

Barriers Physically Challenged Students faced during Practical Physical Education Inclusive Lessons and how Assistive Approach helps to eliminate these barriers

Akude Seyram Kafui*, Samuel Doetse Huagie **, Richmond Stephen Sorkpor ***

* Tutor, Peki College of Education, Peki, Ghana

** Tutor, Accra College of Education, Accra, Ghana

*** Tutor, OLA College of Education, Cape Coast, Ghana

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Abstract- The purpose of this study was to find out the reasons that militate against the participation of physically challenged students in physical education in an inclusive school setting. Though physically challenged students are to enjoy equal right as others, yet negative attitudes were meted to them by teachers, parents, students and the society.

The study used 48 respondents. The target population consisted of all male and female students who were physically challenged from the public senior high schools. As part of the respondents, all the 13 Physical Education (P.E) teachers were sampled from the targeted schools. The study was delimited to only nine public senior high schools in Ho Municipality and South Dayi District in the Volta Region of Ghana.

The result of the study showed that there is the general acceptance of persons with deformities in public schools based on the good hospitality nature of Ghanaians. Significantly, people do not know about the Disability Act 175 let alone observe it. In order to strengthen the practice of advocacy on disability issues, there is the need to empower organizations of disabled people to lead the way by using legal procedures to force government to extend services to all areas of the country. The lack of effective organizations of persons with disabilities coupled with inadequate provision of information and policies impede the effective practice of inclusive education in many parts of the country. In order to achieve an effective implementation of disability policy must be geared towards the social model of disability.

Index Terms- Challenged, disabilities, inclusive school setting, deformities

I. INTRODUCTION

Inclusive education has undergone a number of metamorphoses in terms of acceptance by the larger society and the formal educational setup. It would be recalled that decades back, inclusion was called mainstreaming. Today it is not only seen as a mere inclusion but also a strong tool of education worthy of providing opportunities for the acceptance of human diversities in many forms.

The inclusion and participation of physically challenged in education is really a matter of concern for all. Many people all over the world have been challenged physically due to one cause or the other. The number of people affected cannot be over-emphasized.

‘Approximately half of the entire planet’s population which is an estimated 3 billion people is in some way affected by disability (half the Planet, 2001, p.2366, [as cited in Cavanaugh, 2003]). The paper further stated that statistics concerning the special needs population of 750 million people worldwide were challenged by disabilities but fewer than 15% of people with disabilities were born with them’. On the basis of this large and increasing number of special need learners, it is perceived and observed that people who are physically challenged share in the millions of people with disabilities.

It is important to point to the fact that students who are physically challenged need a psychological motivation and an assistive educational technology to fit into the regular educational setup. This will enable them to match their non-physically challenged peers.

According to the United Nations Children’s Fund (UNICEF), (2007) estimates that of the 75 million children of primary school age who are out of school, one-third are children with disabilities and that over 90 percent of children with disabilities in developing countries do not attend school. Several factors contribute to this exclusion. These are; a lack of proper understanding of the concept of inclusion, social attitudes, poverty, insufficient government leadership, non-availability and quality of human and material resources, fragmented approaches, lack of appropriate role models in the process, such as Disabled People’s Organisations (DPOs), and lack of adequate confidence building programmes for children with disabilities.

Furthermore, persons with disabilities may have a lower standard of living than persons without disabilities with the same income, owing to their special need for services such as transportation, eating, or medical services and adaptive devices. While standard of living rises with income, households with greater needs because of the disability of one of its members tend to have a lower standard of living than that of other households with similar income.

Physical deformity of the limb is widely prevalent in Ghana. Depending on the degree of impairment, overall ability to

interact with others as the demands of everyday life may be seriously affected.

According to the outcome of the twenty-third (23rd) special session of the General Assembly (2000), it came out that physical disability results in low self-esteem and psychological trauma, especially to the females in society. Physically challenged persons often develop complexity syndrome in society. The interpretation of disability in Ghanaian society is rather discriminatory and as a result those who experience them become self-conscious of their condition. In Ghana where education has become the norm, physical disability is an impediment to the future of the physically challenged. It is upon this that mainstreaming was institutionalized to address the need of the physically challenged.

In the United States for example, mainstreaming came to replace segregation of individuals with disabilities including the physically challenged students or pupils into the regular classroom through Public Law (PL) 94 142. Mainstreaming focused on the right to equal education for both physically challenged and the non-physically challenged learners in a regular classroom setting. Not long, inclusive education came to replace mainstreaming to enforce Individual with Disabilities Education Act (IDEA) Amendments of 1997. The inclusive education has come to provide education for all children in the public education setting.

Inclusive education is a global agenda (Pijl, Meijer, & Hegarty, 1997 'as cited in Agbenyega, 2007]), however, it is context specific in terms of meaning and practice since it has not got any definite definition. Generally, inclusion in education means, "full inclusion of children with diverse abilities in all aspects of schooling that other children are able to access and enjoy" (Loreman, Deppeler & Harvey, 2005, p.2). All children can learn when teaching is effective and meets individual strengths and learning needs (Ainscow, 1999; Corbett, 2001; Gale, 2001; Lindsay, 2003).

The policy guiding the principle and practice of inclusion was first adopted at the World Conference held in Salamanca, Spain in June 1994, now regarded as the Salamanca Statement by United Nations Educational Scientific Organisation (UNESCO, 1994). The statement has drawn global attention to access and quality in delivery of special needs education. Considering the importance this could have, it was later emphasized at the World Educational Forum at Dakar, Senegal in 2000 and supported by the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities proclaiming participation and equality for all. The Salamanca Conference recommended the following to governments of various countries in the world as a matter of urgency to;

- i) Give the highest policy and budgetary priority to improve education service so that the children could be included, regardless of difficulties.
- ii) Adopt as a matter of law or policy the principle of inclusive education and to enroll all children in ordinary schools unless there are compelling reasons for doing otherwise.
- iii) Ensure that organizations of people with disabilities along with parents and community bodies are involved in planning and decision-making.

- iv) Put greater effort into pre-school strategies, as well as vocational aspects of inclusive education. Most important, paragraph 2 of the Salamanca statement, spelt out 5 major clauses as key issues in inclusion.
 - a. Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning.
 - b. Every child has unique characteristics, interests and learning needs.
 - c. Education system should be designed and educational programs implemented to take into account the wide diversity of these characteristics and needs.
 - d. Those with special educational needs must have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting these needs.
 - e. Regular schools with this inclusive orientations are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. By this, all children including those with special educational needs were to be educated in the regular school where equal opportunities and access were to be guaranteed.

Ghana's concept of inclusive education, however, is aligned with her Free Compulsory Universal Basic Education (FCUBE) policy increasing access, retention and participation of all students of school going age in education and not the movement and provision of education to children with disabilities in regular schools. The emphasis is on changing school culture and organization to providing resources and to building capacity on special and regular schools to offer new opportunities to pupils who may have previously or continue to experience learning difficulties (Ghana Education Service (GES), 2004; Hayford, Agbeko, Gadagbui, Avoke, Boison, 2002).

The government of Ghana since independence regards education as a fundamental human right for all citizens and it has enshrined this right in the Legal Framework of Education. The 1961 Education Act is the principal legislation concerning the right to education for all children in Ghana, it states that; Every child who has attained the school going age as determined by the Minister shall attend a course of instruction as laid down by the Minister in a school recognized for the purpose by the Minister (GES, 2004, p.2).

In the Ghanaian educational sector, one wonders whether there are laws backing inclusive education. Ghana's disability bill was passed on 23rd June, 2006 after many years of agitation. It has 12 main objectives. The following are excerpt from the bill:

- i. Create an enabling environment for the full participation of People with Disabilities (PWDs) in national development.
- ii. Facilitate the employment of PWDs in all sectors of the economy.

- iii. Promote disability friendly roads, transport, and housing facilities.
- iv. Ensure access of PWDs to effective health care and adequate medical rehabilitation services.
- v. Ensure that women with disability enjoy the same rights and privileges as their male counterparts.
- vi. Ensure that law enforcement personnel in cases of arrest, detention, trial, and confinement of PWDs take into account the nature of their disabilities.
- vii. Ensure access of PWDs to the same opportunities in recreational activities and sports as other citizens.

After its passage, its implementation has been a big issue. This hinders the inclusive education in so many ways. The knowledge of so many Ghanaian educationists on the inclusive education seems to be very low. Based on this, the approach to teaching physical education and the wrong perception about the subject conflicting with the coaching of sports has relegated the participation of physically challenged students in the general physical education. It is obvious to state that most teachers, even some physical educationist do not see the teaching of physical education as a process that uses carefully planned and selected movement activities to attain an optimal physical, emotional, social health and mental fitness skills in an individual or the learner.

II. STATEMENT OF THE PROBLEM

Physical education, an aspect of education which aims at helping students to enjoy an optimal health in order to obtain educational success cannot see the physically challenged denied their right of inclusive education.

According to DePauw and Gavron, (1991), "there is a paucity of empirical research on coaches of athletes with physical disabilities; in fact, literature pertaining to their expertise is almost nonexistent". They added that, "the need for empirically based research on these coaches is undisputed especially with the recent increase in sporting events and opportunities for athletes with physical disability (DePauw & Gavron, 2005; Reid & Pupas, 1998). This therefore exposes the challenges this category of students face while on the academic ladder. Efforts like governmental policies ensure that these people enjoy equal right yet negative attitudes by teachers, parents, students and the society towards inclusion jeopardize government effort.

III. PURPOSE OF THE STUDY

The purpose of the study was to find out the reasons that militate against the participation of physically challenged students in physical education in an inclusive school setting. The study also aimed at finding out how the level of task difficulty assigned to a physically challenged student affects his/her participation in an inclusive class.

Research Questions

1. How do teachers accept physically challenged students in physical education class?

2. How do physically challenged students benefit from inclusive education?
3. What are the barriers for physically challenged students in the inclusive setting?
4. What changes would assistive approach bring to the inclusive education?

IV. METHODOLOGY

This study adopts an exploratory survey design. Blurtit (2012) defines exploratory study as a study that is undertaken when little is known about a subject or no information is available on how a similar problem or similar research issues have been solved in the past. Generally it is the heavy preliminary work in investigating practically anything. It is there to acquire primary research and actually compile any and all pre-existing knowledge, albeit limited in most cases. It then seeks to establish and portray this in a coherent manner for interpretation. Cherry (2009) defines survey as a data collection tool used to gather information about individuals. Surveys are commonly used in psychology research to collect self-report data from study participants. A survey may focus on factual information about individuals, or it may aim to collect the opinions of the survey takers' (Cherry, 2009).

The population for this study was 48 from the ten senior high schools sampled from south Dayi District and Ho Municipal in the Volta Region. The target population consisted of all male and female students who are physically challenged from the public senior high schools. As part of the respondents, all the 13 Physical Education (P.E) teachers were sampled from the targeted schools.

Based on the problem understudy, the researcher used the purposive sampling which is a non-probability sampling technique to select the nine public senior high schools. The same technique was used to select the respondents from the public schools for the study. The researcher used this technique because it enabled him to arrive at the very respondents the researcher used for the study.

The instrument for data collection was questionnaire. The researcher administered the instrument personally. The respondents were educated and assured privacy and security after their consent. The respondents were adequately informed on the significance of the exercise. Within the five days, respondents chosen were invited to respond to the sixteen-item questionnaire. All persons with physical deformity (challenged) were made to respond to the questionnaire independently.

Frequencies and percentages of the responses were determined, presented and discussed. These statistical methods were chosen because the research aimed at finding reasons that militate against the participation of physically challenged students in physical education in an inclusive school setting.

V. RESULTS/DISCUSSIONS

The study also aimed at finding out how the level of task difficulty assigned to a physically challenged student affects his/her participation in an inclusive class.

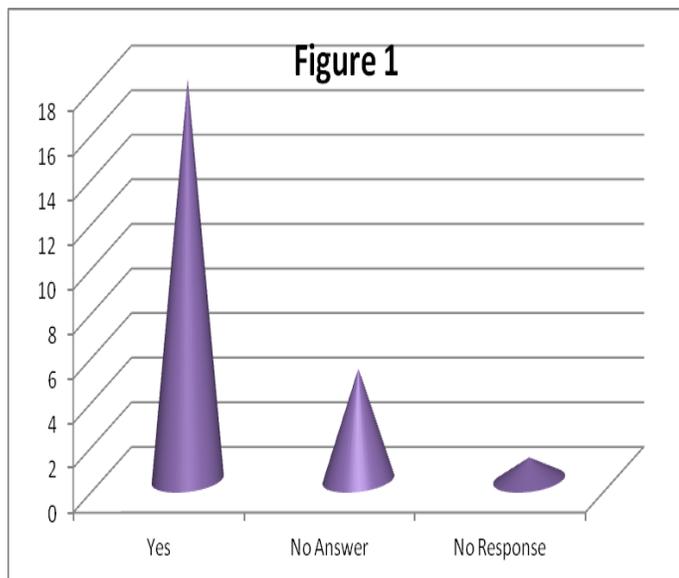
Table 1: Response to Teacher’ Engagement of Students with Disability in Practical P.E. Lessons

Response	Frequency	Percentage (%)
Yes	23	96
No	1	4
No answer	-	-
Total	24	100

According to table one, an absolute number of 21 representing (96%) of the respondents indicated that they were engaged in practical P.E. lessons in the inclusive setting. An absolute number 1 representing 4% indicated students with deformity on the limbs were not engaged in practical P.E. lesson.

Table 2: Response to Teachers’ Encouragement of Students with Disability to take part in P.E.

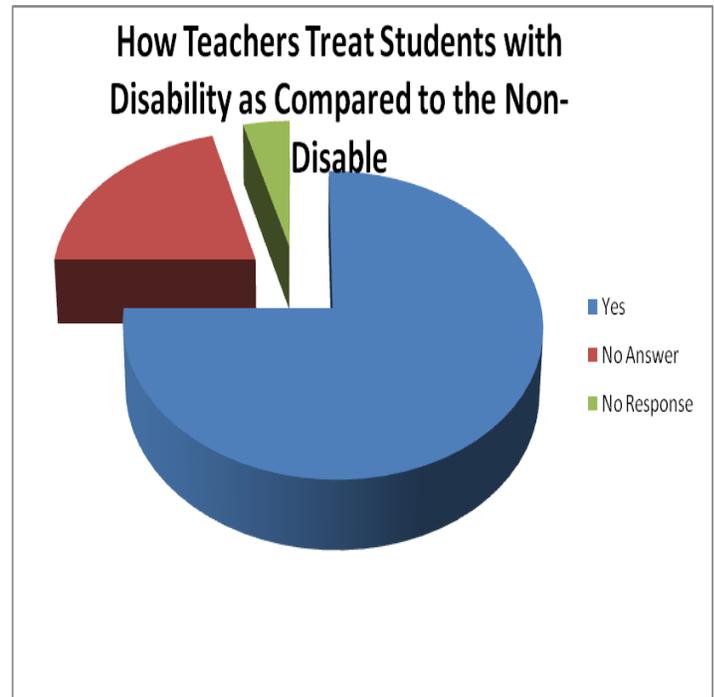
Response	Frequency	Percentage (%)
Yes	24	100
No	-	-
No answer	-	-
Total	24	100



From figure one and its corresponding graph above, all the respondents showed that teachers encourage them to take part in P.E.

Table 3: Response to how teachers treat students with disability as compared with non-disable students

Response	Frequency	Percentage (%)
Yes	15	63
No	8	33
No answer	1	4
Total	24	100



From figure two and its graph above, sixty three percent (63%) of the respondents showed that teachers gave equal treat to students with disability as in relation t the non-disable students. Contrary to the above, thirty three percent (33%) of respondent showed that students with physical deformity were not given good attention that was demanded or were not taking care off very well. Four percent (4%) of respondents indicated that they had no idea to share when it comes to teacher-learner relationship with respect to physically challenged students.

Table 4: Response to Students’ Involvement in P.E. Practical Lessons

Response	Frequency	Percentage (%)
Yes	22	92
No	1	4
No answer	1	4
Total	24	100

From table four, ninety-two percent (92%) showed that all students were involved in practical P.E. lesson. Students with physical deformities were all engaged or involved in practical P.E. lesson.

On the other hand, four percent (4%) said that students with physical deformities were not involved during practical P.E. lessons. The first four percent who have no answer to whether students with physical deformities were involved in practical P.E. lessons.

Table 5: Teachers' Response to whether P.E. Contributes to Students' Health and well being

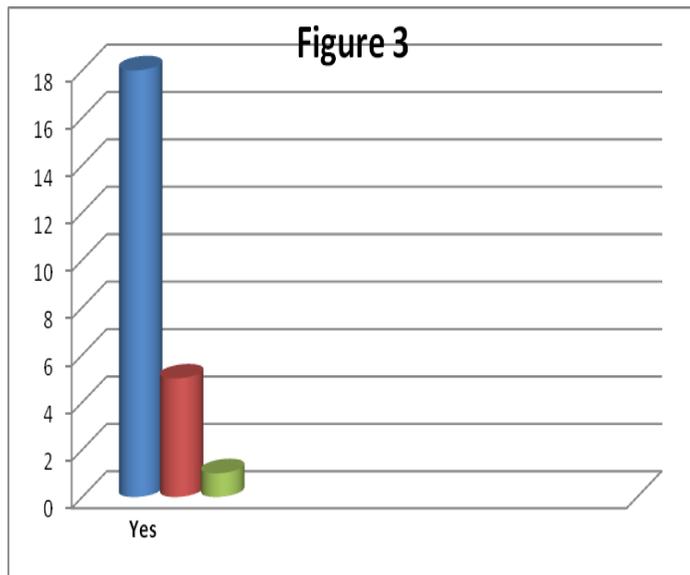
Response	Frequency	Percentage (%)
Yes	23	96
No	1	4
No answer	-	-
Total	24	100

Table five indicated that ninety six percent (96%) of the respondents believed that students' engagement with physical education affects positively their health and well being. The engagement with the subjects physical education improves or enhances the health and well being of the students irrespective of his physical stature (nature). Four percent (4%) of the respondents were of the view that physical education does not influence the health and wellbeing of students.

There was no absolute number who did not have any idea whether P.E. contributes to the health and well being of the student.

Table 6: Physical Education as a Tool for Development of Knowledge on the Rules and Laws of various Games, Attitudes, and Motor Skills/Fitness

Response	Frequency			Percentage (%)		
	Laws	Attitude	Skills	Laws	Attitude	Skills
Yes	23	23	23	96	96	96
No	1	1	1	4	4	4
No response	-	-	-	-	-	-
Total	24	24	24	100	100	100

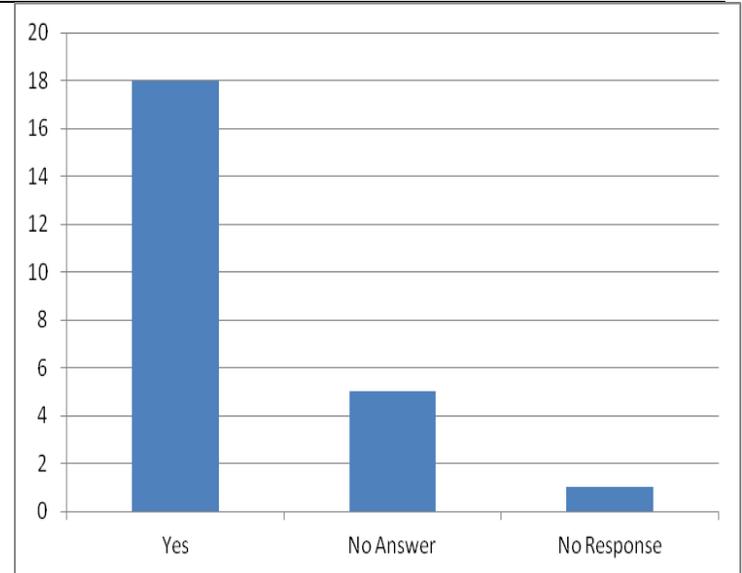


From figure three and its corresponding table, an absolute number of twenty three (23) out of twenty four (24) represents the view that physical education is a tool for developing students' knowledge on rules and laws of the games, attitudes and motor skills or fitness.

Contrary, out of an absolute number of twenty four (24), one (1) was of the view that physical education was not a tool for developing knowledge on the rules, and laws of the games, attitudes and motor skill/fitness.

Table 7: Teacher's response on how P.E. helps students with deformities to interact with peers and the society at large

Response	Frequency
Yes	18
No	5
No answer	1
Total	24



From table 7, eighteen (18) out of twenty four (24) respondents were of the view that physical education help students with deformities to interact with their peers and the society at large. It created a conducive ground for them to interact with their peers and others better. Five (5) out of the twenty four (24) responses indicated that physical education does not help students with deformity compared to their 'able' peers. One (1) responses out of the twenty (24) had no response.

Table 8: Teacher's Responses to the Awareness of the Disability Act of Ghana

Response	Frequency	Percentage (%)
Yes	2	8
No	22	92
No answer	-	-
Total	24	100

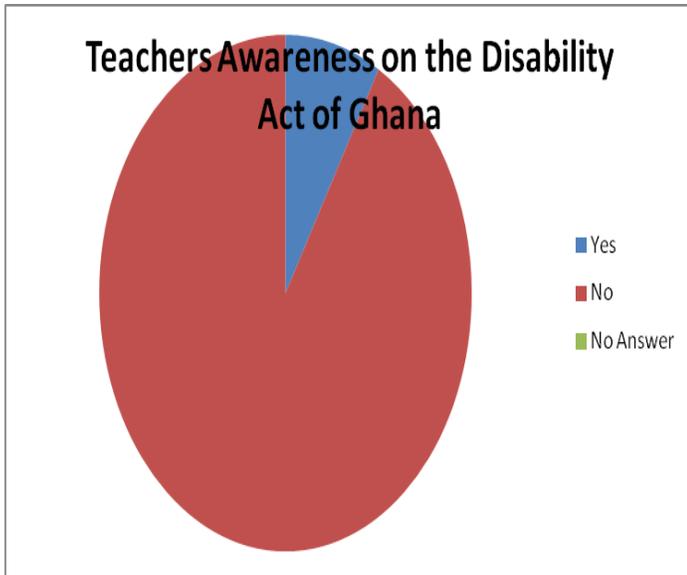


Figure five above indicated that, eight percent (8%) of the respondents said that they were aware of the disability act of Ghana while ninety two percent (92%) were of the view that they were not aware of the disability act of Ghana. At least each respondent knows that he or she is either aware or not aware of the disability act of Ghana.

Table 9: Teacher’s response to whether students with deformities need any assistive material to enhance their participation in the inclusive setting

Response	Frequency	Percentage (%)
Yes	16	67
No	7	29
No response	1	4
Total	24	100

Table 9 indicated that, sixty-seven percent (67%) of the teachers who responded to the questionnaire demanded that assistive materials are to be provided to students with physical deformities so that this participation would be enhanced.

Twenty-nine percent 29% said that students with deformities could survive and fit in the inclusive setting even without the assistive materials. Four percent (4%) of the respondents could not tell whether the physically challenge need any assistive material to enhance their participation in the inclusive setting.

Table 10: Teacher’s response on whether students with deformities are being called all kinds of names based on their disability

Response	Frequency	Percentage (%)
Yes	11	46
No	11	46
No answer	2	8
Total	24	100

From table 10 above, forty-six percent of respondents express the view that students with deformities were called all sort of names based on their deformities. The same percentages of respondents oppose the view that students who were physically challenged were not called names of all kind.

Eight percent of the respondents decline by not expressing their views on this issue.

Table 11: Teacher’s responses on whether students’ with disability likes the nicknames giving to them by their colleagues in the inclusive setting

Response	Frequency	Percentage (%)
Yes	9	15.2
No	2	81.8
No answer	-	-
Total	11	100

From table 11 above, based on the statistics in table 10, eighteen point two percent (18.2%) of the respondents welcomed the names given to them by their peers but eighty one point eight percent (81.8%) frown on the names given to them by their colleagues.

Pupils Responses

Table 12: Pupil’s response to whether teachers teach practical lessons

Response	Frequency	Percentage (%)
Yes	14	100
No	-	-
Total	14	100

Table 12 above indicated that, all the fourteen respondents who were physically challenged with one kind of physical deformity on their body agree to the fact that their physical education teachers teach practical lessons. It is therefore obvious that hundred percent (100%) of the teachers) teach practical P.E.

Table 13: Involvement of students with deformities in practical physical education lesson

Response	Frequency	Percentage (%)
Yes	12	86
No	2	14
Total	14	100

Table 13 above showed that, eighty six percent (86%) of the respondents said, they were involved in practical P.E. lessons but fourteen percent said that they were not involved in practical P.E. lesson.

Table 14: Whether teachers assign task to students with disability based on their disability and ability level

Response	Frequency	Percentage (%)
Yes	12	86
No	2	14

Total	14	100
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From table 14, eighty six percent (86%) said that, task given to them to perform was based on their ability and disability level while fourteen percent (14%) said, task assign to them to do in P.E. class was not considered on the fact that they were physically challenged.

Table 15: Whether teachers encourages students with disability who dislike practical P.E. lessons

Response	Frequency	Percentage (%)
Yes	12	86
No	2	14
Total	14	100

Table twelve, above showed that, two (2) respondents out of fourteen (14) believed that teachers do not encourage them to engage in practical P.E. They do not whip up their interest. However twelve (12) of the respondent representing eighty six percent (86%) said they were encouraged to create likeness for the practical P.E.

Table 16: Responses to whether students with disability wish to be in a segregated school

Response	Frequency	Percentage (%)
Yes	2	14
No	12	86
Total	14	100

From table 16, fourteen percent (14%) of the respondents who were actually physically challenged wish to school in the segregated settings but eight six percent (86%) of the respondents wanted to continue in the inclusive setting.

Table 17: Response to whether teachers use assistive approach to help teach in the inclusive setting

Response	Frequency	Percentage (%)
Yes	9	65
No	3	21
No answer	2	14
Total	14	100

Table 17 indicated that, sixty-five percent (65%) of the respondents used assistive approach and materials to help teach physical education to suit their conditions. Twenty one percent (21%) do not see teachers use assistive approach in handing P.E. for the physically challenged students. Fourteen percent (14%) of the respondents do not see whether or not teachers use assistive approach to teaching the physically challenged students.

Table 18: Response to whether teachers recommend inclusive setting

Response	Frequency	Percentage (%)
Yes	9	65

No	2	14
No response	3	21
Total	14	100

Table 18 above indicated that, sixty five percent (65%) of the respondents said that P.E. teachers recommended the inclusive education while fourteen percent were convinced that the teachers did not recommend it.

VI. FINDINGS AND DISCUSSIONS

Teachers' Response

Table one revealed that teachers do engage students with physical deformity in practical P.E. lesson. Every child has a legal right to P.E. class. Federal Law of Disability Act, 2006 Act 715 – Ghana states that, all children regardless of their handicap and condition are entitled to free and compulsory education.

A student may only used minimal assistance with physical activities and access or may require a role in his Education Program (IEP) comes into play. This is therefore supported by McGregor and Vogelbert (1998) that general teacher education programmes should be designed to include content related to inclusion concepts, including assistive technology. It is therefore observed that not all teachers engaged students with disability in practical physical education lessons based one reason or the other. It is significance to introduce Adapted P.E. in the colleges of education so that teachers will be equipped to handle all level of abilities. www.hlst.itrn.a.c.uk/resources/link304.html supported the issue that in many cases, regular P.E. teachers are not equipped with the knowledge and skills to effectively include children with disability into their classes (North Carolina Physical Education 4 me 2007).

Table two illustrates teachers' encouragement of students in taking part in physical education lessons. It was observed that all teachers encouraged students to take part in physical education lessons. This is supported with the declaration of independence of July 4th 1776. 'We hold these taught to be self evident all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these one life, liberty and the pursuit of happiness'. The philosophy is founded on the tenets of disability right advocacy which have historically promoted the involvement of people with disabilities in all facets of society.

It is obvious to say that all physical education teachers understood the importance of engaging a child in P.E. lessons that is how come there was a hundred percent assertion that all students are encouraged to take part in practical physical education lesson irrespective of the individual challenge.

Table three provided evidence on how teachers treat students with disability as compared to other students. The chart clearly indicated that sixty three percent (63%) of the P.E. teachers who responded to the questionnaire proved that majority handled disability with care. Even though at most thirty-seven percent (37%) of the teachers showed that they do not treat physically challenged students well, most did better if not best. Statistics revealed that a few teachers do not see the need to observe the law that promotes the right of the physically challenged.

Table four showed detailed teacher's involving students in practical physical education lessons. It was evident that only four percent of physical education teachers whose response did not consider involving physically challenged students in practical physical education lessons. Apart from that four percent of respondents kept their reservations on whether they involved students in practical P.E. lessons or not. Ninety-two percent (92%) really involved students in lessons.

Forestenzer and Kent (2001) supported that school professionals and educational researchers work to foster a rich social environment that provides strong social support network. This requires a keen awareness of the social activity and relations that exist within the school, and an effort on the part of all staff to foster a positive and nurturing environment while they are working the school setting. Exposing the youth to these types of positive social support may encourage them seek out similar support networks when they leave area of work for professional as social support is known to be the strongest influence towards a positive adjustment.

Basically, the ninety-two percent (92%) who involved every student irrespective of the challenges displayed high sense of professionalism while the other eight percent showed how unprofessional they were challenged. Ninety-six percent (96%) of the respondents believed that P.E. positively affects the health and well being of student. It is only four percent of the respondents who felt physical education has no significances change in the health and well being of the student.

According to the study of Emory University and the University of Georgia, 1998, in support of the issue above, participation in sports improve in strength, coordination, flexibility, endurance. In addition parents and teachers reported that children are less likely to be depressed and often shows improvement in behaviour, academic and interaction. The study also indicated that many parents noted a decrease in secondary health complication as when their children became less sedentary.

Table seven revealed that seventy-five percent (75%) of students were of the opinion that physical education is an interactive subject area that helps students to interact better with peers and the society at large. Even though at least twenty-one percent (21%) opposes to this assertion, majority was with the conviction that physical education creates the conducive ground for a perfect inclusive education

Schiller (2006) agreed that inclusion is important as P.E. serves as an interactive device for both the physically challenged and the non-challenged. Schools often keep handicapped children and able bodied apart setting aside a special time for every child, disable or not is going to be on the starting football team but to the content that you don't make a greater opportunity to be seen like they are unusual. TipRoao.com. added, students gain confidence and the needed exposure when they learn together. It also helps them to understand each others challenged. Giangreco, (1994) continued to support that inclusive education provides opportunities for teachers to model acceptance of human diversity in its many forms (e.g. culture, race, gender and disability) if we want to encourage the next generation to accept and value diversity, what better opportunity than welcoming students with disabilities into the classroom as full, participating members? The expanding diversity of the students population

reflects the corresponding expansion of diversity in our communities, which highlights the need for students to learn how to live, work, and play harmoniously with people who have widening range of personal characteristics.

Inclusion is a philosophy in which 'all individuals can participate in physical activities that enable them to be motorically, cognitively, and affectively successful within a community that embraces diversity.

Table eight displayed the level of awareness of the disability Act of Ghana. Teacher's response showed that only eight percent understand the right of the disabled in Ghana. Ninety-two percent proved that they were not aware of the disability Act of Ghana for that matter the right of the physically challenged in the inclusive school setting. After the 1992 constitution of Ghana, the disability Bill was passed in 2006 after so many years of agitation. Besides, estimates of international agencies, UNESCO, the lead agency for the Flagship, more than 90 percent of children with disabilities in developing countries do not attend schools. This is a good testimony as Ghana is a typical developing country, hence, majority of the inhabitants have little or no idea about the Disability Act 715 of Ghana.

Table nine showed how teachers see the need for the use of assistive materials to enhance the full participation of the physically challenged. Sixty seven percent (67%) agreed that they use assistive materials and twenty nine percent (29%) feel they do not use any material to assist them to adapt and fully participation in Physical Education lesson. Four teachers do not know whether they need the assistive materials or not. Technology tools can make a significant different for students with disabilities. According to the MDG report, (Serbia, 2005) policy for persons with disabilities is made to provide Personal Assistants to Persons with Disabilities programme to support persons with disabilities to become active and to work. This is to ensure assistive to enforce full participation of the physically challenged.

VII. STUDENTS' RESPONSE

Table ten showed how students who are physically challenged were involved in practical physical education. Eighty-six percent of the students who responded to the questionnaire showed that they were involved in full participation in practical P.E. lessons. Though, fourteen percent (14%) said they were not involved in practical P.E. lessons. It was obvious that a good number of the physically challenged involved themselves in practical P.E. lessons. It is clear to say that the fourteen percent were denied or are denying themselves the health and skill benefits of engaging in P.E. lessons. Besides, their social life may also be affected as a result of not taking part in practical physical education.

Table 13, 14 and 15 explained involvement of students with deformities in practical P.E. lesson, teachers assigning task to students with disability based on their disability and ability level and whether teachers encourages students with disability who dislike practical P.E. lessons. Interestingly, the three tables exhibit the same level of percentage as to how the physically challenged were involved, assigned task and encouraged in the mist of dislike and fear associated with the course. An absolute number of twelve (12) out of fourteen (14) representing eighty

six percent said that teachers involved them, gave them task to perform and motivated them to increasingly love the practice of physical education. Two percent respectively disagreed to their involvement, task engagement and motivation. It was observed that majority of the physically challenged are in one way or the other benefiting from physical education while a few seem to be left out. This may be attributed to the fact that the state of the disability scares the teacher to engage the student or even motivate him or her to engage in practical P.E.

Lytle, Lavay, Robinson & Huettig (2003) said teachers should promote physical education classes and activities via a Web page. Assign students to gain information via the web rather than using more traditional learning strategies. For example, they can gain information regarding the history of sports (Negro Baseball Leagues <http://www.blackbaseball.com>), rules, equipment, sports organizations, and techniques.

In table 16, fourteen percent (14%) of the respondents who were actually physically challenged wish to school in the segregated settings but eighty six percent (86%) of the respondents wanted to continue in the inclusive setting. It was deduced that 86 percent of the respondents experienced a high sense of security from both teachers and the non disabled students. Fourteen percent who wanted the segregated school system could be viewed as students who did not enjoy good company of their peers and sometimes the teachers.

Table seventeen showed how sixty-five percent (65%) of the respondents used assistive approach and materials to help teach physical education to suit their conditions. Twenty one percent (21%) of the respondents said teachers do not use assistive approach in teaching P.E. for the physically challenged students to fully benefits. Fourteen percent (14%) of the respondents could not tell whether or not teachers use assistive approach to teach the physically challenged students. Disabilities rights leaders have said that the application of assistive approach will be the equalizer of the 21st century (Flippo, Inge & Barcus, 1995). Through the use of assistive technology devices, many students decrease their isolation from a special class and become an important part of a regular classroom, which is considered the least restrictive environment. Technology access solutions do exist for students who need assistance with content material. Caption built into multimedia programmes can overcome barriers for students who have disabilities (RESNA, 2001). Assistive technology then may be a basic tool in the educational process for any individual who experiences a disability.

VIII. CONCLUSIONS

In the current study many of the discussion focused on reasons that militate against the participation of the physically challenged students in an inclusive setting. Within the delimitations and limitations of this study, based on the data analysis, the following conclusions were made;

Special Education Services in Ghana are largely provided in urban areas and district capitals whereas the greater number of persons who need these services are found in the rural areas. Service providers are mainly professionals who teach in the special segregated schools with only a few in mainstream regular classrooms. There is the need for public education in order to foster general acceptance of persons with disabilities in public

schools with requisite specialized support. In order to strengthen the practice of advocacy on disability issues, there is the need to empower organizations of disabled people to lead the way by using legal procedures to force government to extend services to all areas of the country. The lack of effective organizations of persons with disabilities coupled with inadequate provision of information and policies impede the effective practice of inclusive education in many parts of the country. In order to expand the scope for an effective implementation of disability policy ideas must be tailored towards the social model of disability.

IX. RECOMMENDATIONS

Based on the results of present study, the following recommendations were made:

- i. Forging stronger cooperation between Special Education and Regular education.
- ii. Providing funding for logistics and support services for the physically challenged.
- iii. Training of teachers on principles and methodology for the physically challenged.
- iv. Appropriateness of school curriculum/flexible school curriculum to facilitate adaptation in School and Colleges' Curriculum. When students are well informed, they can know the measures to adopt to accommodate persons with disabilities.
- v. Involving agencies such as those in the fields of health, social services, psychology and counseling. Each of these should be assigned specific roles in meeting the needs of children with disabilities.
- vi. Having a programme to bring improvement in social attitudes. This could be achieved through the active involvement of parents who have children with disabilities.
- vii. Improving physical architecture to facilitate access.

From the fore-going, it can be concluded that the practice of inclusive education is not simple. It demands lots of preparation including a strong political will and community participation. Inclusion draws so much on sharing of experiences for it is developmental in scope.

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AUTHORS

First Author – Akude Seyram Kafui, Tutor, Peki College of Education, Peki, Ghana

Second Author – Samuel Doetse Huagie, Tutor, Accra College of Education, Accra, Ghana

Third Author – Richmond Stephen Sorkpor, Tutor, OLA College of Education, Cape Coast, Ghana