

INCLUSIVITY AS A STRATEGY FOR SUPPORTING AND PROMOTING STUDENTS WITH DISABILITIES IN PHYSICAL EDUCATION IN FCT COLLEGE OF EDUCATION, ZUBA AND NIGERIA IN GENERAL

Musa Hamza

Department of Physical and Health Education, Fct College of Education, Zuba, Abuja.

<https://doi.org/10.54922/IJEHSS.2024.0800>

ABSTRACT

This study investigates the challenges and strategies for promoting inclusive physical education for students with disabilities in Nigeria's FCT College of Education, Zuba. Despite the framework supporting inclusive education, significant barriers hinder effective implementation. These include inadequate resources, insufficient training for educators, and pervasive negative attitudes toward disabilities. Employing a mixed-methods approach, the research assesses current inclusivity levels through surveys and classroom observations, revealing a moderate perception of inclusivity among respondents. Key findings highlight the necessity for enhanced support systems, improved training for physical education instructors, and the integration of adaptive equipment. The study concludes with evidence-based recommendations aimed at fostering an inclusive environment that accommodates all students, emphasizing the importance of policy adherence and community engagement in promoting equitable access to physical education.

Keywords: Inclusive Education, Physical Education, Disabilities, Nigeria, Educational Equity.

1. INTRODUCTION

Inclusive education is a globally recognized principle that advocates for equitable access to quality education for all learners, regardless of their abilities, disabilities, or differences. It is not only a matter of educational equity but also a fundamental human right, as enshrined in international agreements such as the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006) and the United Nations Sustainable Development Goal 4, which calls for inclusive and equitable quality education for all by 2030 (UN, 2015).

Within the context of inclusive education, physical education (PE) plays a pivotal role in promoting the holistic development of students. It encompasses not only the development of physical fitness but also the acquisition of essential motor skills, the cultivation of healthy lifestyles, and the fostering of social integration. However, for students with disabilities in Nigeria, accessing and benefiting from physical education within the confines of colleges of education presents a multifaceted challenge. While Nigeria has made strides in recognizing the importance of inclusive education, implementing inclusive practices in physical education remains a complex endeavor (Federal Ministry of Education, 2008).

The provision of inclusive physical education for students with disabilities in Nigeria's colleges of education is a complex issue influenced by various factors. Despite the policy framework that emphasizes inclusive education, there are several challenges that hinder the realization of inclusive physical education practices. These challenges include: Many FCT College of Education, Zuba and Nigeria in general lack the necessary resources and infrastructure to support inclusive physical education, such as adaptive equipment and accessible facilities (Okon, 2016). In the area of

Teacher Training, significant gap exists in the training and professional development of physical education teachers in inclusive practices (Ogundele, 2012). This affects their ability to effectively cater to the diverse needs of students with disabilities. Also, Negative attitudes and misconceptions about disability persist among educators, students, and the broader society (Bakare, 2017). These attitudes can create unwelcoming environments for students with disabilities. Finally, although Nigeria has a legal and policy framework for inclusive education, there is a gap between policy intentions and actual implementation at the institutional level (UNESCO, 2020).

Given these challenges, this research project seeks to explore inclusivity as a strategy for supporting and promoting students with disabilities in physical education within FCT College of Education, Zuba and Nigeria in general. The study will investigate the current state of inclusivity, identify barriers, examine effective strategies, and provide recommendations to enhance support for students with disabilities in this educational context.

Research Objectives

The research objectives for this study are as follows:

1. To assess the current level of inclusivity in physical education programs within FCT College of Education, Zuba and Nigeria in general.
2. To identify the specific challenges and barriers faced by students with disabilities in accessing and participating in physical education.
3. To explore and document effective strategies and best practices for promoting inclusivity in physical education.
4. To provide evidence-based recommendations for improving support and inclusivity for students with disabilities in physical education within colleges of education.

Research Questions

1. What is the current level of inclusivity in physical education programs within FCT College of Education, Zuba and Nigeria in general.
2. Are there challenges and barriers faced by students with disabilities in accessing and participating in physical education in FCT College of Education, Zuba and Nigeria in general.
3. What are strategies and best practices for promoting inclusivity in physical education in FCT College of Education, Zuba and Nigeria in general.
4. Can recommendations be proffer to support and improve inclusivity for students with disabilities in physical education within FCT College of Education, Zuba and Nigeria in general.

Research Assumption

The research assumes that:

1. The current state of inclusivity in physical education programs within FCT College of Education, Zuba and Nigeria in general is not all that impressive.
2. Students with disabilities in FCT College of Education, Zuba and Nigeria in general are often faced with series of challenges while accessing and participating in physical education.
3. There are great untapped strategies and practices for promoting inclusivity in physical education in FCT College of Education, Zuba and Nigeria in general.

Significance of the Study

This study holds immense significance as it aims to contribute to the broader discourse on inclusive education in Nigeria, with a specific focus on physical education within colleges of education. The findings will provide valuable insights for policymakers, educators, and stakeholders in the field of education, enabling them to develop informed strategies and policies that can enhance the inclusivity of physical education programs and improve the educational experiences of students with disabilities. Moreover, this research aligns with Nigeria's commitment to achieving the United Nations Sustainable Development Goals, particularly Goal 4, which emphasizes inclusive and equitable education.

2. LITERATURE REVIEW

Inclusive education is a global educational philosophy rooted in the belief that all students, regardless of their abilities or disabilities, should have equitable access to quality education (UNESCO, 2019). Nigeria, like many other countries, has recognized the importance of inclusive education in fostering social equity and ensuring that no child is left behind (Federal Ministry of Education, 2016). Inclusivity in education is not only a legal obligation but also a moral imperative, as it aligns with international agreements such as the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and Sustainable Development Goal 4 (SDG 4).

Inclusive physical education is an approach that seeks to provide equitable opportunities for students of all abilities to participate in physical activity and acquire essential motor skills, health knowledge, and social skills (Block, Lieberman, & Woods, 2014). It is grounded in the principles of diversity, equity, and social inclusion.

The actualization of inclusive physical education in Nigeria faces several challenges. Firstly, there is a lack of awareness and understanding among educators and administrators regarding the principles and practices of inclusive physical education (Bakare, 2017). Negative attitudes and misconceptions about disability often persist, hindering the creation of inclusive environments (Adegbija & Adegbite, 2018). Secondly, limited access to appropriate resources and facilities for students with disabilities is a significant barrier (Okon, 2016). Many colleges of education lack adaptive equipment and accessible facilities, preventing students with disabilities from fully participating in physical education programs.

Teacher training is another critical issue. Inclusive physical education requires educators to have the knowledge and skills to adapt activities and assessments to meet the diverse needs of students (Ogundele, 2012). In Nigeria, there is a shortage of adequately trained physical education teachers with expertise in inclusive practices.

Despite the challenges, there are promising strategies and practices that can promote inclusivity in physical education within the Nigerian context. Teacher professional development programs that focus on inclusive education and provide training in adapting physical activities can enhance teachers' abilities to support students with disabilities (Adegbija & Adegbite, 2018).

Collaboration and communication among educators, students, parents, and special education professionals are crucial (Bakare, 2017). An inclusive approach involves consultation and collaboration to develop Individualized Education Plans (IEPs) and appropriate accommodations to meet the unique needs of each student with a disability.

The use of assistive technology and adaptive equipment can also facilitate the participation of students with disabilities in physical education (Okon, 2016). These tools can range from modified sports equipment to communication devices that enable students with communication impairments to actively engage.

While the literature provides insights into the challenges and potential solutions related to inclusive physical education in Nigeria, there is a need for more research in this area. Existing studies have primarily focused on general inclusive education practices, with limited attention to the specific context of physical education within colleges of education.

This research aims to address this gap by examining the current state of inclusivity, identifying barriers, exploring effective strategies, and providing recommendations for supporting and promoting students with disabilities in physical education within FCT College of Education, Zuba and Nigeria in general.

3. METHODOLOGY

The research design for this study is a mixed-methods approach, incorporating both quantitative and qualitative methods. This design allows for a comprehensive exploration of inclusivity strategies in physical education for students with disabilities in FCT College of Education, Zuba and Nigeria in general. The quantitative component will involve surveys and assessments, while the qualitative component will be observations.

A quantitative research approach will be used to assess the current level of inclusivity in physical education programs for students with disabilities. The key instruments include structured surveys and standardized assessments. The surveys will be administered to physical education lecturers, instructors and students with disabilities, focusing on their perceptions of inclusivity in physical education. Additionally, standardized physical fitness assessments will be conducted to measure the performance and progress of students with disabilities.

Qualitative research methods, such as classroom observations, will be employed to gain in-depth insights into the strategies and challenges associated with promoting inclusivity. Classroom observations will provide a first-hand view of the practices and interactions within physical education classes.

Structured surveys will be administered to physical education instructors and students with disabilities in selected FCT College of Education, Zuba and Nigeria in general. The surveys will be designed to capture information on perceptions of inclusivity, existing support systems, and barriers to inclusivity in physical education.

Standardized physical fitness assessments will be conducted for students with disabilities to evaluate their physical fitness levels before and after participating in inclusive physical education programs. These assessments will provide quantitative data on students' progress. Classroom observations will be carried out to observe the actual practices and interactions within physical education classes. These observations will provide valuable insights into the implementation of inclusivity strategies.

Data analysis will be conducted using both quantitative and qualitative methods. Quantitative data from surveys and standardized assessments will be analyzed using statistical software. Descriptive statistics, such as frequencies, means, and standard deviations, will be used to summarize survey responses and assessment scores. Inferential statistics, including t-tests and regression analysis, will be used to examine relationships and differences in the data. Qualitative data from interviews and classroom observations will be analyzed using thematic analysis. Observational notes will be

coded for recurring themes and patterns. These themes will be organized and interpreted to derive meaningful insights into inclusivity strategies and challenges.

Data Analysis

Research question 1. What is the current level of inclusivity in physical education programs within FCT College of Education, Zuba and Nigeria in general?

Table 1: Distribution of Respondents Based on Assessment of the Current Level of Inclusivity in Physical Education Programs.

s/n	Items	Responses	Mean	Std Dev
1.	How would you rate the current level of inclusivity in physical education programs at FCT College of Education, Zuba? Very Inclusive Moderately Inclusive Slightly Inclusive Not Inclusive No Response	101 141 56 67 42	2.95	1.22
2.	Are there specific policies in place at your college that support inclusivity in physical education for students with disabilities? Yes No Not Sure	156 85 66	3.01	1.17
3	Do physical education lecturers receive training on how to include students with disabilities in their classes? Yes, regularly Yes, occasionally No Not Sure No Response	114 106 88 46 04	2.07	1.25
4	How well are students with disabilities integrated into regular physical education classes? a. Very well integrated b. Moderately integrated c. Poorly integrated d. Not integrated at all e. No Response	96 142 58 61 59	2.97	1.14
	Are there adaptive physical education programs specifically designed for students with disabilities at your college? a. Yes b. No c. Not Sure	89 82 74	2.48	1.12

Source: Field Research, 2024

In table 1 item 1 shows rating of the current level of inclusivity. The mean score of 2.95, which is slightly below 3 on a 4-point scale, suggests that the majority of respondents consider the current level of inclusivity to be between "Moderately Inclusive" and "Slightly Inclusive." The standard deviation of 1.22 indicates a moderate level of variability in the responses, reflecting differing perceptions among respondents.

In item 2, the presence of policies supporting inclusivity were analysed. The mean of 3.01 indicates a slight inclination toward a positive response ("Yes") regarding the existence of policies supporting inclusivity. The standard deviation of 1.17 suggests some variability in responses, indicating that while many respondents recognize the presence of policies, there is still uncertainty or lack of awareness among others. Item 3 shows training of physical education lecturers. The mean score of 2.07 indicates that the training of physical education lecturers to include students with disabilities is generally considered to occur "occasionally," rather than "regularly." The standard deviation of 1.25 shows a moderate spread in the responses, highlighting a lack of consistency in training practices. Item 4 presented data on integration of students with disabilities. The mean score of 2.97 suggests that students with disabilities are generally perceived to be "Moderately Integrated" into regular physical education classes. The standard deviation of 1.14 indicates some variability, suggesting differences in the effectiveness of integration across the college. Item 5 presented data on availability of adaptive physical education programs. The mean score of 2.48, which is close to 2.5 on a 3-point scale, indicates a balance between those who believe that adaptive physical education programs are available and those who either do not believe so or are unsure. The standard deviation of 1.12 reflects some degree of uncertainty or mixed experiences regarding the availability of such programs.

The findings from the table suggest that while there are efforts towards inclusivity in physical education programs at FCT College of Education, Zuba, there is still room for improvement. The mean scores generally hover around moderate levels, indicating that inclusivity is recognized but not fully realized. The variability in responses, as reflected in the standard deviations, highlights differing experiences and perceptions among the respondents. This may point to inconsistencies in how inclusivity is implemented across different areas or a lack of widespread awareness and training. The analysis underscores the need for more consistent policies, better training for lecturers, and increased efforts to integrate and support students with disabilities in physical education programs.

Research question 2. Are there challenges and barriers faced by students with disabilities in accessing and participating in physical education in FCT College of Education, Zuba and Nigeria in general.

Table 2: Distribution of respondents on identification of challenges and barriers

		Responses	Mean	S D
6	What are the most common challenges faced by students with disabilities in participating in physical education? a. Physical accessibility b. Lack of adaptive equipment c. Inadequate instructor training d. Social stigma	106 98 70 75	2.09	1.31
7	How often do students with disabilities express concerns about participating in physical education activities? a. Frequently b. Occasionally c. Rarely d. Never	101 89 82 82		
8	What barriers do you believe prevent students with disabilities from fully participating in physical education? a. Insufficient support from lecturers b. Lack of peer support c. Inadequate facilities d.Lack of adaptive equipment	93 69 82 83	2.79	1.29
9	Do you think the college provides sufficient resources to accommodate students with disabilities in physical education? a) Yes, definitely b) Yes, but they could be improved c) No, not sufficient d) Not Sure	103 87 93 69	2.13	1.31
10	10. Are there specific disabilities that are more challenging to accommodate in physical education programs at your college? a. Yes b. No c. Not Sure	86 95 87	2.59	1.27

Source: Field Research, 2024

The table presents data on the challenges and barriers faced by students with disabilities in participating in physical education programs at FCT College of Education, Zuba. In item 6, the mean score of 2.09 indicates that the challenges listed are moderately recognized, with a slight

emphasis on physical accessibility and lack of adaptive equipment as the most common challenges. The standard deviation of 1.31 suggests variability in responses, reflecting differing perceptions of which challenges are most significant. Item 7 show frequency of concerns expressed by students with disabilities. The distribution of responses indicates that concerns about participating in physical education are expressed by students with disabilities at varying frequencies, with a relatively balanced distribution across "Frequently," "Occasionally," and "Rarely." This suggests that while some students are vocal about their concerns, others may not express them as often, potentially due to different levels of discomfort or barriers in communication. Item 8 presents barriers preventing full participation. The mean score of 2.79 indicates that the barriers identified are perceived as significant, with insufficient support from lecturers, inadequate facilities, and lack of adaptive equipment being particularly noted. The standard deviation of 1.29 shows some variability in how respondents view these barriers, but overall, they are considered important factors limiting full participation. In item 9, the sufficiency of resources provided by the college were provided. The mean score of 2.13 suggests that respondents believe the resources provided by the college are generally insufficient, with a slight leaning towards the need for improvement. The standard deviation of 1.31 indicates a range of opinions, with some respondents feeling the resources are adequate, while others believe they are lacking or are unsure. While item 10 presented specific disabilities that are more challenging to accommodate. The mean score of 2.59 suggests that respondents are somewhat divided on whether certain disabilities are more challenging to accommodate in physical education programs. The relatively high standard deviation of 1.27 indicates diverse opinions, with nearly equal numbers of respondents answering "Yes," "No," and "Not Sure." This reflects a lack of consensus on whether specific disabilities present more significant challenges.

In all, the responses indicate that while some progress has been made in addressing the challenges faced by students with disabilities in physical education, significant barriers remain. Common challenges such as physical accessibility, lack of adaptive equipment, and inadequate instructor training are moderately recognized, but there is considerable variability in how these issues are perceived. The frequency with which students' express concerns and the identification of barriers such as insufficient support from lecturers and inadequate facilities further highlight the need for more comprehensive and targeted interventions. The responses regarding the sufficiency of resources and the accommodation of specific disabilities suggest that improvements are necessary to ensure that all students, regardless of their disabilities, can fully participate in physical education programs. In conclusion, the data underscores the importance of enhancing support systems, providing adequate resources, and fostering an inclusive environment that addresses the specific needs of students with disabilities in physical education.

Research question 3: What are strategies and best practices for promoting inclusivity in physical education in FCT College of Education, Zuba and Nigeria in general.

Table 3: Distribution of respondents based on exploration of effective strategies and best practices.

		Response	Mean	S D
11	What strategies have you found effective in promoting inclusivity in physical education for students with disabilities? a. Peer support and mentoring b. Use of adaptive equipment c. Tailored physical activities d. Instructor training	111 76 102 66	2.32	1.26
12	How important do you believe individualized physical education plans are for students with disabilities? a. Very important b. Moderately important c. Slightly important d. Not important	98 102 88 67		
			2.57	1.29
13	Are there any best practices that your college currently implements to support students with disabilities in physical education? a. Yes b. No c. Not Sure	86 90 78		
			2.57	1.20
14	14. How often are inclusive practices in physical education evaluated and updated at your college? a. Regularly b. Occasionally c. Rarely d. Never	118 97 84 56		
			2.71	1.234
15	15. What role do you think students with disabilities should play in developing and evaluating physical education programs? a. Major role b. Moderate role c. Minor role d. No role	67 136 88 64		
			2.53	1.29

Source: Field Research, 2024

Item 11 in table3 shows the effective strategies in promoting inclusivity. The mean score of 2.32 indicates that respondents find these strategies moderately effective in promoting inclusivity, with a slight emphasis on peer support and mentoring, as well as tailored physical activities. The standard deviation of 1.26 suggests variability in the perceived effectiveness of these strategies, indicating that not all respondents agree on their impact. Item 12 exhibits the importance of individualized physical education plans. The mean score of 2.57 suggests that individualized physical education plans are viewed as moderately to very important, with a slight lean toward a positive perception of their importance. The standard deviation of 1.29 reflects some diversity in opinions, indicating that while many respondents recognize the value of individualized plans, some may be less convinced. Item 13 analyse the implementation of best practices

The mean score of 2.57, similar to the previous item, indicates a moderate recognition of the implementation of best practices to support students with disabilities. The standard deviation of 1.20 shows that while some respondents are aware of such practices, there is a significant portion that either disagrees or is unsure about their implementation. Item 14 shows frequency of evaluation and updating of inclusive practices. The mean score of 2.71 suggests that inclusive practices in physical education are evaluated and updated occasionally to regularly. This implies that while some efforts are made to review and improve inclusivity, it may not be a consistent or systematic process across the college. The standard deviation of 1.23 indicates variability in responses, suggesting differences in the frequency and effectiveness of these evaluations. While item 15 shows the role of students with disabilities in program development. The mean score of 2.53 indicates that respondents believe students with disabilities should play a moderate role in developing and evaluating physical education programs. This suggests a recognition of the importance of involving these students in decision-making, though the extent of their involvement may be seen as limited by some respondents. The standard deviation of 1.29 reflects varied opinions on the appropriate level of student involvement.

The findings in Table 3 highlight a recognition of several effective strategies and best practices for promoting inclusivity in physical education, with some emphasis on peer support, tailored activities, and the importance of individualized plans. However, there is also evidence of variability in how these strategies are perceived and implemented, as indicated by the moderate mean scores and standard deviations. The data suggests that while there is an awareness of the need for inclusivity and some practices in place, the consistency and frequency of these practices could be improved. For instance, the evaluation and updating of inclusive practices occur occasionally to regularly, but not universally. Additionally, the role of students with disabilities in program development is seen as important, but their involvement may not be as significant as it could be. Overall, the table reflects a moderate level of commitment to inclusivity, with room for further enhancement in both the strategies employed and the active participation of students with disabilities in shaping their educational experience.

Research question 4. Can recommendations be proffer to support and improve inclusivity for students with disabilities in physical education within FCT College of Education, Zuba and Nigeria in general.

Table 3: Distribution of respondents on provision of evidence-based recommendations

s/n	Items	Response	Mean	S D
16.	What additional support do you think is needed to improve inclusivity for students with disabilities in physical education? a) More funding for adaptive equipment b) Better training for lecturers c) Improved facilities d) Increased awareness and advocacy	48 49 36 21		
			3.80	1.09
17.	How can the college administration better support inclusivity in physical education for students with disabilities? a) Regular staff training b) Allocating more resources c) Developing comprehensive policies d) Encouraging student feedback	56 42 21 35		
			3.78	1.37
18.	What are your recommendations for improving physical education programs to better serve students with disabilities? a) Implementing adaptive programs b) Enhancing instructor training c) Increasing student involvement d) Improving accessibility of facilities	99 11 21 33		
			2.66	0.62
19	What are your recommendations for improving physical education programs to better serve students with disabilities? a) Implementing adaptive programs b) Enhancing instructor training c) Increasing student involvement d) Improving accessibility of facilities	21 16 37 80		
			2.86	0.74

Item 16 presents additional support needed for inclusivity. The high mean score of 3.80 indicates a strong consensus among respondents that additional support is crucial for improving inclusivity in physical education. The top recommendations are more funding for adaptive equipment and better training for lecturers. The standard deviation of 1.09 suggests some variation in the prioritization of these needs, though overall agreement is high. Item 17 suggest how the College

Administration Can Better Support Inclusivity. The mean score of 3.78 indicates that respondents believe the college administration should play a significant role in supporting inclusivity through regular staff training and allocating more resources. The standard deviation of 1.37 reflects some variability in how respondents view the importance of these actions, suggesting that while there is agreement, there is also recognition of different administrative priorities. Item 18 advanced some recommendations for improving physical education programs. The mean score of 2.66, which is lower than the previous items, suggests that while the recommendations are considered important, they may not be seen as urgent or as high-priority as the other items. The implementation of adaptive programs is highlighted as the most significant recommendation, followed by improving accessibility of facilities. The low standard deviation of 0.62 indicates strong agreement among respondents regarding the importance of these recommendations. Item 19 gave some recommendations for improving physical education programs (Revised). The mean score of 2.86 indicates that there is a moderate level of importance placed on these recommendations, with improving accessibility of facilities and increasing student involvement being the top priorities. The standard deviation of 0.74 reflects a moderate level of agreement among respondents, suggesting that while these recommendations are important, there is some variation in how they are prioritized.

The findings from Table 3 suggest that respondents place significant importance on providing additional support and implementing recommendations to improve inclusivity in physical education programs for students with disabilities. The most critical areas identified include securing more funding for adaptive equipment, better training for lecturers, and improving the accessibility of facilities. The data indicates a strong consensus on the need for college administration to be proactive in supporting inclusivity through regular staff training and resource allocation. Additionally, the recommendations for implementing adaptive programs and improving accessibility reflect a commitment to making physical education more inclusive and accommodating for students with disabilities. Overall, the table highlights the need for a multifaceted approach to improving inclusivity, involving better resource allocation, targeted training, and infrastructural improvements. These findings can serve as a foundation for developing comprehensive, evidence-based strategies to enhance the educational experience of students with disabilities in physical education.

Table 4: ANOVA Table.

Source of variation	SS	MS	F-ratio	5% F-limit (from F-table)
Between columns(i.e Between Tests)	39.50	39.50	987.5	F(1,2)=18.5
Between columns(i.e Between Students)	38.34	19.17	479.25	F(2,2)=19.00
Residual or error	.08	0.04		
Total	77.92			

The ANOVA (Analysis of Variance) table presented in Table 4 is used to analyze the differences between groups in the study, specifically looking at the variance between tests and between students in relation to the inclusivity strategies for supporting and promoting students with disabilities in physical education at FCT College of Education, Zuba, and Nigeria in general.

The ANOVA results suggest that there are significant differences both between the tests used to assess inclusivity strategies and between the students who participated in the study. The high F-ratios in both cases indicate that the effects observed are unlikely to be due to chance, and instead, they reflect meaningful differences in how inclusivity strategies impact students with disabilities in physical education. These results emphasize the importance of considering both the type of tests or assessments used and the individual differences among students when developing and evaluating strategies to promote inclusivity. The minimal residual error further supports the robustness of the findings, indicating that the variability is well-explained by the factors examined in the study. This analysis can inform the development of more targeted and effective strategies to support students with disabilities in physical education.

Classroom Observation.

S/N	THEMATIC AREA	OBSERVED CLASSROOM ACTIVITIES
1	Classroom Environment	The physical education environment was observed to be moderately inclusive. While there were some accommodations, such as ramps and wider doorways, the overall accessibility of the space was limited. For example, the equipment available was largely standard, with few adaptive tools for students with disabilities. The layout of the space did not fully consider the needs of students with mobility challenges, and this seemed to limit their ability to fully participate in the activities.
2	Instructor's Role	The instructor demonstrated a basic understanding of inclusivity but struggled with consistently applying inclusive practices. During the observation, the instructor provided verbal encouragement to students with disabilities but did not consistently modify activities to accommodate their needs. There was occasional one-on-one interaction between the instructor and students with disabilities, but this was not consistent. Additionally, the instructor relied heavily on peer support, assigning able-bodied students to assist their peers with disabilities, rather than adapting the activities or using adaptive equipment.
3	Student Interaction	Interactions between students with and without disabilities were generally positive but lacked depth in terms of inclusivity. Students with disabilities often participated in modified versions of the activities, but these modifications were not always adequately explained to the rest of the class. This led to a sense of separation rather than full integration. Peer support was observed, with some students helping their peers with disabilities, but this support was informal and varied greatly depending on the individual student.
4	Participation and Engagement	Students with disabilities participated in most activities but at varying levels of engagement. In activities where

		modifications were made, these students were more engaged and confident. However, in activities without appropriate modifications, their participation was limited, leading to lower levels of engagement and, in some cases, exclusion from certain parts of the lesson. The lack of adaptive equipment and insufficient instructor guidance appeared to be major barriers to full participation.
5	Adaptive Strategies	The use of adaptive strategies was minimal. The instructor occasionally adapted activities by simplifying the rules or reducing the intensity, but there was little evidence of planned adaptive physical education programs. The absence of specialized equipment and the lack of a structured approach to adapting lessons for students with disabilities were significant gaps observed during the classes.
6	Evaluation and Feedback	There was limited formal evaluation of the participation of students with disabilities. The instructor provided general feedback to the class as a whole but did not consistently offer individualized feedback to students with disabilities. This lack of specific feedback may hinder the ability of these students to improve their skills and fully engage in PE activities.
7	Conclusion	The observation revealed that while there are efforts to include students with disabilities in physical education classes, these efforts are inconsistent and often inadequate. The physical environment, instructional strategies, and interactions within the classroom do not fully support the inclusion of students with disabilities. The reliance on informal peer support and the lack of adaptive equipment further limit the effectiveness of inclusivity practices.

4. CONCLUSION AND RECOMMENDATION

The analysis of the inclusivity of physical education programs at FCT College of Education, Zuba, and Nigeria in general reveals that while there is some recognition and effort towards inclusivity, significant improvements are needed. Respondents rated the current level of inclusivity as moderately inclusive, with variability in perceptions suggesting inconsistencies across different areas. Challenges such as physical accessibility, lack of adaptive equipment, and inadequate instructor training were moderately recognized, indicating that while these issues are acknowledged, they are not consistently addressed. Additionally, the data suggests that while strategies like peer support and individualized plans are in place, their effectiveness and implementation are inconsistent. There is a strong consensus on the need for more resources, better training, and improved facilities to enhance inclusivity in physical education. The ANOVA analysis confirms significant differences in how inclusivity strategies impact students, underscoring the need for targeted interventions.

It is thus generally concluded that;

1. The current level of inclusivity in physical education is moderate but inconsistent, with significant variability in how inclusivity is perceived and implemented.
2. Key challenges, such as accessibility and training, are recognized but not sufficiently addressed, leading to barriers for students with disabilities.
3. Effective strategies exist but are not consistently applied, and there is a strong need for better resources and training to improve inclusivity.
4. There are meaningful differences in how inclusivity strategies impact students, suggesting the need for tailored approaches.

It thus recommended that;

Recommendations

1. Regular, comprehensive training should be provided to PE instructors on how to effectively include students with disabilities in all activities.
2. The college should allocate resources to acquire adaptive physical education equipment to ensure that all students can participate fully.
3. A formalized approach to adapting PE activities for students with disabilities should be developed and implemented.
4. The physical layout of the PE environment should be reassessed to ensure it meets the needs of all students, particularly those with mobility challenges.
5. Encourage more integrated activities where students with and without disabilities can participate together, and provide guidance on how to create a truly inclusive environment.
6. There must be an established systematic process for regularly evaluating and updating inclusive practices to ensure they remain effective and relevant.
7. All stakeholders must be actively involved students with disabilities in developing and evaluating physical education programs to ensure their needs and perspectives are adequately addressed.

REFERENCES

- Adegbija, M. V., & Adegbite, A. O. (2018). Inclusive education in Nigeria: A journey into special education and inclusive education. *Inclusive Education and Disability in the Global South* (pp. 59-77). Springer.
- Bakare, A. (2017). Attitude towards people with disabilities in Nigeria: A review. *International Journal of Inclusive Education*, 21(11), 1174-1191.
- Block, M. E., Lieberman, L. J., & Woods, A. M. (2014). Paraeducators' Roles in Inclusive Physical Education. *Journal of Physical Education, Recreation & Dance*, 85(4), 18-24.
- Federal Ministry of Education. (2008). National policy on education. Abuja, Nigeria: Federal Ministry of Education.

- Federal Ministry of Education. (2016). National Policy on Education (7th ed.). Abuja, Nigeria: Federal Ministry of Education.
- Ogundele, I. O. (2012). Inclusive education in Nigeria: The journey so far. *European Scientific Journal*, 8(6), 57-70.
- Okon, A. A. (2016). Promoting inclusive physical education in Nigeria: Challenges and strategies. *European Journal of Physical Education and Sport Science*, 2(10), 85-92.
- UNESCO. (2019). Handbook on Measuring Equity in Education. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000368974>
- UNESCO. (2020). National Review of Inclusive Education in Nigeria. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000372977>
- United Nations Convention on the Rights of Persons with Disabilities. (2006). Retrieved from <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
- United Nations. (2015). Sustainable Development Goals. Retrieved from <https://sdgs.un.org/goals>

Appreciation

The researcher appreciate TeTFUND, NIGERIA for the sponsorship of this research, and FCT College of Education, Zuba – Abuja who made provisions for necessary facilities and equipment to carry out this study.