

REVIEWER'S REPORT

Manuscript No.: **IJAR-53438**

Date: 21.8.2025

Title: Social Justice and Inclusive Physical Education in the Central Region of Ghana: Lived Experiences and Policy Implications.

Recommendation:

Accept as it is

~~Accept after minor revision~~

~~Accept after major revision~~

~~Do not accept (Reasons below)~~

Rating	Excel.	Good	Fair	Poor
Originality	✓			
Techn. Quality	✓			
Clarity			✓	
Significance	✓			

Reviewer Name: Dr.Aarthi R

Date: 21.8.2025

Reviewer's Comment for Publication.

(To be published with the manuscript in the journal)

The reviewer is requested to provide a brief comment (3-4 lines) highlighting the significance, strengths, or key insights of the manuscript. This comment will be Displayed in the journal publication alongside with the reviewers name.

The manuscript offers valuable insights into the lived experiences of students and teachers in inclusive physical education settings in Ghana. It highlights both the opportunities for social integration and the persistent systemic barriers that limit equity and participation. The study's strength lies in its qualitative depth, policy relevance, and alignment with global social justice and SDG goals, making it a meaningful contribution to inclusive education research.

International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

www.journalijar.com

REVIEWER'S REPORT

- The manuscript addresses a **timely and socially relevant issue** by focusing on inclusive physical education (PE) in Ghana, linking it to broader themes of social justice, equity, and the Sustainable Development Goals (SDGs).
- The **use of hermeneutic phenomenology** provides rich qualitative insights into the lived experiences of both students (with and without disabilities) and teachers, making the findings authentic and contextually meaningful.
- The study successfully identifies **key challenges** such as lack of adapted equipment, inadequate teacher training, poor infrastructure, and policy implementation gaps, thereby shedding light on systemic weaknesses that hinder inclusivity.
- The results highlight a **balanced perspective**, acknowledging both positive experiences of peer support and social integration, alongside persistent exclusion and inequities faced by students with disabilities.
- The manuscript provides **practical and actionable recommendations**, including teacher capacity building, provision of adapted equipment, inclusive curriculum design, and awareness campaigns, which enhance its policy relevance and practical impact.
- The work demonstrates **theoretical strength** by grounding the discussion in self-determination and social inclusion theories, linking psychological, social, and structural dimensions of inclusive education.
- Overall, the manuscript makes a **valuable academic and practical contribution**, particularly for low- and middle-income countries. It can serve as a reference for policymakers, educators, and researchers aiming to strengthen inclusive education practices in alignment with SDGs 3, 4, and 10.