adu and Aboagye (2022): Sallis and McKenzie's (1991) claim that specialists emphasized the importance of early development of lifestyle physical activity routines. This could capture the curiosity of students who are still in their formative years.

Encourage Physical Education's Practical Aspect

To persuade trainees to study PE as option at CoE, some participants proposed that Physical Education should be made more applicable to spark their interest. This is expressed as follows:

> *For Physical Education to be appealing, we must make it*
> *more applicable. It should not be taught in the classroom*
> *like English and other subjects. If the practicality is*
> *greater, it will be more appealing... Therefore, I believe*
> *that if we do such things, it will become more appealing...*
> *(Male student 8).*

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We should also make it more visually appealing. Most secondary school pupils will inform you that they do not have PE equipment when they attend physical education classes. The majority of them are permitted because they cannot be examined. I believe that all students should be required to participate in both the practical and theoretical aspects of physical education in order for them to learn as much as possible. Physical education must be entertaining (Tutor 2).

The excerpts suggest that Physical Education should be more hands-on. This according to them will make the course appealing to trainees. Additionally, the second excerpt illustrates students' participation in PE at the secondary level. This could be a stepping stone for the development of interest in the course at the tertiary level of education.

In addition, one participant suggested that the equipment and infrastructure required in order to improve PE appealing and applicable must be given. This is captured in the following excerpt:

Two, I believe that the course should be made appealing by offering the necessary equipment and facilities, such as a playing field, volleyball and handball courts, as well as the possibility to engage in practical work. I believe this can encourage children to choose Physical Education... (Tutor 7)

The extracts above highlight infrastructural issues because they are critical in making PE a hands-on activity which in turn attracts trainees to gain

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the requisite experiences in every facet of PE. It is obvious from an extracts that the feasible part of PE has to be emphasised that the necessary infrastructure and equipment need to be made available on the road to draw individuals towaerds the field. Consistent with the opinions of Osborne and Belmont, (2016); Sofo and Asola, (2015); Kinnunen and Lewis, 2013, suitable PE infrastructure upgrades are necessary towards the support of teaching and learning of the subject. By doing so, would increase the likelihood that students will enroll in PE classes at colleges.

Employing Extra PE Tutors

Additionally, recruiting additional PE tutors arose. A management member at one of the Ashanti region's CoE said the following:

Ermmm we possess a football field and more resources. In addition, we have actively participated any athletic events CoEs organised. Consequently, as a management member I management must grant it considerable consideration. However, this also necessitates the hiring another tutor. Currently, we have only one Physical Education instructor. Consequently, we must consider hiring another PE tutor (Management 1).

Excerpt indicated that equipment and facilities are provided, on the other hand not enough PE instructors. To entice students to enroll in Physical Education as an elective, there is a need for extra Physical Education instructors. This is consistent with Adu and Domfeh (2022) and Kinnunen and Lewis's (2013) and Lotfi's (2014) contention that adequate human resources should be made available to facilitate educational fulfillment.

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Promotion of Physical Education's Health Significances

PE classes and associated pursuits enhance health (Loteef, 2009). Some contributed that, this might encourage trainees towards pursuing PE as option. Following are extracts of the opinions of several participants:

> *Yes of course! I am optimistic that I will continue to encourage year one students to choose PE as option, despite the reality that we did not get that opportunity. PE is a course that benefit you develop individually, keep one fit, and... Physical Education ought to be significant elective which students choose (Male student 7).*

> *I took PE in first semester, I tell everyone I meet we offer Physical Education as option, that this is a programme that is beneficial, well-resourced, bodily active, then grasp many things in life... (Lady 6).*

> *I am constantly moving and energized for everyday responsibilities. Now I advise year one students who seem to be completing the fundamental curriculum they are capable choosing physical education, by way of we not having the option to do so. So I continue to stress the value of physical education. (Lady 3).*

From the extracts, it can be inferred that first-year college students' decision to enroll in Physical Education is heavily influenced by their particular experiences. This demonstrates older students serve as a

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motivational element to allow their juniors to take PE as option in their sophomore day.

According to Tuckman, individuals acquire positive attitudes about Physical Education due to the benefits associated with engaging in physical activities (1999). In a similar spirit, Kinoti et al. (1997) say that PE's goal is, among other things, towards maintain and advance the bodily health and fitness of students. As a consequence, Physical Education is a critical factor in shaping the physical well-being as well as the overall health status of individual across the social spectrum.
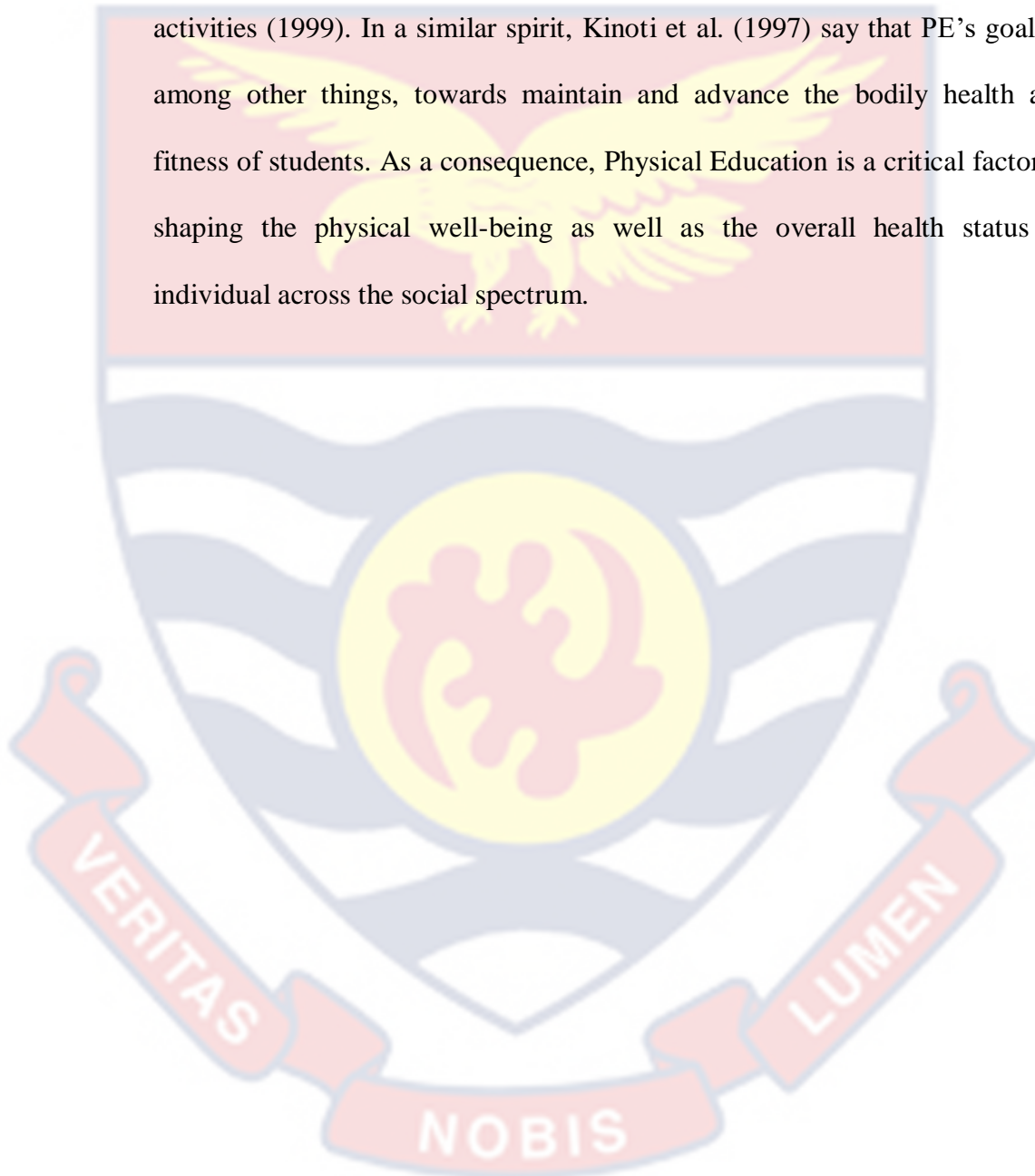
CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

In this study, major objective was to investigate the elements that impact trainees' decisions not to pursue Physical Education as an elective regionally in Ashanti. This chapter emphasised the synopsis, findings-centred conclusions, and suggestions.

Summary of Key Findings

For research, phenomenological qualitative research method was used since it allowed participants in the direction of provide an in-depth account of their experiences and emotions around the occurrence. After studying Fundamentals of PE (PRA 122) as a core course during year one, continuing students in CoE in the region of Ashanti declined to select as elective in the second year. Twenty trainees, four administrators, and eight Physical Education tutors from the eight CoE in Ashanti have been interviewed using a semi-structured interview schedule (Agogo Presbyterian, Agona SDA, Akrokerri, Offinso, Mampong Technical, St. Monica's, St. Louis, and Wesley Colleges of Education).

The reseach findings were as follows:

1. PE was not selected as option course by trainees in the CoE in the Ashanti because of factors such as the difficulty of the subject, students' no interest in the subject, the curriculum's lack of PE, inadequate data and understanding about PE, and fallacies about PE.

2. Also, it was discovered that participants knew nothing about an internally written or documented policy regarding the selection of courses in their various colleges. The study revealed that the selection of courses in the Colleges of Education is founded on the courses students pursue at the SHS level. With regards to the mounting of courses at the Colleges of Education, the study revealed the involvement of external institutions such as the Institute of Education (University of Cape Coast).

3. Investigation also discovered the absence such as policy documents from organisations such as the Institute of Education (University of Cape Coast) regarding the selection and mounting of courses in the designated Colleges of Education in the Ashanti area.

4. In addition, the survey revealed that there were insufficient Physical Education instructors in the eight CoEs in the region of Ashanti, hence increasing moreover burden for present instructors.

5. Finally, the study revealed certain motivational aspects that encourage students to choose Physical Education as an optional. These included raising awareness and educating trainees, offering Physical Education as an elective in Senior High School, utilizing the course's practical components, recruiting additional Physical Education instructors, and giving health benefits.

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Conclusions

The following conclusions were reached as a result from the findings:

1. PE is seen as challenging course by both students and tutors due to the technical nature of the course and the absence of a foundation for Senior High School students (SHS).

2. Documents or policies that guide the selection or mounting of courses were not clear as some College administrators were confused as to whether or not there are internal or external policies that guide the selection or pursuance of Physical Education.

3. It can be concluded not enough Physical Education teachers are available at the CoE to handle together the fundamental and option aspects of PE.

4. Finally, participants offered explanation, young age learning, practical experience, motivation, enhancement in human resource department, and health as a strategic solutions to all the problem such as Physical Education non-selection.

Recommendations

This study made multiple recommendations were made to college administrators, investors, and legislators to prioritise success characteristics that encourage students to select PE and make the subject more effective. These recommendations are as follows:

1. Physical Education's perceived difficulty should be addressed in the first year as part of the introductory course in order to dispel such myths.

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2. There should be clear cut policy in students handbook on elective subject choice selection in the College of Education to assist trainees choice.

3. The mentoring institutions should make policy guidelines for the various College of Education readily to help in mounting and selecting of elective courses in the Colleges.

4. The college principals should recruit Physical Education tutors to enhance the subject's instruction and understanding. This will make it possible to distribute duties fairly.

5. Educating trainees about PE right from first year to create awareness, and the courses should also reflect in trainees portal for selection.

Suggestions for Further Research

1. After delivering Physical Education as a basic course in their first year, trainees in CoEs in Ashanti do not choose the subject as option. This research may be replicated by quantifying its findings so as to further look into the causes of this phenomenon.

2. It is also suggested that secondary data be combined with primary data in such studies to better understand the problem.

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APPENDICES

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APPENDIX A

GUIDE FOR TRAINEES WHO DO NOT DESIRE PHYSICAL

EDUCATION

1. Have you heard of Physical Education?

2. What does Physical Education mean to you?

3. Did you study Physical Education at the SHS?

4. Have you studied Physical Education at any level of education before?

5. Why did you not select Physical Education when you were selecting programme for specialisation?

6. What is it about Physical Education that you are uninterested in?

7. What is your opinion of Physical Education on campus?

8. Can you identify some sports facilities on campus?

9. How often do students use these sports facilities?

10. Do you involve yourself in sporting activities when they are organised on campus?

11. What will motivate you to advise somebody to select Physical Education as an elective course of study?

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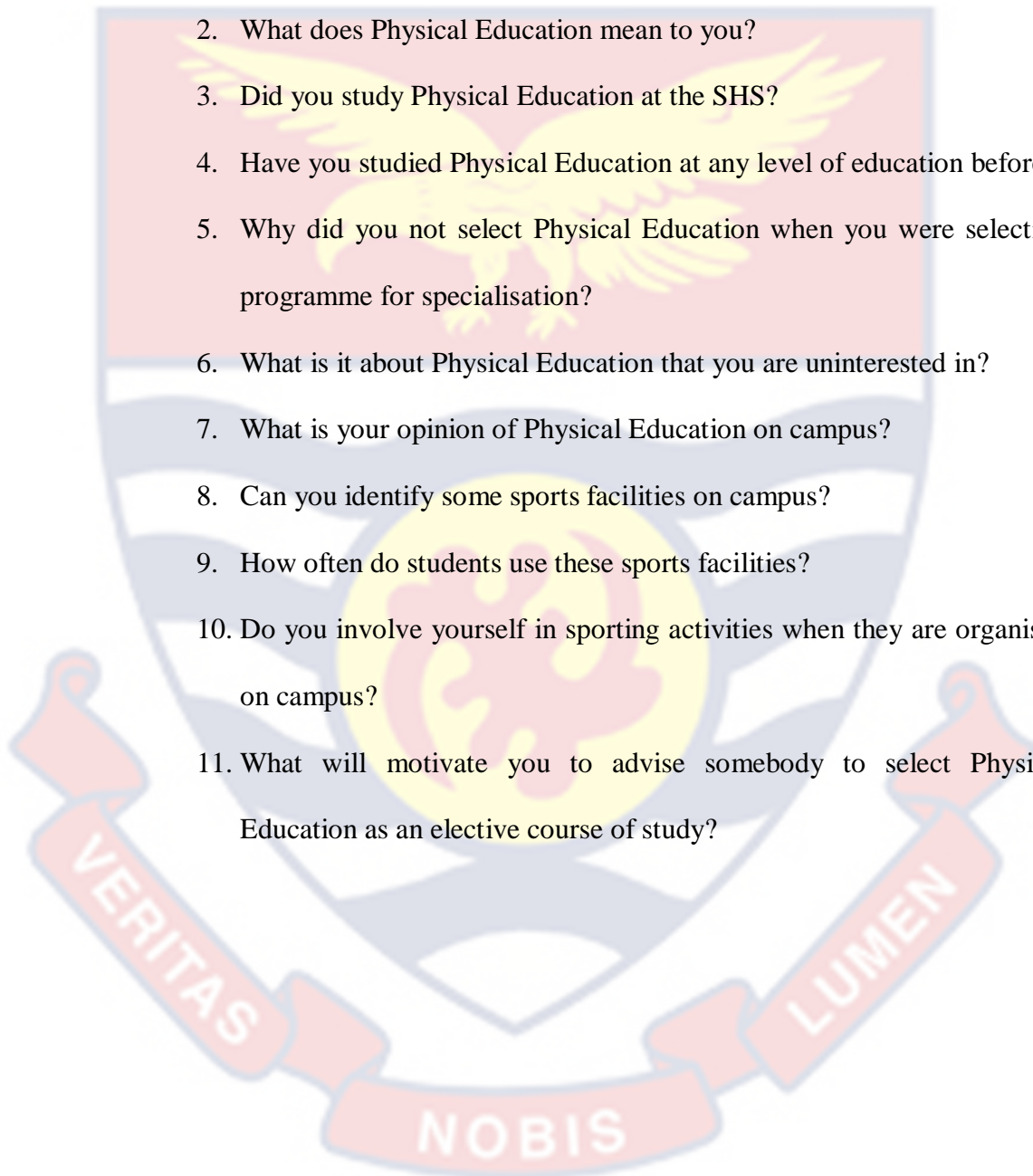
APPENDIX B

INTERVIEW GUIDE FOR PRINCIPALS/MANAGEMENT MEMBER

ON TRAINEES NON-SELECTION OF PHYSICAL EDUCATION

1. How long have you been a Principal/Management member in the college?

2. How do you go by students' placement in your college?

3. Do your college offer Physical Education as an elective, if not why?

4. 4. What is the college's management doing to improve Physical Education teaching and learning in the college?

5. Do you have policy guiding the mounting of courses in the college?

6. Do you have any policy framework from Institute of Education, UCC as to how trainees are enrolled to elective subject combinations?

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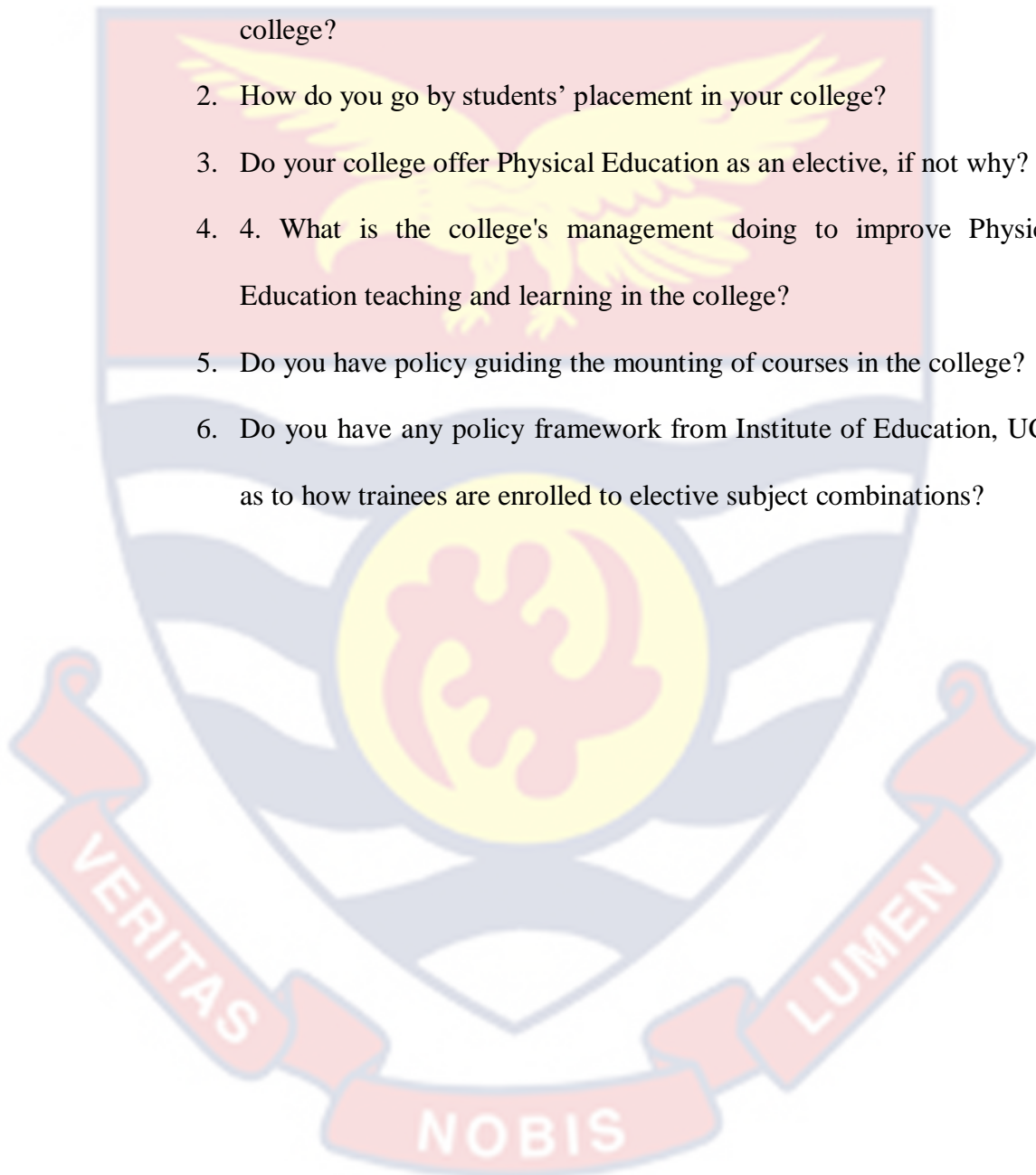
APPENDIX C

INTERVIEW GUIDE FOR TRAINEES STUDYING PHYSICAL

EDUCATION

1. Were you taught Physical Education at the Senior High School?

2. Why did you select Physical Education as an elective area of study?

3. What will make Physical Education attractive to make other trainees select as an elective?

4. Do you see Physical Education having prospects in the future in terms of trainees' selection as an elective area of study?

5. Will you recommend someone to study Physical Education in the college?

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