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**EFFECTIVE TEACHING OF PHYSICAL EDUCATION TO
LEARNERS WITH VISUAL DISABILITY: A LITERATURE
REVIEW**



EFFECTIVE TEACHING OF PHYSICAL EDUCATION TO LEARNERS WITH VISUAL DISABILITY: A LITERATURE REVIEW

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Abstract

Purpose: The value of effective teaching of physical education to any learners cannot be over emphasized. Physical education is recognized by both the United Nations and World Health Organization as a fundamental in the fight against life style diseases. Learners with disability in Africa have received a raw deal when it comes to the teaching of physical education.

Methodology: A desktop literature review was used for this purpose. , a systematic search was carried out using Google Scholar, Semantic Scholar, and Research Gate. This paper reviews literature from around the world in an attempt to assess what scholars consider effective teaching for learners with visual disability.

Findings: The paper defines what effective teaching of physical education entail, before delving into what effective teaching of physical education for learners with visual disability is. The study assesses the props that make effecting teaching of physical education which include: the personnel involved in teaching PE, Instructional methods, the place of equipment/ facilities in teaching physical education, administrative support for the teaching of physical education and the attitudes of the learners and the staff in the teaching of physical education. This paper concludes that effective teaching entails effort and creativity for the learners with visual disability to benefit.

Unique Contribution to Theory, Practice and Policy recommendation: The paper recommends an assessment of the current situation in the teaching of physical education for learner's with visual disability. All learners should learn the same units, with modifications when necessary, typically receiving an equal amount of instruction per week as their sighted peers, or more. Training should be offered as skilled peer tutors and paraeducators can be a resource to assist with games, fitness, or other activities when needed.

Keywords: *Effective Teaching, Physical Education, Visual Disability, Instructional Methods, Administrative support.*

INTRODUCTION

Effective teaching in any discipline is important in preparing learners for societal expectations. This paper is an attempt at a desktop review on the literature about effective teaching of physical education to learners with visual impairment (VI). Despite the strong association with physical activity the essence of physical education is to prepare the recipient for life in society (Bronikowski, 2010). Physical education teaches cognitive, social and attitudinal skills to learners in preparation for life. The Ministry of Education in Kenya has noted that people with disability (PWD) comprise about 10% of the population (Republic of Kenya, 2014) the report from the ministry notes these people are marginalized and discriminated upon.

A report from a study by the National Gender and Equality Commission (NGEC, 2016) in Kenya noted that while the commission found no discrimination against learners with disability in Kenyan schools, the study discovered that the weakness of special education lay in the lack of implementation framework, poor funding and inadequate teachers trained in special needs education. The report further noted that the environment for learning was exacerbated by poverty, poor attitude and limited support by parents of the learners with disability. The report recommended an evaluation of basics education for learners with disability.

Physical Education is important for the health and wellbeing of people of all ages. It is enjoyable, builds self- confidence and improves ones health and fitness. Specific sports skills are developed in individual as well as team sports. Students experience a variety of lifetime and recreational activities. Students who are blind or visually impaired also need to experience physical activity. The visually impaired student with additional disabilities should experience a program designed to improve their fitness levels by participating in various games, activities and exercises. Some students may have developed poor circulation, limited lung capacity, poor muscle tone, poor posture, and a tendency to become overweight. A regular physical activity program will improve fitness and give the student confidence to move through space without instructions. It can also develop motor skills needed for daily living and mobility (Bronikowski, 2010).

Effective Teaching of Physical Education

A report by UNESCO (2016) noted that quality physical education is the structured progressive and inclusive experience learnt in schools. This reported noted that PE provides promotion of respect for the individuals participating in it. Further, the report noted that PE promoted social inclusion for learners especially those with disability. They noted that for quality PE lessons, the curriculum must be flexible and adaptable. There guidelines acknowledged the significance of the teacher in quality PE and also challenged the provision of teaching resources.

Drummond and Pili (2011) Noted that there is a close relation between the teaching of physical education and health. In a study which took a historical perspective noting that military drills were entwined in their history with the growth of physical education. The study concluded by noting that PE remains crucial in creating an environment where learning can be achieved (Bronikowski, 2010). Rado, Matej and Stemberger (2014) undertook a study that looked into effective teaching of physical education in Slovenian; perspective that insinuated that effective teaching of physical education is not an easy task because teaching of PE is a constant process of impacting on the

mental, health and well being of the learners. The suggestions here are that PE is significant to learners and effective teaching of PE must be encouraged.

Effective Teaching of Physical Education for Learners with Visual Disability

In a Task Force Report from the Ministry of Education in Kenya about special education noted that special education faced a number of barriers (Republic of Kenya, 2014). These barriers entailed what interfered with the provision of quality education which included: relevance, skills, state of facilities and attitudes of both the teachers and the learners amongst other barriers. This taskforce was an attempt to create a policy framework to address the issues of learners with disability. The report noted that education for all is a prerequisite to national development. The report identified the person with a disability Act (2003) as an important prop which outlaws discrimination against persons leaving with disability. The reported noted that the was also a Sessional Paper Number 1 of 2005 which provided direction for persons living with disability. The Report attributed the current statues of the person living with disability to the structured direction the faith-based bodies and associations had handled issues related to persons living with disability.

According to Johnson-Jones (2017) visual disability is considered a low incidence disability. This means data collected about this disability is not regarded as data for learners with disability. Johnson-Jones noted that in the United States of America (USA) it is estimated that visual disability is at the level of 12.2 per 1,000 people. The study sought to describe the experience of students with visual disability in relation to the teacher. The study noted that there were a number of barriers in the provision of effective teaching of quality education to learners with visual disability. These barriers include the fact that the learning environment is structured for the sighted learners. The study by Johnson-Jones argued that learners with visual disability acquired knowledge through incidental learning. Other barriers to learning include inadequate teacher preparations. The study concludes by noting that learning with visual disability require supplementary support in instruction.

Kohl and Cook (2013) noted that the quality of a physical education lesson helps the learners to achieve at least 23 minutes of vigorous physical activity. The two authors note that a quality PE programme must allow learners to achieve exercise in a knowledgeable way and adapt to healthy life styles. The study goes on to indicate that quality PE can only be given by certified teachers. They further note that to teach effectively and safely, one must be properly trained. The study noted that because PE is not considered a core subject it provides a challenge in the numbers of teachers trained. The authors go on to indicate that a number of barriers play a part in reducing the quality of teaching of physical education. These includes: time, the curriculum, the quality of instruction, lack of training of the teachers of PE and the perceptions of the values of teaching PE amongst other barriers.

Personnel Teaching Physical Education to Learners with VI

Wanyama (2011) undertook a study in both Kenya and Victoria Australia. In the study it was noted by teachers of physical education that the discipline is marginalised. The study noted that PE lessons are uniquely placed as the last lesson before breaks so as not to interfere with the most important lessons. Wanyama clarifies that PE lessons depend on the principal of the school. The

study concludes by saying that the PE teachers feels insecure and poorly treated because he/she must fight for any resources unlike the other disciplines in the school.

Conroy (2012) undertook a study that looked into needs of the physical educators while supporting learners with visual disability undertaking physical education. It was noted that there was a challenge in planning and structuring the class to include the student with visual impairment in order for them to participate actively. In conclusion the majority of the teachers who participated in this study suggested the need for training in planning and interpretation of the physical education curriculum for learners with visual disability and how these learners are able to learn effectively. A study by Herold and Dandolo (2009) looked at a case study of teacher and pupil experiences. The study noted how to include visually impaired students in physical education lessons and suggested that lack of proper training and knowledge was a major struggle that teachers teaching learners with visual disability had in including them in normal classroom setup in order to achieve inclusion in their teaching.

Instructional Methods for Learners with Visual Disability

Mboshi (2018) noted that visual challenges can interfere with the development of learning. The study further observed that learners with visual disability did not only have a right to education, indeed they have a right to main stream education. The study concluded by noting it was imperative to put the teacher's method of instruction as the centre of the learning process if the learner has to benefit.

In another study by Majoko (2019) carried out in Zimbabwe on inclusion in PE lessons it was noted, Zimbabwe opted for inclusion in the education system in 1994. But it was noted that for there to be inclusion changes must be made across the board in the teaching of physical education that included even the curriculum. The study noted that pedagogical instruction involved a number of props that included the interacts between the teachers, learners, the curriculum expectations and the knowledge created. The study concluded by insinuating the need to train teachers in the exact situation that is expected in the field where the teaches will practice.

Place of Equipment and Facilities in Teaching of PE to Learners with Visual Disability

In a Study by Lieberman, Lepore, Lepore-Stevens and Ball (2019). It was noted that learners leaving with visual disability are behind their peer in physical activity participation. The authors noted that recent research had indicated that learners with visual disability are difficult to factor into a PE lessons. It was further asserted that various barriers act as predicaments to their involvement. The study notes that PE can be offered through Universal Design for Learning (UDL) an individual based learning system. They note the environment for instruction includes teaching strategies and adjusted resources. They note for lessons of learners with visual disability to be qualitative, equipment, rules and boundaries all need to be adjusted.

Awoma and Arainru, (2017) suggested in their study of facility and equipment as the panacea to physical education instruction programmes in secondary schools in Nigeria examined how facilities and equipment is the centre of teaching and instruction of physical education and one of the findings was that schools in Benin city did not possess adequate facilities and equipment that was needed for the effective teaching and learning of physical education. This study clearly showed the inter-relation of sports facilities and equipment with effective teaching of PE in

learning institutions. The study was concluded as the stakeholders were being urged to invest more in providing the equipment and facilities to enhance the teaching and learning of physical education.

Administrative Support in the Teaching of PE to Learners with Visual Disability

Lieberman, Haegel, columna and Conroy (2014) Undertook a study on how learners with visual disability can learn components of an expanded curriculum through PE. The study noted that the more active the process of learning the more a potential employer sees the possibility of these learners rather than the disability. The study noted that even for learners with visual disability, the use of assistive technology can be applied in PE by allowing these students to download rules and regulations of sports from the internet. This study concluded by noting in the learning of visual disability, teachers should also encompass parents.

Attitudes of Learners with Visual Disability towards Physical Education

Morelle (2016) looked at challenges that experienced by learners with visual disability in mainstream schools. The study noted that though learners with disability integrated with mainstream learners they however were not sufficiently supported and trained to handle this group. The resources were not sufficiently adopted to the needs of these learners with visual disability. Teachers needed to change their attitudes towards these learners. The study noted the barriers to learning included inflexible curriculum, inadequate policies, inadequate support services and legislation.

Al Salim (2017) undertook a study on attitudes of students with and without disability towards participation in physical education. The study noted that students without disability had more positive attitudes towards physical activities compared to learners who are leaving with disability. The study further noted that for learners without disability had team sports and fitness activities as the enjoyment predictors of attitudes while for the learners leaving with disability it was the individual sport, aquatic sports and cooperative activities that determined the level of enjoyment for them while participating in physical education.

METHODOLOGY

This study is a desk top review of the literature on effective teaching of physical education for learners with visual disability. The study looks at: the teacher, the learner, instructional methods, equipment administrative supports and attitudes towards the teaching of physical education for learners with visual disability. The authors attempt to demystify the variable of effective teaching of physical education for this special group through literature review.

CONCLUSION AND RECOMMENDATIONS

Conclusion

In conclusion this paper shows that learners can have effective or none effective teaching. Effective teaching entails effort and creativity for the learners with visual disability to benefit. This paper suggests that the teacher is the centre of this effective teaching. The paper goes further to note that, equipment and administrative support also play a significant place in the qualitative teaching of learner with visual disability. The attitude of both the learners and the teachers require examining. Well-planned physical activities that utilize appropriate equipment maximize a person's abilities

and minimize any special challenges they may face. Adapting a game or activity increases the opportunity for fun, skill development and self-confidence. Learning a new sport or recreational activity improves the quality of a person's life that has a visual impairment and creates a general sense of wellbeing and competence.

Recommendations

The paper recommends an assessment of the current situation in the teaching of physical education for learner's with visual disability. All learners should learn the same units, with modifications when necessary, typically receiving an equal amount of instruction per week as their sighted peers, or more. Training should be offered as skilled peer tutors and paraeducators can be a resource to assist with games, fitness, or other activities when needed.

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