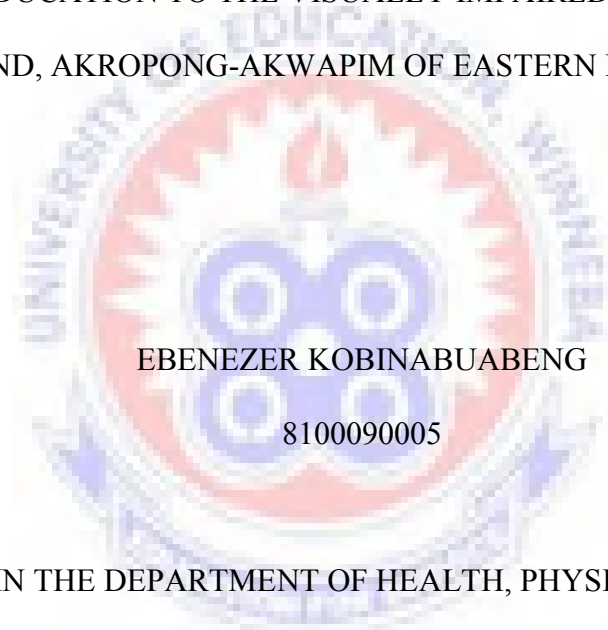


UNIVERSITY OF EDUCATION, WINNEBA

INSTRUCTIONAL STRATEGIES AS A MEDIUM OF TEACHING ADAPTED
PHYSICAL EDUCATION TO THE VISUALLY IMPAIRED AT THE SCHOOL OF
THE BLIND, AKROPONG-AKWAPIM OF EASTERN REGION, GHANA



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8100090005

A THESIS IN THE DEPARTMENT OF HEALTH, PHYSICAL EDUCATION,
RECREATION AND SPORTS, FACULTY OF SCIENCE EDUCATION,
Submitted to the School of Graduate Studies, University of Education, and Winneba in
Partial Fulfillment of the Requirement for Award of the Master of Philosophy in Physical
Education Degree.

DECEMBER, 2013

DECLARATION

STUDENT'S DECLARATION

I, Buabeng Kobina Ebenezer declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged is entirely my original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

Date:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Thesis as laid down by the University of Education, Winneba.

Name of Supervisor: DR. PATRICK AKUFFO

Signature:

Date:

ACKNOWLEDGEMENT

One of the great pleasures of writing this thesis has been the many conversations about this subject I have had with, Evans Adu-Gyamfi, Mai Okunura and Madam Ethel, all teachers of the School for the Blind in AkropongAkuapim, and also the students from the same school.

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I have also relied upon the continuous conversation and insights of my father, Pastor Jackson Kofi Buabeng who has been my mentor and friend.

Finally, I owe gratitude to authors whose books and research works were consulted in carrying out this research work.

DEDICATION

This work is dedicated to my parents, Pastor Jackson Kofi Buabeng, Madam Margaret Forson; my brother Isaac Buabeng and my children Mandy, Sandra, Gideon, Frederick, Jackline, Edith, Henry, Prince and Princess, whose support has brought me this far.



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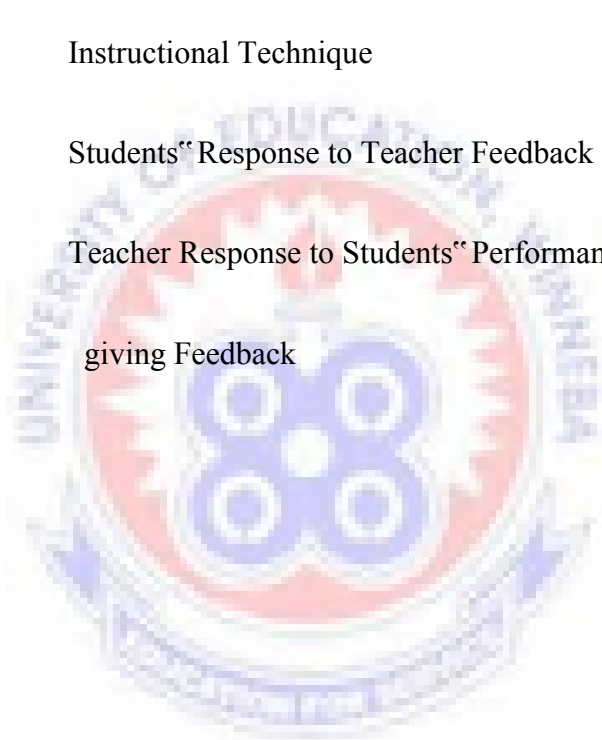
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ABSTRACT

Adapted physical education is one of the major tools used in the curriculum of special schools. The concept of adapted physical education is a door that opens the opportunity for an individual to improve character, by making them confident and hopeful in all aspects of their lives i.e. mentally, emotionally, socially, spiritually, morally and physically. This study therefore, focused on instructional strategies in teaching physical education to the visually impaired at the School for the Blind at Akropong-Akwapim in the Eastern Region of Ghana. It investigated instructional techniques as well as the role of feedback in the acquisition of skill. A descriptive research design was used for the study. A purposive sampling technique was used to select a teacher as well as twenty-four students for the study. A questionnaire, structured interview, as well as a self-designed observational checklist subjected to face and content validity by the supervisor and other experts in the physical education department, was used to collect the data for the study. The data analysis was done using the descriptive statistics of percentages, tables, bar and pie charts. The findings of the study showed that most special educators demonstrated effective identified instructional techniques as well as effective feedback in teaching skills in the study area. This was a result of the teacher's ability to understand human variables and change processes and also working co-operatively, appropriately, using appropriate social interaction, and also proper communication between the teacher and students. It is therefore recommended that institutions that train special educators should improve on equipping them with the appropriate tools and skills needed to help them effectively teach in these special schools. Further study is also recommended to help deal with the issues raised from the research findings.

CHAPTER ONE

INTRODUCTION

Background to the Study

The Instructional act of teaching has one persuasive quality – complexity. In full swing, a group of students going through a practical physical education lesson is a seething mass of human Interactions. No description fits this picture of complexity so well as Smith’s concept of the teacher as ring master (Smith & Geoffrey, 1969). Surrounded by a flow of activity, the ring master monitors, controls and orchestrates, accelerating some acts, terminating others, altering and adjusting progress through the programme, always with an eye for total result. The general plan by the instructor should include the following:

- ❖ Accommodating the diversity in learners
- ❖ Sequencing the activities
- ❖ Detecting common performance errors and correcting them,
- ❖ Planning for remedial activities

This total result as reflected in the students should be to mature in wisdom and improve character to render them better, happier and more useful; more benevolent, more energetic and more efficient in their pursuit of every high purpose in life because they become self-reliant and confident. It is an established fact that society is based on different variations and inequalities. Consequently each category of people in the society needs to be taken care of. Almost every community or school has persons who are physically, mentally or emotionally handicapped.

The existence of these exceptional persons is almost as old as man himself. The visually impaired persons belong to the population of the physically challenged by way of mobility who require special approach to their day to day activities management. No matter the handicapped, they possess a common trait of having limitations in some measureable way in their ability to participate fully in activities that are characteristic of their normal persons of their own age.

It therefore goes to suggest that the adapted physical education teacher has a very important role to play in the lives of these “Special persons”. The teacher as a facilitator has to acquire a repertoire of skills and competencies needed to make teaching effective. He should be equipped with the ability to transcend all barriers that may militate against any objective, and above all the ability to create in these „special students“ the need for the acquisition of knowledge and skills needed to face life and its challenges.

Until recently, the visually impaired have not been given the necessary attention, neither have they been accorded the respect and those rights that the sighted enjoy in many fields of life. As pointed by Akuffo (2009), their situation is aggravated by the ostracization or neglect and stigmatization by significant others. This is so for Africa and Ghana in particular.

Fear clouds or grips man’s thought and finds expression in the guise of religious doctrines. People with disability are seen as “special” people sent by the gods from the ancestral world to families as a means of punishment for disobedience or flouting of the orders from the gods or as a result of witchcraft or “juju” because of one reason or the other. No wonder some are disposed off, more especially where the handicap was

orthopaedic and this followed by the cleansing of the affected families, where some rites and rituals are performed by those who are deemed to

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qualify to perform such rites. Those who may be fortunate to be retained or allowed to live will forever carry the „non-human“ tag for the rest of their lives, thus seriously affecting the total development of the individual i.e. cognitive, affective as well as their psychomotor domains. In certain communities these handicapped individuals are seriously regarded as misfits hence they are isolated or locked up in the house, while in some cases they are left alone to beg for alms, to feed or earn a living.

By virtue of their disability, they face a gamut of problems which include;

- Being kept away from the public
- Being kept away from performing physical activities because of lower expectations, and also from the fear of injuries.
- Getting assistance from others out of pity which may lead to dependency or frustration
- Fear of the unknown
- Dehumanizing names and appellations
- Neglect and forsaken because they are seen as a burden

By these same modus, the visually impaired in particular are the most affected. Akuffo (2009) is of the view that to most normal people sight is a cherished possession and its loss would be the greatest handicap. Akuffo (2009) posites that indeed so much, has been written about the problems of blindness than about any other single disability.

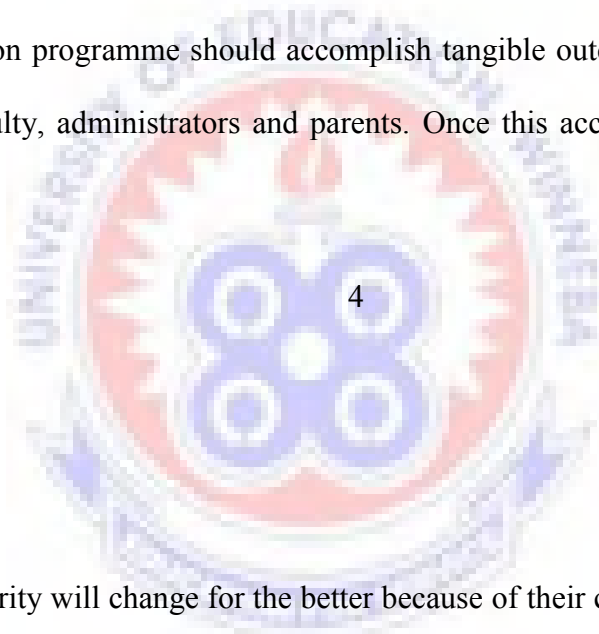
Some people are of the opinion that all manner of disabilities aside, the visually impaired are the ones doomed for life. They believe it is the most unfortunate thing that could ever happen to a human being. Since more impressions reach the brain for interpretation through the sense of sight than all other senses combined. The visually impaired are ignored by people who do not understand the nature of their disability and ostracise them because they think such disability prevents their full participation in activities of practical physical education. This and many more misconceptions have made the stakeholders in charge of the teaching of physical education as well as sports, paid little of the needed attention to persons who are visually impaired. This stance by those who matter has seriously affected the resolutions by the UNESCO charter on sports which basically talks about;

- Fundamental right for all
- Its essentialism in life long education in the overall education system

- Adequate facilities and equipment which is essential to physical education and sports.

Very few people because of schooling, religion as well as information technology are beginning to see and accept persons with disabilities as part of the human race. This notwithstanding, many people have serious misconceptions as well as pre-conceived minds towards persons with disabilities especially the visually impaired.

A good programme should accomplish something meaningful, that is to say a good physical education programme should accomplish tangible outcomes to gain acceptance by students, faculty, administrators and parents. Once this acceptance has been gained, their welfare and



economic prosperity will change for the better because of their change in attitude towards many things such as living healthy in order to have a longer life will be paramount. This concept is taken care of in the aims and objectives of physical education by the Ghana Education Service in the syllabus for the Junior High School students, stating categorically that it will help students to participate in regular physical activities for healthy living, develop a healthy spirit for competitive sports, as well as becoming self-reliant and confident. This idea buttresses the fact that the ultimate aim of physical education is to create a wholesome as well as a harmonious individual.

Unfortunately the educational institutions that are. Individuals and institutions have relegated these persons to the background; the common paths they walk as well as their daily livelihood are punctuated with a lot of challenges. Some individuals however, get the opportunity to be institutionalized where modern technology, with its firm footing in scientific approaches coupled with efforts of humanitarian organisation and support by various government agencies make provision for the development of the interest and skills of these less fortunate persons. The adapted physical education teacher should therefore be in the position to create a paradigm shift towards an inclination that is positive and which will at the end of the day make the person with disability feel useful to themselves and the society as a whole.

Society should realize that the visually impaired person is not looking for concession or sympathy, but wants to be like others within the limits of their disability. They, like any other person can go through many simple and interesting activities which will improve their standards, and that they have proven themselves responsible through their high level skills and knowledge

which may be displayed in various crafts such as basketry and music, sporting programmes, and other menial jobs befitting their disability.

Society's perception and understanding of persons with disabilities until recently is nothing to write home about, more especially where the disability is that of visual impairment. Many visually impaired persons have the idea of total neglect and have lost hope of the possibility of being treated or rehabilitated. Meanwhile physical education as a concept has always sought to develop a harmonious human personality by enhancing his or her physiological, psychological and social health and wellbeing no matter the age and body build or stature irrespective of disability or not in order to stay fit and to be able to live and to be lived with in the society.

By virtue of this seemingly hopelessness, the visually impaired may be quiet sedentary and may not encounter the opportunities to explore on their own in order to be independent. Well meaning peers, family members and teachers may restrict the visually impaired from doing tasks they are capable of and the dependence of such people by the visually impaired may become a habit or a source of frustration. This notwithstanding the world conversion for persons with disability in 1981 gave a glimmer of hope. It has served as an eye opener.

A few of these persons have found refuge in the opportunity to be institutionalized, offering them the opportunity to go through physical education programmes. Even though it is difficult to directly integrate persons with disabilities into the normal school system, various governments all over the world do provide some form of facilities for their elementary training towards their integration into the main stream of secondary education.

Consequently upon this realization the government of Ghana is not left out in the care and concern of these exceptional children.

Unfortunately, the special programmes developed for the teaching of physical education for such persons have been punctuated by a number of shortcomings. Many administrators and teachers are not aware of their responsibilities and the contributions they can make to the existence of these persons who are only exceptional by nature but not by their own design. The situation in this part of the world is even more serious when one realizes that there are inadequate physical education teachers to take care of the regular physical education programmes let alone, the specialized or adapted programmes. However, in certain parts of the world some advancements have been made in the methods or strategies used in teaching the visually impaired. They include;

- i. Braille: An inspection of people and objects with the hands to form judgements
- ii. Demonstration: This refers to a situation where the skill is executed in perfect form one or many times, depending on its complexity.
- iii. Verbalization: This refers to the use of the spoken word in the process of teaching. Describing the skill or explaining the strategy vocally is an example of the use of this technique.
- iv. Physical guidance: A situation where the teacher places the students' hands and feet and other parts of the body into the desired positions.

1.2 Statement of the Problem

In certain parts of the world, techniques, modalities and methodology have been put in place to make the adapted physical educator effective through training and acquisition of effective teaching skills. However, in Ghana, the teacher education programme which is to prepare and equip teachers who handle adapted physical education is faced with a lot of challenges. Institutions responsible for the training of physical education teachers do not train teachers mainly for adapted physical education. These teachers have to apply or transfer the knowledge they have in the regular physical education to the adapted physical education. Also the academic institutions or the regular schools do not have any system that is able to diagnose and place students in the categories and classes they belong. Students both able and disable are placed in the same class to offer the same causes, and this creates a whole lot of inconveniences to both student and teachers.

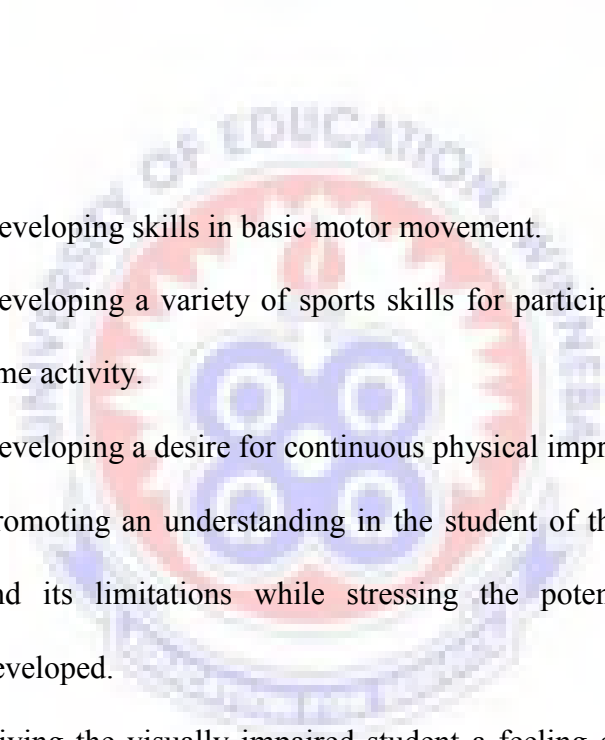
Because the teachers have not been trained to identify persons with challenges in class, they may be tempted to label such students or persons wrongly. If the ultimate aim of physical education is to create a wholesome as well as a harmonious individual, how then does the teacher make this statement meaningful to the lives of the students with disability?

1.3 Purpose of the Study

The aim of the Special physical education programme is to help the visually impaired student achieve optimum physical, mental, and social growth through a carefully planned programme of activities. To achieve this, some objectives have been set.

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They include;

- 
- Developing skills in basic motor movement.
 - Developing a variety of sports skills for participation in sports as leisure time activity.
 - Developing a desire for continuous physical improvement.
 - Promoting an understanding in the student of the nature of his handicap and its limitations while stressing the potentialities which may be developed.
 - Giving the visually impaired student a feeling of value and worth as an individual regardless of his handicap.

Persons with visual impairments have the same needs for physical activities as others with sight. But lack of sight normally restricts their play activity to such an extent that they are noticeably retarded in their physical movement. Physical education facilitates the easy mobility training which in the end helps the visually impaired person to become independent in the society.

Social programmes that are academic and non-academic as well as other interventions including games and sports have been specially instituted for such persons with disability in certain parts of the world. This study sought to find out to what extent a visually impaired person in Ghana could go through a practical physical education lesson to achieve the goal which has been set by the teacher.



1.4 Research Questions

1. What type of instructional techniques do teachers use?
2. How effective are the instructional techniques used by the teacher?
3. What type of teacher feedback will improve student performance response to the instructional techniques?
4. How effective are teacher feedback to the students?

1.5 Significance of the Study

The results, findings and recommendations of this study may help the institutions responsible for the training of physical education instructors, curriculum planners and implementers develop different strategies in addressing the issues raised in order to promote the teaching of the subject towards the right direction and for development.

The results may also help curriculum planners and implementation of Colleges of Education and Universities come out with teaching strategies that will help improve the content knowledge in terms of the subject matter of adapted physical education and by so doing help in the acquisition of the appropriate knowledge and skills needed for effective teaching and learning of the physical education to the visually impaired. Also, the study haven broken new grounds about the nature, the thinking and the very livelihood of the visually impaired may help create a paradigm shift positively about the perception of the society regarding persons with visual impairment.

Not only that, the findings and recommendations if implemented may help improve strategies and methods of teaching the visually impaired in a segregated setting.

Finally, the study will serve as a basis for further study with related areas in order to promote effective teaching and learning of adapted physical education is students for persons with disability in Ghanaian schools.

1.6 Delimitations of the Study

For the purposes of proximity, time frame and other constraints as well as access to the participants, this work was delimited to the students and staff of the School for the Blind, AkropongAkwapim in the Eastern Region of Ghana.

1.7 Limitations The limitation of this research was the inability of the researcher to use some time period due to the differences in individual class time tables. Orientation, rehabilitation programmes, rainfall as well as the attitude of some students made it difficult for the researcher to collect data within the period proposed. The number of times the researcher intended to see the teacher was affected, i.e. instead of the proposed eight (8) times, the researcher collected data on six (6) outings. After the first day word has spread through the school about the presence of the researcher and this affected the student attendance to the lesson due to the feeling some had that the researcher was using them for personal financial profits on the internet.

1.8 Definition of Terms

Adapted Physical Education: Adaptation and / or adjustments that are made to the regular offerings of Physical Education.

Adventitious basketry Class: A class of adventitious visually impaired students offering the weaving of baskets in the school for the Blind.

Brailing: An inspection of the people and objects with the hands. It is a vernacular of the visually impaired.

“Elephant football”: A specially designed game in which the visually impaired play using the hands with a bat and a modified ball containing pebbles to signal.

Human variables : Knowledge of persons with disability and the degree.

“Juju”: Means of manipulating an individual / objects in the spiritual realm. Can be compared is witchcraft and Vuduism elsewhere I certain parts of the world of Benin.

“Show down”: A modified game designed in the form of a table tennis. Here the ball is played hot over a net but under it. The ball has pebbles in it for signals

Special Educator: A person who uses specially designed instruction, at no cost to parents to meet the unique needs of an individual with a disability.

.Special Persons: A population of the challenged by way of mobility who requires special approach to their day to day activity management.

Teacher aide: A person who assists the special educator in performing their duties in and outside the classroom.

Traditional African Religion: A means of worship which was used by the African before the introduction of the western religion i.e. Christianity and Islam.

Traditional Birth Attendants: Persons who are not trained medically but can deliver pregnant women of their babies mostly in their homes.



CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter is concerned with the review of literature on strategies in teaching adapted Physical education. The researcher's aim was to explore in other to get to know some information on what other researchers and authors as well as studies had on the problem under study.

The literature was reviewed under the following themes:

- ❖ The concept of visual impairment
- ❖ The concept of Physical Education
- ❖ The effective special educator
- ❖ Instructional Techniques
- ❖ Teacher Feedback
- ❖ Reinforcement versus correction

2.1 The Concept of Visual Impairment

Various definitions have been assigned to who a visually impaired person is. For instance the United States census describes the visually impaired as an individual whose vision is of no practical value for the purposes of education, business or living.

Dunn and Fiat (1997), were of the view that the primary function of the eye is to receive visual impact and to transmit this information to the brain via the optic nerve.

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This complicated procedure starts when the eye collects light reflected from objects in the visual field and focuses

these objects on the retina. The visual information is then transmitted from the retina to the optic nerve. For the eye to be seen as normal, refraction should occur when a ray of light is deflected from its course as it passes through the various surfaces of the eye.

First, light focuses on the cornea then it passes through the aqueous humor. Next light passes through the pupil according to the amount of the said light by expanding or contracting, the light then enters the lens where it is reflected more before it sets to the vitreous humor. A clear image finally reaches the retina and is transmitted to the brain through the optic nerve. If for any reason this primary function or aim cannot be achieved, then we have visual handicaps. It is worth noting, that the ability to see normally is a very complex process which involves intricate parts of the eye. It is therefore understandable that problems can develop that will interfere with normal sight. Some people are born

with visual disorders and they are referred to as congenitally blind. Others develop problems later in life, and they are known as adventitiously blind.

Visual impairments include both permanent and functional conditions. In order to work with the visually impaired, one must know some of the causes, but the underlying factors of visual loss may include the following:

- I. Existing visual conditions
- II. Structural abnormalities
- III. Inefficient, extra ocular muscle control

Some students experience visual problems because the parts of the eyes do not work together. For a person to see, the brains should commit the eyes so that visual images can be perceived. For some, however, the muscles that surround each eye are not synchronized. This results in a distorted vision. This as Dunn (1997), posited is characterized by nystagmus, rapid side to side or up and down movement of the eye; strabismus, misaligned vision in which the eyes either cross or turn out; or amblyopia, domination by one eye due to the inability of the two eyes to focus clearly on an object.

In addition to these refractive errors, a situation where the visual image is blurred due to improper focus of light is also a factor that causes visual impairments. The three common

refractive errors include myopia, hyperopia and astigmatism. Fortunately, refractive problems can be corrected for most individuals through the use of prescribed glasses or contact lenses. This notwithstanding some people do not want to wear the prescription glasses or lenses because of a misconception by the society that the glasses push the eye balls back, and it is also as a result of some people making fun of those who put on glasses as a result of their ignorance about the eye and its related issues.

Certain conditions are hereditary in nature, as they can produce blindness, they include cataract, atrophy of the optic nerve, and deposits of pigment on the retina of the eye, a condition known as retinitis pigmentosa.

Also infectious diseases may cause cases of eye vision. Some of these include trachoma and ophthalmia. This is as a result of infection by any one of the several pathogenic organisms contracted by the baby during birth or from the presence of contaminated objects near the eyes.

Certain sexually transmitted infections like gonorrhoea, syphilis, Chlamydia are also causes of visual impairments to children as a result of their mothers contracting these diseases during pregnancy.

Dunn, citing Danyluk and Paton, (1991), said “Glaucoma, a disease of the eye characterized by increased intraocular pressure, is the second leading cause of blindness in the United States and the leading cause of blindness in African Americans. This is also true in sub-saharan Africa. Although glaucoma can occur at any age, it is more prevalent in older persons, affecting approximately 2% of the population over the age of forty.

Glaucoma, if not treated, results in progressive and irreversible contraction of the visual field that may lead to total blindness. It is worth noting that excessive oxygen damages the retina and sometimes causes mild brain damage and learning problems.

Sterill, (1993), posited that about 4% of visual disorders in children are caused by a genetic disorder called Albinism. Because of congenital absence of pigment in the skin, hair and eyes, these persons have very fair skin, platinum blond hair, and blue eyes.

Traditional religious beliefs, juju and spiritism have a firm foundation and rooting in Africa and of course Ghana is not left out. Many people have strong beliefs in the „gods“ and what they can do. This concept is enshrined in most of our cultural rituals and practices no wonder traditional African religion is the third behind Christianity and Islam. People believe in the fact that certain conditions of visual impairment can occur through spiritual means as a result of one reason or the other. These impairments are mostly adventitious, though some people claim theirs happened congenitally.

It is by this same token of religious beliefs and practices in Africa that causes some persons with impairments to be “seen off” because of the fact that they are seen as a punishment from the gods.

2.2 The Concept of Adapted Physical Education

Physical education on the other hand has a variety of definitions. Different authorities have given different definitions for the term, Baba, Amui, Boateng and Asamoah II (1993) are of the view that;

Physical Education is a process of education which is an integral part of the general education. The ultimate aim of physical education is that through the means of directed and organized physical activities, either indoors or outdoors, an individual may develop an optimum well-balanced intelligent, socially adjusted, normally, emotionally and physically stable personality.

Physical education is a door that opens the opportunity for an individual to improve character, by making them confident and hopeful in all aspects of their lives i.e. mentally, emotionally, socially, spiritually, morally, physically in order to be efficient in their pursuit of every high purpose in life. Such an individual participates in life focused and productive and not as passive entities oppressed to merely obey others. They are capable of more enlightened judgements concerning issues in their day to day activities and livelihood.

Wuest and Lombardo (1994), defined physical education as a learning process designed to foster the development of motor skills, health-related fitness, knowledge and attitudes relative physical activities through a series of carefully planned and conducted experiences.

They went on further to say that it is an integral part of the school curriculum that teaches motor skills and an understanding of human movement and provides opportunities to facilitate their development, but the basic factor or the underlying principle – that is as Randall (1961), puts it “Education of the physical, through the physical”. This definition encompasses a lot and it includes swinging, boxing, camping, health education and gymnastics.

According to Randall (1961), the general aim of participating in physical education leads ultimately to the total build up of a balanced personality, mind and physical. By Randall's assertions, persons with disabilities including the visually impaired should benefit.

Various definitions of adapted Physical Education have been developed over the years, (e.g. Auxter&Pyfer, 1989; Dunn & Fiat, 1989; Sherill, 1993). However, the definition developed by Dunn and Fiat (1989) seems to be more appropriate for this study. They defined adapted Physical Education as follows:-

Adapted Physical Education programs are those that have the same objectives as the regular physical education program, but in which adjustments are made in the regular offerings to meet the needs and abilities of exceptional students.

Auxter and Pyfer (1997), are of the view that adapted Physical Education is the art and science of assessment and prescription within the psychomotor domain to ensure that an individual with a disability has access to programs designed to develop physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, and individual and group games and sports so that the individual can ultimately participate in

community-based leisure, recreation and sport activities and as such, enjoy an enhanced quality of life.

Auxter, Pyfer and Huettig (1997) suggested that traditional physical activities can be modified to enable the child with disabilities to participate safely, successfully and with satisfaction. This is what they called adapted physical education.

Looking critically at the scenarios mentioned above, one may realize the need for physical education for every body, but not much or little is known and seen about the visually impaired and their participation in physical education in Ghana.

Some persons who are visually handicapped do not have the interest in taking part in physical education activities for the fear of inviting another injury in addition to what they already have. This fear of injury instilled in them by self and protective parents, reduce their natural interest in Big – muscle movement such as running, climbing and jumping which are inherent part of most children’s play, and which go a long way to contribute to their muscular growth and the development of co- ordination. Posture may be poor because of lack of strength in postural muscles as well, because of the lack of this, they often develop certain stereotype. Example

1. Abnormal carriage of the head in order to make the most effective use of whatever sight may remain.
2. Rocking the body back and forth while standing or sitting still.
3. Clapping the hands or making other noise to establish his or her presence and to warn other people of his approach to avoid collision.

In stating this claim, Hunt & Valerie (1962), said, “physical growth and maturation are often retarded in visually handicapped children who have not had the opportunity to move and to stimulate physical development”.

Their parents fear that they may be injured often encourage the visually impaired to pursue solitary and sedentary occupations. This limits the social contracts which may in turn cause a feeling of inferiority.

Realizing the importance of physical education not only for the visually impaired, Stone and Deyton (1951), shared the belief that,

“It is not only desirable but essential that school systems throughout the country realize the need for further consideration through physical education of the needs of all handicapped children”.

2.3 The Effective Special Educator

To be an effective 21st century special educator, one must first possess the very same 21st century skills that their students are expected to have. In addition to these skills they must be able to help all of their students obtain and develop 21st century skills. Research indicates that teacher preparation/knowledge of teaching and learning, subject matter knowledge, experience and the combined set of qualifications measured by teacher licensure are all leading factors in teacher effectiveness.

The effective physical education teacher is the one who respects all students, regardless of their

ability level, who is a skilled observer of motor performance; recognizes and accommodates

individual differences; uses teaching methods and curricular appropriateness for the students, such professionals establish educational environment conducive for optimum growth.

These are some of the challenging tasks for all teachers. However, those who instruct students with visual impairments have an added dimension to their work. Some of the teaching strategies and teaching modifications may include:

- a. The use of audition as a very important medium of instruction.
- b. The use of kinesthesia as a very important medium of instruction.
- c. The manual guidance method accompanied or used in conjunction with verbal corrections in the correction of faulty motor skills.
- d. Modified equipment that takes into cognizance the safety of the performer. Such equipment may include improved rope guide, and carpets.
- e. The use of special instructional methods.

It is worth noting that a quality physical education programme must take into consideration not only the physical domain, but also those that will cater for the affective and the cognitive facets of the total development of the visually impaired person. It is then that their attitudes will be improved.

Perhaps the single most important quality that the teacher of students with disabilities can possess is emotional maturity.

This is the ability to solve problems and adjust to the circumstances without undue emotional involvement. Behavior on the part of a teacher who is particularly immature may even contribute

to the maladjustment of students, rather than helping to make satisfactory adjustments to their disabilities.

In order to provide the kind of learning situation that makes these desired results possible, the special physical educator needs knowledge and training as well as certain special qualities of character and personality which shows itself in; being kind, role model, collaborator, empathizes, shares, imaginative, integrity, explorer, flexible, giving, inspired, passionate, problem solver, mentor, leader, patient, reliable, coach, approachable, expressive, unflappable, communicator, visionary and the like.

All told, the effective special educator is enshrined in the following characteristics as adapted from Randy M. Page and Tana S. page (2007), effective teachers;

- Are caring – and very interested in students’ total well-being
- Have deep preparation in and infectious enthusiasm for the subject
- Relate to students, having their „antennas“ out so they come close to knowing what students are thinking, and are adaptable to change, making course work relevant, meaningful and important to students
- Inject humor and use a variety of teaching methods
- Have high behavioral and academic expectations for students and are able to effectively inspire and motivate students with their expectations.

The teacher who has the qualities mentioned above in the long run will recognize and appreciate the fact that the challenges associated in teaching students with disability though very huge is surmountable and that the energy expended is returned many times over.

The precise role of the special physical educator Dunn (1997), is dependent upon many factors, and they include;

- I. The class size
- II. Special characteristics of the students.
- III. The content to be delivered and
- IV. The strategy to be used.

As an individual begins to journey towards acquiring professional knowledge, one needs to understand that successful teaching is predicated on several fundamental assumptions as posited by Ornstein & Lasley (2000), that

1. Teachers must possess thorough disciplinary knowledge
2. Teachers must know content knowledge in more than superficial ways
3. Teachers must know how learners learn in order to design instruction meaningfully.
4. Teachers must know how to present content based on context and purpose.

In essence good teaching is neither exclusively art nor essentially science, but rather a combination of both. Good teachers do things well and know conceptually why they do them well. They have an explanation for what guides their practices. Good teachers also know what goals they plan to achieve and how they will get students towards realizing these goals. These teachers are centred on learning i.e. student learning and having such

focus demands that teachers think about the art and science of teaching. By the same modus the special educator is not left out, by virtue of the misconceptions and the biases they face they should make the concept of good teaching meaningful wherever field they find themselves.

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Teaching is a delivering system for getting content to the learner, and the instructional framework is called the teaching strategy. The special educator in selecting a strategy must consider the following:

- a. The content itself
- b. The characteristics of the learner
- c. The objectives and preference of the teacher.

Rink (1985), suggested that teaching strategies are designed to arrange an instructional environment for group instruction. However, it is worth noting that groups do not learn; individuals do. This means the group instructional environment must be arranged to facilitate the learning of the individuals.

Auxter, Pyfer and Huetting, (2005), support this concept posited by Rink (1985), with the suggestion that any adjustment that will reduce the students frustration to the minimum and then increase his or her capability of co-operating in a group setting will contribute to the possibility of the student's success in physical education.

For the special educator to be effective, they should respect all students regardless of their ability level. They should be skilled observers of motor performance, recognize and

make accommodation for individual differences and then use teaching methods and curricular that is appropriate for students, they teach.

Presenting a task to special students is a challenge to most teachers, taking cognizance of the fact that it should come with a special quality from the teacher. Rink (1985), posited that the

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critical aspect of task presentation is selecting the means of communication. Remembering that the characteristics of the learner and the content must determine which method would be used.

Typically, students gain information through sight and learning, however when students with impairment such as retardation, learning loss and /or physical disabilities experience the added disability of vision loss, the remaining sense must be used to fill the void(Cowart, 1996).

Once channels more commonly used by the student are identified, and the intact senses for acquiring information have also been identified, the special instructor should try to match instructional strategies to the students.

The oxford dictionary defines a strategy as a general plan or set of plans intended to achieve something, especially over a long period. This definition when applied to teaching and learning becomes instructional strategy. It therefore goes to suggest that the strategy could be broken down into various components also known as techniques i.e. a

particular method of doing an activity, usually a method that involves practical skills. A teaching method comprises the principles and methods used for instruction.

Advantages

1. Promotes self confidence to the teacher and learner, enabling attention to be on specific details rather than general theories.
2. It covers all the necessary steps in an effective learning order
3. It is done to provide an opportunity for the students to learn new exploration and visual hearing task is from a different perspective

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Dunn, (1997), stated that in planning the teaching of a skill, sighted instructors may gain greater insight into the problems that the skill will present to their students who are visually impaired if they close their eyes while performing the skill.

2.4 Instructional Techniques in Teaching Physical Education to The Visually Impaired

Instruction is the art of causing desired responses to happen. It is worthy to note that no learning can take place without active response from the student. A training situation can be said to have been successful if the instructor's actions result in a desired change in the trainees' behavior. Throughout the training session the instructors' role is that of an enabler. He should design a framework within which the desired responses are made to occur.

Attention peaks at the beginning of a lesson and in the time to outline the ground to be covered and to fuel the imagination as well as the interest of the students. This concept is very vital in teaching physical Education to the visually impaired, where students by virtue of the disability they carry use a lot of imagination. Instructional objectives should be spelt out and the overall direction of the lesson indicated. It is worthy to note that for the special educator one key point of his job is to make the expected terminal behavior resulting from the instruction be known to the students.

TACTILE MODELING

An inspection of the people and objects with the hands is called “brailing” in the vernacular of the visually impaired. Brailing therefore is known as tactile modeling technique. The term is used to describe a learning technique whereby the student feels or touches the teacher or another

student while they perform a particular movement. It is a way a student can obtain information regarding limb/and body position and correct technique (Australian Sports Commission, 1995). Because it is the most invasion teaching technique tactile modeling should be done only when necessary. In fact it could send mist feeling to students vis-a-vis sexual connotations, especially amongst teenagers and adults. The movement of the teacher or fellow student must be accurate to the correct movement, speed and rhythm, so the student knows exactly what to do. The student should examine with their hands the body movement of the teacher when performing the skill. It is important that the teacher

knows exactly how to perform the task. The teacher should demonstrate the skill as many times as they need to do.

Tactile modeling may be easier to follow with stationary movements, when you are tactile modeling movements that are moving, be sure to reinforce, provide feedback and instruction and to demonstrate as many times as possible. After demonstrating and the student is given the opportunity to perform the skill, it is okay to guide the student through the movement.

DEMONSTRATION

A demonstration is a practical display or exhibition of a process or action and serves to show or point out clearly the fundamental principles or actions involved. Teaching by demonstration is a useful tool available to the instruction, and plays an important part in the teaching of skills. For the special educator, using demonstration in a lesson should be thought of deeply and a lot of consideration should be made, the reason is simple. The benefactors are visually impaired and so the special educator should really establish the need for the demonstration of the skill.

The table below was adapted from Walkline L. (1991), on the recommended sequence for planning and delivering a demonstration.

Instruction by Demonstration

SEQUENCE	REMARKS
Preparation 1. Plan the demonstration	❖ Include key factors ❖ Logical sequence
2. Obtain Apparatus	❖ Do not leave anything to chance
3. Rehearse demonstration	❖ Perfect sequence and delivery



<p>Delivery</p> <ol style="list-style-type: none">1. Lay out apparatus2. Establish Rapport3. State aims4. Show end-product5. Demonstrate with explanation at normal speed6. Demonstration at slow speed7. Ask students to explain process8. Discuss safety aspects9. Ask for volunteer to attempt demonstration10. Each student attempts demonstration	<ul style="list-style-type: none">❖ Each element in correct order❖ Create suitable atmosphere for learning❖ What you intend the students to achieve by the end of the lesson❖ Establish in students mind the need to participate❖ Repeating several times allows students to focus attention on process❖ Arouse curiosity❖ Describe hand or body movements and senses involved❖ Students think of themselves and are actively involved❖ Fore-warns and creates awareness of inherent dangers❖ Encourages competition❖ Other trainees asked to spot mistakes❖ The remainder watches, listens and comments <p>Instructor corrects faults</p>
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Demonstration is one of the popular teaching methods. Many students find it useful to watch demonstrations prior to trying it themselves. When learning a new skill, it is especially important they start on the right foot. This method is not new, it may be one of the oldest known methods of instruction. One can imagine the cave man demonstrating to his son the procedure of making the club and then have him make one. The demonstration performance method can be broken down into five basic procedures.

These are;

- a. Explanation
- b. Demonstration
- c. Student performance
- d. Instructor supervision
- e. Evaluation

Physical Guidance

The teaching technique of performing a movement with the student who eventually get the feel of the motion. It consists of placing the students' body and / or limbs with or without an implement into the appropriate position and putting him/her into the desired movement at the preferred speed. This is posited by SulzerAzarofford & Myer (1991).

Physically guiding a student through a particular movement can consist of many levels such as total assistance, a touch, or a prompt. Be sure to explain or sign instruction to go along with the Physical guidance, reinforcing with appropriate feedback up on

completion of a skill component. It is hope that through physical guidance the student will also become independent upon performing the skill.

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Position is very important, when physically guiding a student, rhythm, speed and movement should be natural for the student. It should however be noted carefully that the teacher should not interfere with this. Direct the student in a way that the student will perform correctly. Please remember always that in all things the special educator is striving for success and independence.

Brailing and physical guidance (Coward, 1993), verbalization and demonstration may be used to broaden the student's learning.

Once instructional strategies have been identified and used, the students must respond. On techniques of teaching Dunn (1997), suggests special ways the teacher handles instructional problems efficiently and deals effectively with the rapid responses of the different children.

One of the most significant functions teacher behavior serves during activity is to provide feedback to learners on their performance. It should be clear to all – and – sundry, that feedback is an absolutely essential ingredient to learning (Rink, 1985).

The special educator of motor skills does not have permanent product of student's work such as exams or written assignments that can be taken home and carefully evaluated. A large percentage of feedback student get on motor performance occurs during or immediately following performance.

EXPLANATION

To explain means to give details about something or to describe it so that it can be understood. In the same vein to explain something that has happened means to give people reasons for it, especially in an attempt to justify it.

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By these some token the visually impaired students should be considered and seen by the special educator, by virtue of their handicapping condition things and situations must be explicitly explained to them. If you are explicit about something, you speak about it very openly and clearly in this case the visually impaired student will use the power of imagination and the other senses which they develop naturally because they have lost their sense of seeing, like touching, feeling, hearing to understand what is going on or what is being said. Dunn (1977), describes this as verbalization, which he said refers to the use of the spoken word in the process of teaching. He goes on further to say that describing a skill or explaining the strategy of a play vocally is an example of the use of the technique.

In the demonstration of a skill, verbalization is frequently employed to clarify the concept that could not be clearly identified without the use of a descriptive oral explanation. This technique has obvious advantages for certain populations, such as those with visual impairments. It should however be noted that lengthy verbal explanations should be avoided by the special educator. However, clear and concise descriptions that accompany the kinesthetic approach may be used with great effectiveness.

2.5 Feedback

Broadly defined, feedback is sensory information about the movement response that is available to the student. It can be classified as intrinsic or extrinsic, in nature, according to its source. Intrinsic feedback is inherent within the skill itself, that is the performance of the skill provides information about the outcome. Extrinsic feedback often referred to as augmented feedback,

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is information about an individual's performance that is provided by an external source that supplements the intrinsic feedback available.

By virtue of the disability that the visually impaired student carries, too much information may be overwhelming and confusing. Sufficient information must be provided to help the student correct their errors. Start with the most critical problems and work from this point. The special educator should provide feedback that is congruent to the focus of the task. The visually impaired student should be provided with frequent feedback about their performance. If possible this should be given at the conclusion of each performance. When delayed, it is difficult for the student to associate the feedback comments with the performance itself. Feedback is the most powerful single moderator that enhances achievement. It is however, the nature of the feedback that is significant. Professor Paul Black & Dylan William (1998) posited that, the nature of the feedback will lead to enhanced achievements for students. The power of feedback to make a difference to students' achievement is well documented, but it is the nature of the feedback that makes for the positive experience.

A teacher has the opportunity to watch students perform various tasks on daily basis, under various conditions, alone and with different students. The teacher sees students more or less continually simply by virtue of being in the classroom but she/he needs to know what to look for and to have some objective system for collecting and assessing data. It is worth noting that the keys to good observation are objectivity and documentation. The special educator cannot depend on memory or vague objective statements. Ornestein&Lasley (2000) are of the view that, if observation are free from bias and tempered with common sense,

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this information standardized evaluation method can provide more insightful information about a student that would test scores.

Correct responses should be rewarded and knowledge of test results as performance on a task should be feedback to the students as quickly as possible. Increased motivation can often be obtained by relating material to the work situation or real world and by indicating the benefit to the students of successfully mastering the work.

Feedback serves to reinforce a response, increasing the probability that the response will be repeated, but if feedback is to be effective, the characteristic of the student should be taken into account. This has been adapted from Siendentop&Tannehill (2002).

General Positive Feedback: Purpose is to support student effort and build a positive learning climate. Example

1. Good block, Sandra

2. Great effort
3. Group one did wonderfully well.

Non Verbal Positive Feedback: This has the same purpose as the above but can accompany verbal statements. Since a person who is visually impaired is restricted in a way, the special educator should be in a position to utilize this type of feedback a lot.

Example

1. Scuffing the hair of the student
2. A pat on the back
3. Letting students clap hands for that particular student

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Positive Specific Feedback: The purpose is to provide specific information about what was done appropriately. Example

1. Good pass, Gideon
2. Your trailing leg was positioned well in clearing the hurdle flight
3. You really had your head tucked in nicely, Ama

Corrective Feedback: The purpose is to correct errors with specific information.

Example

1. BB, you need to listen to the sound of the whistle
2. Start with the left leg, Andam
3. Try and find a different way now

Specific Feedback: The purpose is not only to provide information, but also to connect performance with outcome. Example

1. That's better when your hands are up , you can block the ball
2. Thanks Helen Joy, when you provide that kind of services, Frederick can score a lot of goals
3. Good job Prince, that kind of tackling will protect the goal keeper

Some of the classes of feedback as shown by Rink (1985), include;

General, specific, negative, positive, class, group, individual, congruent and incongruent. Rink further goes on to say that the need to react immediately to students responses place a heavy burden on the observation and analysis skills on the teacher. Providing feedback that is appropriate is perhaps the behavior that taxes a teacher's knowledge and observation skills.

After the students have been given the information on their performance, they definitely will execute the skills again, the special educator's role therefore is to clarify or reinforce technical points if he or she observes that students are not responding quickly or correctly to task presented. Through this the effectiveness of teachers' feedback to students can be evaluated.

2.6 Reinforcement Versus Correction

Actions that bring pleasure tend to be repeated. This is human nature. When a student works to attain something, that "something" (object, action, event etc) acts as a

reinforcement for that student. However, it is worth noting that what reinforces one student may not apply to another. Remember reinforcement always increases the strength of some behavior. Moore, (1998), citing (Clifford, 1981) said that any repeated behavior appropriate or inappropriate is somehow being reinforced. Reinforcement comes in two types. Negative reinforcement involves removing students from an unpleasant stimulus such as detention or the threat of punishment. Students are allowed to escape the unpleasant situation by behaving appropriately. Negative reinforcement is often confused with punishment, which gives the student no choice.

Positive reinforcement occurs when teachers use rewarding stimulus to motivate some action or behavior. The reward may be tangible or intangible such as grades, free time, praise etc. Many positive reinforcement of inappropriate behavior occurs unintentionally in the classroom because teachers have a limited understanding of what students find rewarding. This is very critical to the special educator. You should be conscious of this fact and try to diagnose the hidden reinforcers when an undesirable behavior persists.

Positive or negative reinforcement is a powerful tool for motivating students and should result in an increase in some desired behavior. Moreover, when teacher reinforcement is withheld, undesirable behaviors will often persist. It is worthy to note that the over use of praise or a reinforce tends to reward the self worth of the individual, and some students will benefit more from the use of encouragement, that is from stimulation for the effort

put forth. The special educator should plan reinforcement well in order to encourage and maintain rather than inhibit desired actions.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTIONS

One very necessary and important tool in every research work is data collection. It helps in finding and getting answers to the issues being investigated. Kumekpor (2002), posited that, data collection is necessary for arriving at the solution(s) to studies being investigated.

This chapter deals with the research procedure and techniques used for the study. The chapter was handled on the following.

- a) Research design
- b) Population and Setting
- c) Sample and sampling techniques
- d) Instrumentation
- e) Validity and reliability of the instrument
- f) Data collection procedures
- g) Data analysis

3.1 RESEARCH DESIGN

The research was driven by the descriptive research design. The study was designed to obtain information on the strategies used in teaching practical physical education to the visually impaired. Because of the qualitative nature of most of the data collected, the descriptive research design was considered the most suitable. Johnson and Christensen (2010), stated that, descriptive research design focuses on providing an accurate description or picture of the status or characteristics of a situation or phenomenon.

Kumekpor (2002), posited that, descriptive research design in the over all plan for obtaining answers to research questions. This was said in a blue print that specifies how data related to an envisaged problem should be collected and analyzed.

Johnson and Christen (2010), opined that it is important to remember that qualitative research is focused on understanding the “insiders perspective” of people and their cultures, and this requires direct personal and often participating contact.

Qualitative methods provide a deeper analysis and allow for a richer and an in-depth understanding of how people make meaning of their situation or interpret phenomenon. Another characteristic of the descriptive research design is that “It is an effective tool for understanding the way in which the respondents view their world and also create meaning from design life experiences”(Padgett, 198.p. 8-9).

(Denzin& Lincoln, 1994; Marriam, 1998), suggested that the rational for using descriptive research is for the respondents to tell their own story as it is. This was in fact manifested during the researcher’s observation of the lessonsviz-a-viz the knowledge they have on the subject they teach. This phenomenon also helped the researcher describe events and tell his own story after data was collected. Since this study fit into qualitative research methods it was adopted.

3.2 POPULATION AND SETTING

The study was conducted at the school for the Blind at Akropong-Akwapim in the Eastern Region of Ghana. The subjects selected for the study are a teacher from the school and twenty –four students from the same. According to the statistics given by the administrative secretary of the school there are two hundred and twenty-one boys, and also one hundred and fifty-five girls in the school. The class categories include Kindergarten 1&2, Primary 1-6, JHS 1,2,and3, Rehab 1&2, Craft 1,2and 3, Music 1&2 and then the functional class.

The populations for this study was the two trained and one untrained physical education teachers as well as the three hundred and seventy-six students, in the school for the Blind, Akropong-Akwapim in the Eastern Region of Ghana. Out of this population one (1) teacher and also twenty-four (24) students were used for the study.

3.3 SAMPLE AND SAMPLING TECHNIQUE

The authenticity as well as valuability of any educational research findings greatly depends upon the extent to which the sample reflects the target population. How genuine the findings might be also goes a long way to tell how the samples were selected. In order to do this, certain characteristics of the population were taken into consideration. The accessible population was a trained physical education teacher as well as twenty-four students who are all housed as boarders in the school for the blind in Akropong-Akwapim in the Eastern Region of Ghana. The researcher chose this school for the study because of the proximity to make follow ups easily and also in order to reduce cost.

The students were purposively sampled using the following categories.

- i. Those with some form of residual vision

- ii. Those who are totally blind
- iii. Those with visual and other sensory impairment.

The teacher was however selected by a probability sampling method using the simple random sampling technique for the study.

In order for the respondents to answer some of the research questions, the researcher observed them teach or go through some practical physical education activities. This observation took place at the dining hall where students were taken through an aerobics section. Some other lessons took place on the school sports field. All lessons and activities were recorded by the researcher at the various stages of the teachers teaching, from the introductory stage right through the evaluation stage. The observation was done for four weeks as a result of certain factors playing beyond the control of the researcher, which included the nature of the physical education time table, natural happenings, like rainfall and also special arrangements for equipment. Details of the lessons observed has been presented in an observational checklist which was used as a guide in Appendix (B).

The areas observed included, instructional strategies used by the teacher; students response to instructional strategies; type of teacher feedback to student's response to instructional strategies; students response to teacher feedback; and finally teachers response to students after giving feedback.

3.4 INSTRUMENTATION

Johnson and Christensen (2010), posited that, all research studies involve data collection and instruments for their collection. These instruments are designed to either answer questions designed by the researcher or to test hypothesis. The essence of data collection in a research study cannot be down played since it is the core of the study and the only means by which answers to the research questions are obtained. The data for the researcher were obtained using structured interview, questionnaire and an observation checklist. The following techniques were used;

- Questionnaires were administered to the physical education teachers in the school for the blind.
- Personal observations as the teacher taught.
- An interview section with the physical education teacher.

The data was collected over a period of one month from the beginning to the end of April 2012.

3.5 VALIDITY AND RELIABILITY OF THE RESEARCH INSTRUMENT

In order to ensure the validity of the instrument, it was given to the supervisor to check for content validity and also subjected to some colleagues of the researcher for face validity. This the researcher did in order to attempt to accurately represent inferences or interpretation from the test scores.

To ensure the reliability of the instrument, the researcher conducted a pilot study at the school for the deaf in Cape Coast. Even though the school is for the deaf the researcher found it has quite a sizeable number of students with partial visual impairment. From the results, it was observed that, the basic teaching strategies used by the teacher was,

explanation, followed by demonstration. He hardly used physical guidance and never used brailing at all. The researcher also found out that the response of the students to the instructional strategy used was mostly appropriate therefore most of his feedbacks to the students were class feedbacks. Student's response to teacher feedback to them was mostly appropriate therefore, the teacher would most of the time use reinforcement to drive home his point.

3.6 ADMINISTRATION OF THE INSTRUMENT

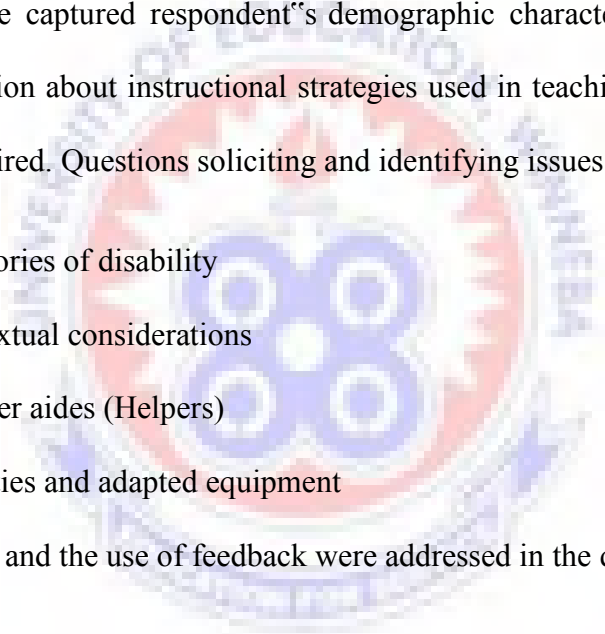
The researcher took an introductory letter from the Head of Department of Health, physical Education, Recreation and Sports (H.P.E.R.S.) of the University of Education, Winneba where he is pursuing Master of Philosophy degree programme. The researcher then took the introductory letter to the headmistress of the school for the blind for permission to be granted, so that the way would be paved for the field work to be conducted.

After a careful scrutiny of the introductory letter, the headmistress gave the letter to the school administrator, and then gave a photocopy to the Head of the Physical Education Department to further handle it from there. This was after she had summoned those who matter in the area where the researcher was to benefit from their Departments. She asked for their maximum co-operation and support especially the physical education teachers in order to make the exercise a success.

Copies of the questionnaires were administered to the physical education teacher after which the researcher briefed the respondents on the purpose of the data to be collected and the need for them to go through the activity with all the seriousness it deserved.

3.7 DATA COLLECTION PROCEDURES

The researcher used questionnaires and an observation checklist in collecting the data. A questionnaire is a self – respond data collection instrument that each research participant fills out as part of a research study. For the purpose of this study the questionnaire was administered to all three physical education teachers but only one, that is the main respondent was used in the study. The other two was just used in soliciting some information to cross-check or analyze some information given by the main respondent. The questionnaire captured respondent’s demographic characteristics as well as some specific information about instructional strategies used in teaching physical education to the visually impaired. Questions soliciting and identifying issues related to;

- 
- (i) Categories of disability
 - (ii) Contextual considerations
 - (iii) Teacher aides (Helpers)
 - (iv) Facilities and adapted equipment
 - (v) Types and the use of feedback were addressed in the questionnaire.

The teachers’ teaching episodes were recorded directly as he thought by a trained photographer whilst the researcher used the observation checklist to observe teachers lesson. Later on, the researcher watched the recorded lessons to add, or correct any incident he might have missed during the direct observation, in order to reconcile the two.

Items on the observation checklist included:

- (i) Types of instructional strategy
- (ii) Students response to instructional strategies

- (iii) Type of teacher feedback to student's response to instruction.
- (iv) Student's response to teacher feedback.

The two instruments mentioned above were used by the researcher to gain insight and also to make discoveries as well as interpretations from what really exists in the teaching of physical Education to the visually impaired.

The teacher was observed six (6) times over the period. One lesson was observed per day depending on the school time table and which class was available. They included, aerobics, athletics, "elephant football" and showdown. The researcher observed that the teachers didn't follow and syllabus, but rather discussed amongst them selves and taught what they deemed beneficial to the students. Some necessary tools used apart from the designed instruments included note books and pens, laptop and digital camera. These were used on events at specific times during the study. The observations were subjected to a high level of control in order to make it meaningful.

3.8 DATA ANALYSIS

The purpose of data analysis was to present methods, strategies and techniques that were employed in analyzing the data of the study. Bogdan and Biklen (1982), is of the view that, qualitative data analysis is "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding on what you will tell others.

Based on the above assertion, the researcher used frequency distribution and simple percentages in analyzing the data with the aid of Microsoft-excel 2007 program. Bar-charts and Pie-charts were also used to show graphical representations of the findings

from the information gathered. The researcher was therefore able to draw valid conclusions based on the results rather than people's perceptions in relation to the area of study.



CHAPTER FOUR

PRESENTATION OF RESULTS, FINDINGS AND DISCUSSIONS

4.0 INTRODUCTION

This chapter deals with the presentation of results, findings and discussions on the study on strategies used in teaching Physical Education to the visually impaired at the School for the Blind in Akropong-Akwapim, in the Eastern Region of Ghana. The study examined how teachers teach the subject looking at the critical elements such as giving feedback, the strategies and techniques adopted by the teacher in teaching skills towards the overall aims and objectives as enshrined in the curriculum.

Earlier on the researcher had visited the school for the Blind, and in the headmistresses office the school administrator gave a breakdown of the number of classes and programmes that are handled by the Physical Education department as Primary One, Primary two, primary three, primary four, primary five and primary six. Other classes include Kindergarten one and two, as well as the Rehabilitation and the mobility classes and also JHS 1 and 2. The target population for the study was three Physical Education teachers and forty students categorized into, those with some form of residual vision, those who are totally blind, those with visual and any other sensory impairments, as well as those with visual impairment and also physically challenged.

After a visit to the school, the researcher observed that out of the three teachers, one was an aide with no academic qualification in teaching adapted Physical Education. Another had a degree from University of Education, Winneba in teaching Physical Education, but the third teacher had a degree from the University of Education, Winneba where she studied Physical Education as a second area, but had gone overseas to get a second degree in Moderate disabilities i.e. (M.ed in Moderate Disabilities). Therefore a

purposive sampling method was used in selecting the teacher. The researcher also observed that he could not use the categories of students as planned because most of the students who did physical education were grouped into total and partially blind. The others due to a reason or two were not taking part in physical education lessons. Here also the researcher used the purposive sampling method to select twenty-four (24) students for the study. All three teachers were made to complete the questionnaire given and were handed over to the researcher on the same day. However, only one was used for the research, the others were used just for academic purposes. All practical physical education lessons were observed by the researcher during the teaching period. In all six lessons were observed. The lessons were observed under athletics, aerobics and elephant football. The teaching observation was done using an observation checklist which consists of sixteen (16) items and can be found on (appendix B). Areas observed included type of instructional strategy used, students response to the instructional strategy, the type of teacher feedback to the students response to instruction, students response to teacher feedback and then finally teacher response to students after feedback. These areas covered the whole lesson of the teacher, from the introduction phase right through to the closure or evaluation phase.

The study focused on the following objectives:

1. To identify the type of instructional strategies used by the teacher
2. To find out if the instructor is able to use these instructional strategies
3. To find out the response of the students to the identified instructional strategies
4. To find out the type of teacher feedback in relation to students performance response to instructional strategies

5. To find out the effectiveness of teacher feedback to the students.

In order to reach such objectives, the following instruments were used, the questionnaire, an observation checklist, as well as structured interview. The questionnaire captured the demographic data as well as some other responses by the respondent, whilst the observation checklist was used to record the lesson episodes. The structured interview was also used to collect information on certain responses the questionnaire and observation checklist could not capture. The research data was analyzed using frequencies and simple percentages with the help of the SPSS programme.

The outcome of the study and the main findings from the data analyzed are presented and discussed below:

4.1 PRESENTATION OF RESULTS AND FINDINGS

Table 4.1.1 below shows the schools' number of physical education teachers, teacher aide, as well as the classes that took part in the study.

TABLE 4.1.1: SAMPLE SCHOOL SELECTED: CLASS OR FORM TAUGHT AND

NUMBER OF PHYSICAL EDUCATION TEACHERS: TEACHER AIDES

Name of School	Class / Form	No. of PE Teachers	No. of Teacher Aides	
School for the Blind (Akropong-Akwapim)	P1			
	P2			
	P3			
	P4			
	P5	2	1	
	P6			
	JHS 1			
	JHS 2			
	JHS 3			

From the table shown above, the researcher found out that the school for the blind in AkropongAkwapim has two trained Physical Education teachers, and one teacher aide who handle eleven (11) classes.

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

This section talks about the respondents demographic characteristics. It includes her academic qualification, professional status, number of physical education lessons taught per week, as well as type of discipline taught by the teacher.

TABLE 4.1.2:DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Academic qualification	General certificate of Examination (O level) Cert „A“ 3 yr Post Secondary
Professional qualification	B.ED Health, Recreation, Physical Education, Sports, M.ED Moderate disabilities
Number of P.E. lessons taught per week	Eleven (11)
Type of discipline taught	Athletics, aerobics, elephant football, show down

From the table above, the teacher observed has an Ordinary Level certificate, a certificate from the College of Education, a first degree in Health, Physical Education, Recreation and Sports, and also has a Masters Degree in Moderate Disabilities. The respondent teaches eleven lessons per week and some of the disciplines she handles include athletics, aerobics, elephant football and “show down”. This revealed that the respondent is a highly trained professional in what she does, and she also varies her disciplines.

TABLE 4.1.3: INSTRUCTIONAL TECHNIQUES

This section talks about the instructional techniques used by the teacher. They are captured under tables 4.1.3 to 4.1.7. These techniques include brailing, physical guidance, explanation, demonstration and any other.

TABLE 4.1.3 BRAILING

Valid	Frequency	Percent Valid	Cumulative Percent
0	1	16.7	16.7
1	1	16.7	33.3
2	1	16.7	50.0
4	1	16.7	66.7
6	2	33.3	100.0
Total (19)	6	100.0	100.0

From the table above, the teacher on one occasion did not use any brailing as a technique, and this accounted for 16.7%. On one occasion she used brailing once, accounting for 16.7% and reflecting in a cumulative percentage of 33.3. In an instance the respondent used brailing twice and that also accounted for 16.67% building up a cumulative of 50.0%. She on one occasion used the brailing method four times, forming 16.7% of the work output and this shot up her cumulative percentage to 66.7%. Finally, on two instances during her teaching episodes, she used the brailing technique six times, that formed 33.3% of her work and this accounted for a cumulative percentage of 100.0. In all the table reveals that the respondent used brailing as a technique nineteen (19) times in the six lessons taught.

TABLE 4.1.4: PHYSICAL GUIDANCE

Valid	Frequency	Percent Valid	Cumulative Percent
4	1	16.7	16.7
12	1	16.7	33.3
13	1	16.7	50.0
14	2	33.3	66.7
28	1	16.7	100.0
Total (85)	6	100.0	100.0

From the table above, the researcher observed that the respondent used physical guidance four times on one occasion forming 16.7% of the total study and this reflected as 16.7% cumulatively. On one occasion she used physical guidance as a technique twelve times. This also formed 16.7% of her work and accounted for a cumulative percentage of 33.3. The respondent also used physical guidance thirteen times during the period of the study on one occasion, and this was reflected as 16.7%, adding up to 50.0% cumulatively. On two occasions however, she used physical guidance fourteen times, and this showed as 33.3% of her total work and it accounted for a cumulative percentage of 66.7. Finally, in an instance she used this technique twenty-eight times representing 16.7% of her output and this accounted for a cumulative percentage figure of 100.0. This suggests that in the six lessons observed, the teacher used the technique of physical guidance eighty-five (85) times.

TABLE 4.1.5 EXPLANATION

Valid	Frequency	Percent Valid	Cumulative Percent
0	1	16.7	16.7
1	1	16.7	33.3
2	1	16.7	50.0
4	1	16.7	66.7
6	2	33.3	100.0
Total (19)	6	100.0	100.0

The table as shown above indicates that, the respondent on one occasion out of the six lessons taught never explained any concept, this accounted for 16.7%. In one lesson she however used the explanation technique once and this also reflects as 16.7% building up a cumulative percentage of 33.3. The respondent also on one occasion used the method twice and this is shown as 16.7% making up 50.0% cumulatively. In another instance it was observed that she used explanation as a technique on four occasions and that also reflects as 16.7% of the lesson and sums it up to 66.7% as cumulative percentage. Finally, she used in two instances this technique six times, reflecting as 33.3% and 100% cumulatively. This reveals the fact that the respondent used explanation as a technique nineteen (19) times.

TABLE 4.1.6 DEMONSTRATION

Valid	Frequency	Percent Valid	Cumulative Percent
1	1	16.7	16.7
2	1	16.7	33.3
8	1	16.7	50.0
11	2	33.3	83.3
16	1	16.7	100.0
Total (49)	6	100.0	100.0

The table above reveals that in one instance, during the study the respondent used demonstration as a technique once, and this is shown as 16.7% and also a cumulative percentage of 16.7. On another occasion the teacher used demonstration two times and this is indicated as 16.7% and a cumulative percentage of 33.3. During the study she used demonstration as a technique eight times in one occasion and it also reflects as 16.7% adding up cumulatively as 50.0%. Eleven times on two occasions did the teacher use demonstration as a technique and it is captured as 33.3 percent of her total output forming 83.3% cumulatively. Finally in one instance the respondent demonstrated some activities sixteen times, this also is shown as 16.7% and it is also captured as 100.0% in cumulative, suggesting that the respondent used demonstration as a technique forty-nine (49) times in the six lesson episodes she did.

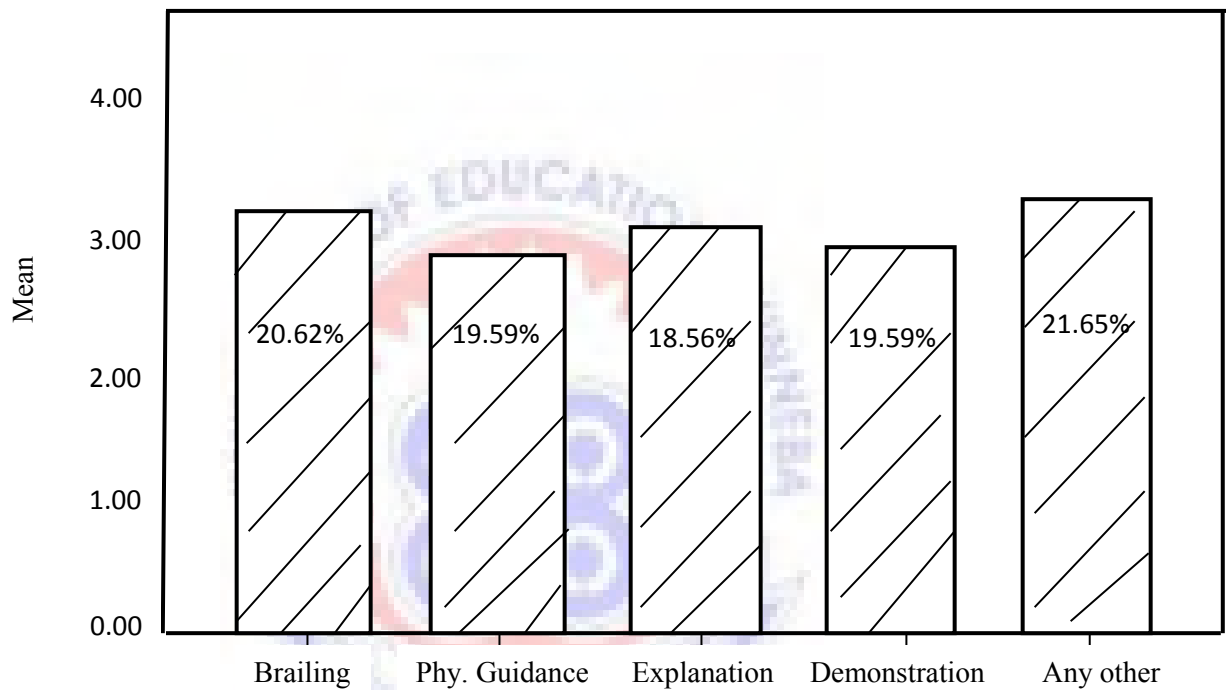
TABLE 4.1.7 ANY OTHER (TEACHER / STUDENT AIDE)

Valid	Frequency	Percent Valid	Cumulative Percent
0	1	16.7	16.7
4	1	16.7	33.3
7	1	16.7	50.0
9	1	16.7	66.7
10	1	16.7	83.3
5	1	16.7	100.0
Total (35)	6	100.0	100.0

The table above indicates that the respondent on most occasions during the teaching episodes depended on others to help directly or indirectly. One of the lessons did not demand the use of „any other“ technique and this was accounted for as 16.7% reflecting a cumulative percentage of 16.7. In one instance she used „any other“ as a technique on four occasions, this also accounted for 16.7% and a cumulative percentage of 33.3. The respondent in one instance had to use „any other“ technique on seven occasions and this is also seen as 16.7%, adding up to 50.0% cumulatively. Nine times as shown in the table above was how many times she used „any other“ method as a technique in one lesson, and this is also shown as 16.7% and a cumulative percentage of 66.6. During one lesson the researcher observed that the respondent used the „any other“ method ten times, this is also

captured as 16.7%, hence reflecting as 83.3% cumulatively. Finally, in one instance she used on five occasions „any other“ as a technique during the lesson. It reflects as 16.7% and cumulatively as 100.0%. A total of 35 were how many times the respondent used teacher aides as a technique in the course of the study.

FIGURE 1: TECHNIQUES USED IN TEACHING



The table above shows how the respondent used the instructional techniques. In ascending order it can be ranked as Explanation – 18.56%, Physical guidance - 19.59%, Demonstration – 19.59%, Brailing – 20.62% and then „any other“ – 21.65%.

STUDENT RESPONSE TO INSTRUCTIONAL TECHNIQUES

This section focuses on the response of the students with regards to the identified instructional technique used by the teacher. These are captured under tables 4.1.8 and 4.1.9 respectively.

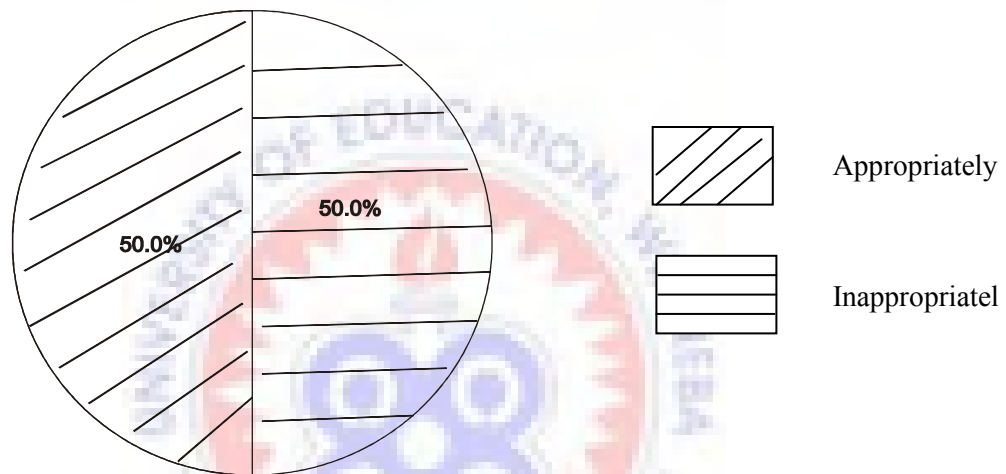
4.1.8 STUDENT RESPONSE TO INSTRUCTIONAL TECHNIQUE (APPROPRIATE)

Valid	Frequency	Percent Valid	Cumulative Percent
6	1	16.7	16.7
12	1	16.7	33.3
14	1	16.7	50.0
16	1	16.7	66.7
30	1	16.7	83.3
31	1	16.7	100.0
Total (109)	6	100.0	100.0

From the table above, in one of the lessons, students responded appropriately to the technique used six times, representing 16.7% and a cumulative percentage of 16.7. In another lesson the students responded appropriately twelve times also representing 16.7% of the technique used and this gave a cumulative record of 33.3%. Fourteen times again during a lesson, is how many times the students responded appropriately to the instructional technique used by the teacher, and this also accounted for 16.7% of the total out-put, hence a cumulative record of 50.0%. During another lesson students were able to record sixteen appropriate responses to the instructional technique used by the teacher,

creating a percentage effect of 16.7% and a cumulative percent of 66.7. On another occasion, because of the technique used, she was able to record an appropriate response of 30, amounting to 16.7% and a cumulative percentage of 83.3. Finally during one of the lessons, because of the instructional technique used, the students responded thirty-one times appropriately.

FIGURE 2:



From the graph above students responded positively 50% to the instructional techniques used by the respondent, and at the same time they responded 50% inappropriately.

TABLE 4.1.9 INAPPROPRIATE RESPONSE TO INSTRUCTIONAL TECHNIQUE

Valid	Frequency	Percent Valid	Cumulative Percent
1	1	16.7	16.7
8	1	16.7	33.3
9	1	16.7	50.0

11	1	16.7	66.7
16	1	16.7	83.3
18	1	16.7	100.0
Total (63)	6	100.0	100.0

From the table above, on one occasion, a student responded inappropriately once, representing 16.7%. Then on another occasion students responded inappropriately eight times, due to the technique used by the teacher and this formed 16.7% of her work and gave a cumulative percentage of 33.3. Nine, were how many times students responded inappropriately to the identified instructional technique. This also represents 16.7% and a cumulative record of 50.0. On another occasion students responded eleven times inappropriately due to the technique used and it accounted for 16.7%, representing a cumulative percentage of 66.7. As seen again due to the instructional technique used on another occasion, the students responded sixteen times inappropriately. This also represented 16.7% and a cumulative record of 83.3%. Finally, because of the instructional technique the teacher used in one of her lessons, the students registered a figure of 18, representing 16.7% and accounting for 100.0% cumulatively. In all because of the instructional technique used, students responded sixty-three times inappropriately.

TEACHER FEEDBACK TO STUDENTS RESPONSE

TO INSTRUCTIONAL TECHNIQUE

This section deals with the type of feedback used by the teacher to these students, after they have used the instructional strategy given by the teacher. These are captured under the tables 4.2.0 to 4.2.4.

TABLE 4.2.0 GENERAL FEEDBACK

Valid	Frequency	Percent Valid	Cumulative Percent
1	1	16.7	16.7
2	1	16.7	33.3
3	2	33.3	66.7
4	1	16.7	83.3
5	1	16.7	100.0
Total (18)	6	100.0	100.0

The table above indicates that in one of the lessons the respondent used the general feedback just once, representing 16.7%. She on another occasion used this type of feedback twice, also representing 16.7% of her work output and creating a cumulative percentage of 33.3. In two of the lessons handled by the respondent she used the general feedback three times, representing 33.3% and a cumulative percentage of 66.7. Four times in another lesson, did the respondent use this type of feedback. This also represents 16.7% and a cumulative percentage of 83.3. Finally during one of her lessons, the teacher used the general feedback on five occasions, and this reflected as 16.7% and a cumulative

percentage of 100.0. In all, the respondent used the general feedback eighteen times as revealed by the study.

4.2.1 SPECIFIC FEEDBACK

Valid	Frequency	Percent Valid	Cumulative Percent
0	1	16.7	16.7
2	1	16.7	33.3
3	1	16.7	50.0
4	1	16.7	66.7
5	2	33.3	100.0
Total (19)	6	100.0	100.0

The table above shows that in one of the lessons that the respondent handled, she did not use the specific feedback. This accounts for 16.7%. In one of her lessons she used this type of feedback twice, representing 16.7% and a cumulative percentage of 33.3. It also indicates that during one of her lessons she used this type of feedback on three occasions also representing 16.7% and a cumulative response of 50.0. In one instance she used the specific feedback four times also representing 16.7% and a cumulative percentage of 66.7. Finally in two of her lesson episodes, the respondent used the specific feedback on

five occasions, representing 33.3% and a cumulative percentage of 100.0. The implication therefore is that the respondent used the specific feedback nineteen times in the course of the study.

4.2.2 INDIVIDUAL FEEDBACK

Valid	Frequency	Percent Valid	Cumulative Percent
1	1	16.7	16.7
4	3	50.0	66.7
5	1	16.7	83.3
7	1	16.7	100.0
Total (25)	6	100.0	100.0

From the table above, the respondent used the individual feedback on one occasion in a lesson episode, this accounted as 16.7%. In another instance she used this type of feedback five times, representing 16.7%. In three of her lessons, she used the individual feedback four times, and this represents 50% of her work output and a cumulative percentage of 83.3. Finally in one of her teaching episodes the respondent used the individual feedback seven times representing 16.7% and a cumulative response of

100.0%. This shows that in all six teaching lesson episodes, the respondent used individual feedback twenty-five times.

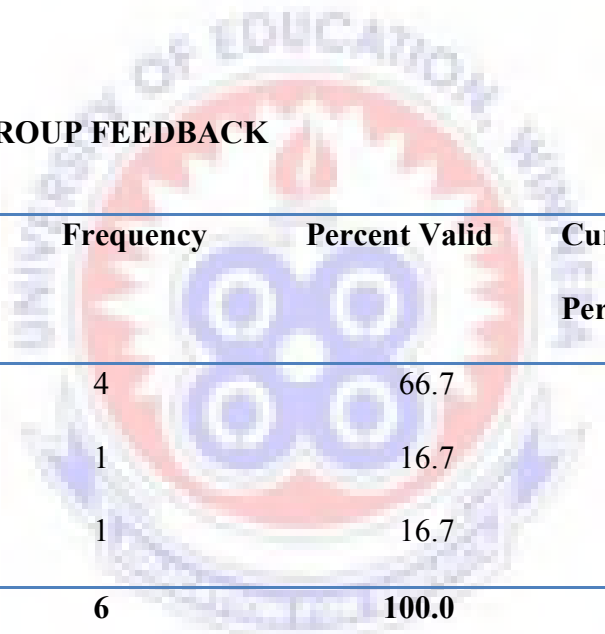
TABLE 4.2.3 CLASS FEEDBACK

Valid	Frequency	Percent Valid	Cumulative Percent
1	2	33.3	33.3
2	1	16.7	50.0
3	1	16.7	66.7
4	1	16.7	83.3
6	1	16.7	100.0
Total (17)	6	100.0	100.0

From the table above, it indicates that on two occasions, the respondent used the class feedback once. It accounts for 33.3% for her work output. In an instance again, she used this type of feedback two times representing 16.7% and a cumulative percentage of 50.0. On one occasion also she used the class feedback three times representing 16.7% and a cumulative record of 66.7. During one of the lesson episodes, the respondent used the class feedback four times. This represented 16.7% and a cumulative percentage of 83.3.

Finally in one of the lessons, the respondent used the class feedback six times, this accounts for 16.7% and a cumulative count of 100.0%. In all, the respondent used class feedback seventeen times during the six lesson episodes.

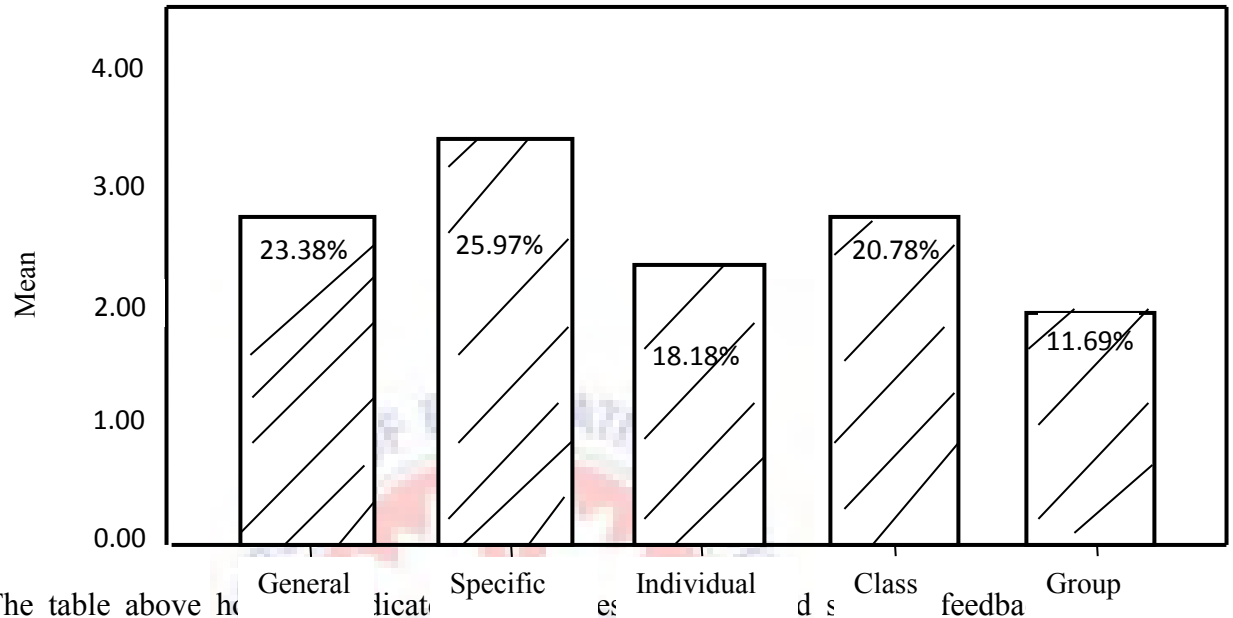
4.2.4 GROUP FEEDBACK



Valid	Frequency	Percent Valid	Cumulative Percent
0	4	66.7	66.7
1	1	16.7	83.3
2	1	16.7	100.0
Total (3)	6	100.0	100.0

The table above indicates that in four of the lesson episodes, the respondent did not use the group feedback, this accounts for 66.7%. On one occasion however, she used it once, and this accounts for 16.7% and a cumulative count of 83.3%. Then also in one of her lessons the teacher used the group feedback two times, represented as 16.7% and a cumulative sum of 100.0%. This reveals that the respondent used the group feedback three times in the six lesson episodes she handled.

FIGURE 3: TEACHER FEEDBACK TO STUDENT RESPONSE TO INSTRUCTIONAL TECHNIQUES



The table above has shown that specific feedback is used most often i.e. 25.97%, followed by class feedback i.e. 20.78%, then general feedback i.e. 23.38% after this comes individual feedback i.e. 18.18%, and the type of feedback least used by the respondent is group feedback i.e. 11.69%.

STUDENT RESPONSE TO TEACHER FEEDBACK

This section talks about the response of the students to the feedback given to them by the teacher. These are captured in tables 4.2.5 and 4.2.6. It indicates whether the responses were appropriate or inappropriate.

TABLE 4.2.5 APPROPRIATE RESPONSE TO TEACHER FEEDBACK

Valid	Frequency	Percent Valid	Cumulative Percent

6	1	16.7	16.7
8	1	16.7	33.3
14	1	16.7	50.0
18	1	16.7	66.7
20	1	16.7	83.3
25	1	16.7	100.0
Total (91)	6	100.0	100.0

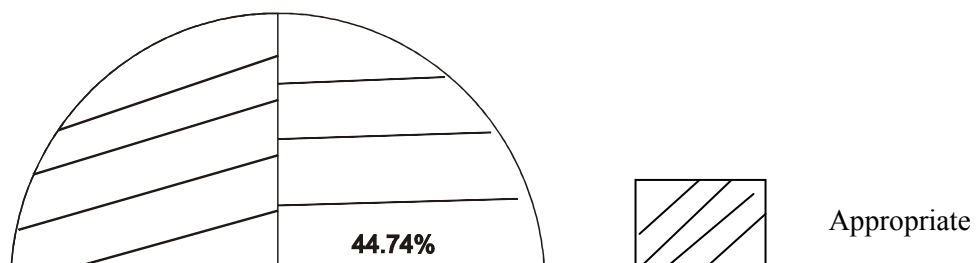
The indication from the table above shows that, the respondent in one of the lesson episodes, had six of the students responding appropriately on six occasions and it accounted for 16.7%. In another lesson students responded appropriately eight times to the feedback given by the respondent and this also accounts for 16.7%, giving a cumulative percent of 33.3. Also during one lesson episode the teacher gave four feedbacks and the students responded fourteen times appropriately. This also accounts for 16.7% and a cumulative percentage of 50.0. The students responded appropriately to the teacher feedback eighteen times on one occasion, and this also accounted for 16.7%, giving a cumulative percentage of 83.3. The table also indicates that on one occasion, the teacher gave certain feedbacks, making the students respond appropriately twenty times. This recorded as 16.7% and a cumulative percentage of 83.3. Finally during one of her teaching episodes the respondent gave feedbacks, and the students responded to them appropriately twenty-five times. This is also shown as 16.7% and a cumulative percentage of 100.0. In all, therefore, students responded to teacher feedbacks appropriately ninety-one times.

TABLE 4.2.6 INAPPROPRIATE RESPONSE TO TEACHER FEEDBACK

Valid	Frequency	Percent Valid	Cumulative Percent
0	1	16.7	16.7
6	2	33.3	50.0
10	1	16.7	66.7
11	1	16.7	83.3
15	1	16.7	100.0
Total (48)	6	100.0	100.0

From the table above, during one of the lesson episodes of the respondents, none of her students responded inappropriately to the feedback she gave. However on two occasions during her teaching, students responded inappropriately six times to a feedback given. This accounted for 33.3% and a cumulative percentage of 50.0. In another lesson episode her students responded inappropriately ten times to the feedback she gave. This also reads as 16.7% and a cumulative percentage of 66.7. Eleven were how many times the students responded inappropriately to the respondent’s feedback given. It registers as 16.7% and a cumulative percentage of 83.3. Finally in one of her lesson episodes, she recorded a figure of fifteen as inappropriate student response to the feedback she gave. This also gave a cumulative percentage of 100.0. In all the number of times students responded inappropriately to the respondent’s feedback amounted to forty-eight.

FIGURE 4:



The table above indicates a percentage of 55.26 against 44.74, with regards to appropriate and inappropriate response to feedback respectively. Meaning that the type of feedback teacher gave mostly worked for most of the students hence the figures shown above.

TEACHER RESPONSE TO STUDENTS PERFORMANCE AFTER GIVING FEEDBACK

This section deals with the way and manner the teacher responded to the students after they have reacted to the feedback she gave. It indicates whether her response was a corrective feedback or reinforcement feedback. It is captured as table 4.2.7 and 4.2.8.

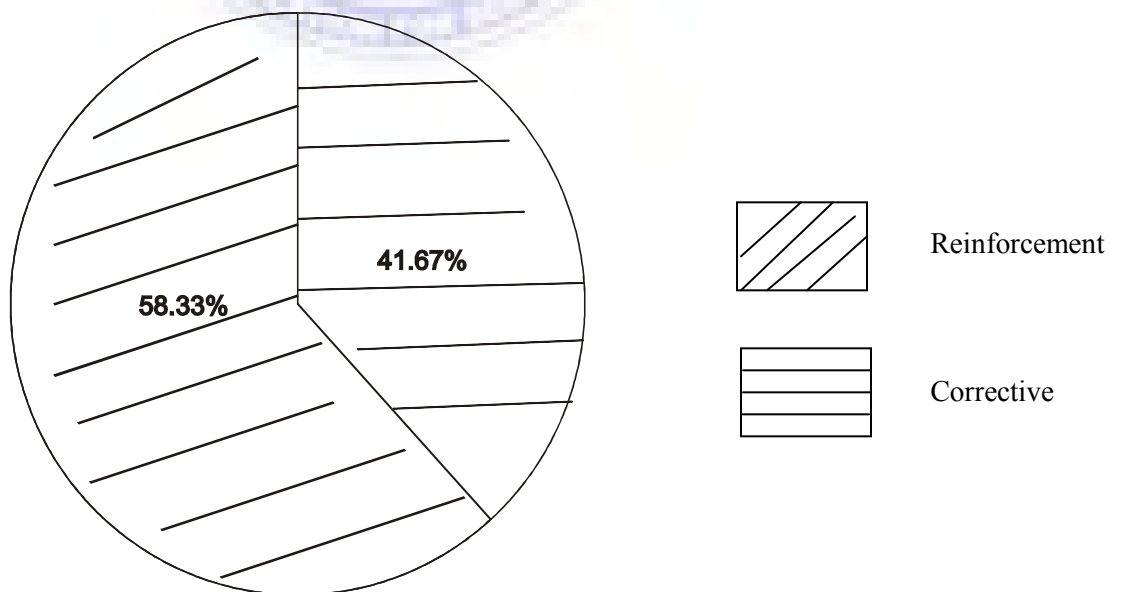
TABLE 4.2.7

Valid	Frequency	Percent Valid	Cumulative Percent
2	3	50.0	50.0
3	2	33.3	83.3

5	1	16.7	100.0
Total (17)	6	100.0	100.0

The table above shows that the respondent used the corrective feedback two times each in three of her teaching episodes. This accounts for 50.0 percent of her work and a cumulative percentage of 50.0. In two of her lessons she applied the corrective feedback three times each after the students have responded. This also accounts for 16.7%, bringing the cumulative percentage to 83.3. Finally in one of the teaching episodes, she used this type of feedback five times. It is shown as 16.7% and a cumulative percentage of 100.0. In all, the table indicates that for the six lesson episodes handled by the respondent, she applied the corrective feedback seventeen times.

FIGURE 5:



The graph above shows that 58.33% of the feedback the respondent gave, after the students have used the instructional strategy were to reinforce the technical skills involved in the performance of the activity for further deepening of the understanding and the appreciation of the concepts. It also shows that 41.67% of the feedback, which is rather on the higher side was corrective, indicating a sizeable number of the students still had problems with the type of feedback she gave.

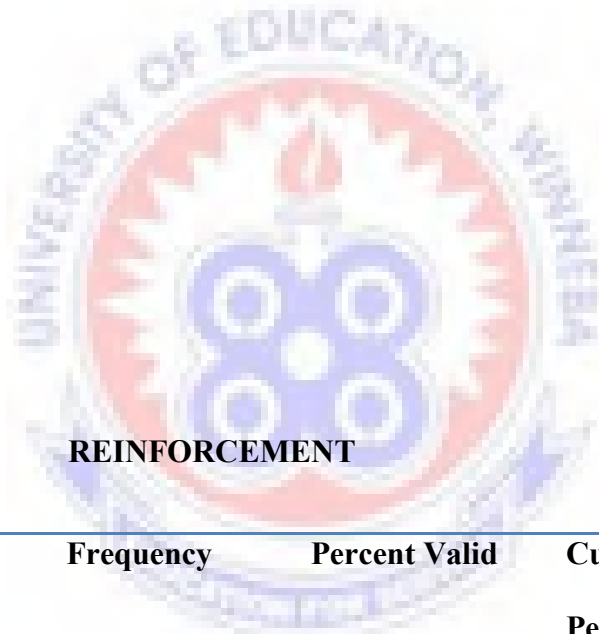


TABLE 4.2.8 REINFORCEMENT

Valid	Frequency	Percent Valid	Cumulative Percent
1	1	16.7	16.7
3	3	50.0	66.7
4	1	16.7	83.3
5	1	16.7	100.0
Total (19)	6	100.0	100.0

The table above shows that in one of the lesson episodes the respondent used the reinforcement feedback once, and it accounted for 16.7% and a cumulative percentage of 16.7. On three occasions the teacher applied the reinforcement feedback three times, this amounts to 50.0% and a cumulative percentage of 66.7. In another lesson she used the reinforcement feedback four times, registering as 16.7% and a total cumulative percentage of 83.3. Finally the respondent in one of her teaching episodes used the reinforcement feedback five times; this is also shown as 16.7 and a cumulative percentage of 100.0. The outcome is that the respondent used the reinforcement feedback nineteen times during the six lesson episodes.

4.2.9 INTERVIEW

The researcher in the study interviewed the physical education teacher i.e. the respondent using a structured interview. This is captioned as Appendix C. This portion recaps what transpired. When asked how different persons with disability are, she answered that just as we have individual differences in persons without disabilities so is it with persons with disability. She went on to say that sometimes the kind of disability the person may have will make him or her become a bit antisocial or sometimes over-reacts. She further stated that sometimes in our communities we tend to give them names, but these disabilities are problems facing the individuals which needs to be addressed, and on many occasions people fail to do so.

Again, the respondent was asked if she thought society sees persons with disability differently, she answered yes, because our tradition sometimes frowns on mixing with persons with disability.

“Do you need any special training in order to teach adapted Physical Education? The researcher asked. Yes, she answered, you need to know something about people living with disability so that when you are planning your activity you will know how to structure them. Teaching persons with disability is a huge challenge and need special training to take it up. She also added that sometimes the interest and on the job training also benefits, even without any special training.

The respondent was asked if our professional institutions are giving this training. She said that our Universities teach the aspect of knowing about the disabilities. However, that aspect of teaching adapted Physical Education is not done. She lamented the concept of Special Olympics in Ghana vis-à-vis the courses in special needs as taught in the Universities.

When asked to describe the preparation she does in order to teach persons with disability, she said she makes sure the environment is safe, devoid of obstacles. Secondly, she takes the activity to be performed into consideration, and with this she looks at the age, the class size, as well as the number of totals and partials. She depends on the partially sighted who normally serve as support or aides. Not forgetting the teacher aide present.

The respondent was asked if she liked the work she was doing. “Oh yes”, she said, it gives me satisfaction that I am bringing joy and smiles to the faces of some people who have been deprived of having physical activities for a very long time”. She continued by saying, she remembers vividly the first time she organized an inter-house athletics meet. Most of the students were so happy, and the zeal they have in doing the physical activities is what keeps her going.

When asked by the researcher the types of disability she handles, and which one of them was more challenging. The respondent answered that she handles students with visual impairment (Total or Partial), multiple disability, learning disability, autism and the orthopedic issues. Some students have suffered from neglect and cannot even walk. She however pointed out the fact that students with multiple disabilities are her biggest challenge.

The respondent was asked what makes a person teaching students with visual impairment effective, and to this she responded that the most effective tool she uses is the hands on (Physical guidance). Also the presence of teacher aides affects the lesson seriously.

To the question as to what instructional strategies she uses in teaching, she responded that they include demonstration, the touch method, asking them to do a lot of imagination, learning by experience and then also making them go through whatever you want them to do.

How would you describe generally the students response to the instructional strategies mentioned above? To this she responded that even though some of them struggle, a lot of them respond positively. To the students who struggle with the strategy, she goes to them one-on-one and either holds the student to do the demonstration or let the child hold or touch her whilst she performs or demonstrates.

The researcher then asked how effective these feedbacks to the students were. To this she said they are very effective. She did not hesitate to add however that the class size makes it impossible to respond to some students after giving them the necessary feedback.

The respondent was asked again that given the opportunity how would she want to see the teaching of adapted physical education done in Ghana. She responded by saying that society is growing and so is the number of persons with disability, and so she thinks the teaching should start right from the basic schools. A lot of people must come on board she said, including our social media so that they help in educating people, that the blind can also do physical education because without physical education, our health is incomplete. Secondly, every person who enters the training institution should be made to offer a course in adapted Physical Education at least for a semester.

At this juncture, the researcher asked the respondent, what her view was about the training given at the University of Education. To this her answer is well I think those offering Physical Education should be made to have attachment programmes in the schools for the disability so that they can experience the activities in totality. I can use myself as an example, I came here and did not know from where to begin, and if I had not done a little research and also committed to the job, I would not have been able to enjoy my work. Fortunately, I travelled outside and everything was different. So I think the attachment programme would be very important.

4.3 DISCUSSION OF RESEARCH FINDINGS

The demographic characteristics of the respondent reveal that she has a degree in Physical Education from the University of Education, Winneba and then a Masters degree in Moderate disability which she did in the United States of America. This training has indeed influenced her work output and it confirms the fact that, what goes

into the training curriculum as well as the instructional content in the training institutions affect the trainees' delivery on the field as far as the teaching of adapted Physical Education is concerned.

Again the study revealed that even though the institution is called the school for the blind, the teachers handle other disabilities which include the visually impaired, students with multiple disabilities, those with blindness and autism, emotional disorders, students who are blind and have hearing impairments and then also students who are blind and have intellectual disabilities. This situation indeed supports the fact that the adapted Physical Education teacher should be trained in knowing the modification and adaptations used in teaching Physical Education. The adapted Physical Education teacher should have an in-depth knowledge about disabilities especially visual impairment, in order to be effective, it was also revealed during the study that there are strategies and techniques used in handling students with visual impairment, and these include;

- Hand-on-hand (Physical guidance)
- Explicit Verbal Description (Explanation)
- Touch Method (Brailing)
- Teacher Demonstration (Demonstration)
- Peer Demonstration and
- The use of teacher aides

The study also revealed that the respondent used all the above mentioned strategies, but however combined peer demonstration and teacher aides as the "any other" technique.

The data collected by the researcher revealed that the teacher had a high view and knowledge about contextual considerations. She looked at the class size, the caliber of students she was dealing with, the discipline to be handled, the safety of the students as well as the number of totals and partials i.e. visual impairment to be handled. This was reflected in the disciplines she taught i.e.

- Elephant football
- Aerobics
- Athletics
- “Show down”

This understanding is posited by Sherrill, (1993), that all students should be provided adequate physical activity to assure health and fitness for daily living and benefit from instruction.

The study also revealed that, throughout the six teaching episodes the number of times students responded appropriately to the instructional techniques given was the same as the number of times they responded inappropriately.

This is quite co-incidental, considering the educational background, the experience, as well as the effectiveness of the respondents, students should have responded more appropriately than inappropriately to the technique she used. However, it was not so.

Teacher feedback during guided practice typically focuses on the technical aspects of performance, particularly the critical performance elements emphasized during the task communication, Sedentop and Tannehill (2000). The study revealed that the respondent

was very critical about the use of feedback. She ranked the type of feedback she normally uses in ascending order as;

- 5th General feedback
- 4th Individual
- 3rd Group
- 2nd Specific
- 1st Class

On the questionnaire given to her. However, the data revealed a different pattern. It showed as

- 5th - Specific feedback
- 4th - General Feedback
- 3rd - Class feedback
- 2nd - Individual feedback
- 1st - Group feedback

This confirms the fact that the respondent knew exactly what she was doing technically. She understood the skill and so could give those salient points or suggestions needed for a good delivery of the skill by the students.

The data gathered also revealed that because the respondent used special comments with regards to students' performance more often they indeed responded more appropriately than inappropriately to the feedback she gave.

In addition to these, one of the revelations of the study indicates that the respondent taught through the lesson to the end. She made sure she had responded again to the students after they have performed or reacted to the feedback she gave.

The data gathered also revealed that because the respondent used special comments to students' performance more often, they indeed responded more appropriately than inappropriately to the feedback she gave.

The data gathered also revealed that the respondent used special comments. She knew her students as individuals with unique challenges and so could apply things in words and in deeds that could make them feel special. She gave special comments to the students' performance more often, and they indeed responded more appropriately than inappropriately to the feedback she gave. Students left the class more often than not more fulfilled and happy, asking when the next lesson will be done, and what was expected of them.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0

The purpose of the study was to find out to what extent a visually impaired person could go through a practical physical education lesson in order to achieve the goal that had been set by the teacher. The study investigated instructional strategies as a medium used in

teaching Physical Education to the persons with disability at the School for the Blind, Akropong-Akwapim in the Eastern Region of Ghana. The study sought to identify the instructional techniques used by the teacher and how effective these techniques were. It also sought to examine how the students responded to these identified techniques. Finally, the study was to find out the type of feedbacks the teacher gave and how effective these feedbacks were. This chapter focuses on the following:

- Summary of Research findings
- Conclusions
- Recommendations and
- Suggestions for further research

5.1 Summary Of Research Findings

The results of the study on instructional strategies as a medium of teaching adapted Physical Education to the visually impaired find support in the assertion of Sherill (1993), effective teaching is largely dependent upon an understanding of human variables and change processes, and that adapted Physical activity can be directed towards changing any variable. Furthermore, the results of the study shows that the importance of working co-operatively, appropriately, appropriate social interaction, and proper communication between the teacher and students as Hodge et al (2003), posited. The following were the outcome of the findings from the data collected from this study. From the demographic data of the teacher, it was observed that the respondent is a highly trained professional in adapted Physical Education, and together with another teacher who has a degree in regular Physical Education, and then one untrained teacher aide, they handle the classes together. They take great delight in the work they do thereby raising the interest and

performance of the students they handle. From the responses given by the teacher she is guided by the UNESCO charter on Physical Education and Sports, that every human being, abled or disabled has the fundamental right to take part in Physical Education and sports which are essential for the full development of one's personality. She is also mindful of the fact that disability does not mean inability and so has designed various disciplines including "elephant football", athletics, aerobics and „show down“ so that every student can take part safely and successfully in practical Physical Education. From the responses given by the teacher, it was revealed that even though the school is called "School for the Blind", there are students with other disability which includes multiple disability, hearing impairment, learning disability, autism, neglect as well as orthopedic. In all, the most challenging for her as a teacher is handling students with multiple disability.

The study also revealed that a lot of planning goes into the teaching of adapted Physical Education, and that apart from the contextual considerations, the teacher relies largely on teacher aides in order to be successful, but key to their planning is the concern for safety for the students, because of the biases and the preconceived ideas about the disabled and Physical Education or sports.

Again, the study revealed that every leader who handles adapted Physical Education should have an in-depth knowledge about persons living with disability in order to understand and appreciate such persons and above all one needs special training in methods and skills used in handling such students. Effective teaching of adapted physical Education is largely dependent upon an understanding of the disability as how it affects the individual as well as charge processes.

The study also revealed that some of the instructional techniques used in teaching Physical Education to the visually impaired include:

- Touch method (physical guidance)
- Teacher demonstration (brailing)
- Explicit explanation(Verbalization)
- Student demonstration

It is worthy to note that all these techniques come with a few advantages and disadvantages.

From the responses given it has been found out that the rate at which students response appropriately to these instructional techniques is the same rate they respond to them inappropriately.

It was also revealed that even though feedback is an important concept in teaching episodes, it is the nature of the feedback that makes room for the positive experience. The teacher has mastered the art of giving feedback. This really affected the students positively. Below is how the interpretation came out during the study, from the highest to the lowest as in how it was used by the teacher.

- 1st - Specific feedback
- 2nd - General feedback
- 3rd - Class feedback
- 4th - Individual feedback
- 5th - Group feedback

According to the findings of the study, it revealed that the way and manner these feedbacks were used affected the students positively. Such that the number of times they responded appropriately to the instructional techniques after giving them feedback were more than they did inappropriately.

Again, the findings of the study showed that the teacher's vision is to reinforce the technical skills involved in the performance of the activities she teaches, to further deepen students understanding and appreciation of the concept. Hence during the evaluation stages she used more of the reinforcement feedback than the corrective feedback.

In addition, the study confirmed the importance of teacher aides in the teaching of adapted Physical Education, and this was evident in the work rate of the one currently at the school for the study, together with some of the partially blind students they helped the respondent a lot in the delivery of her lessons.

Finally, the study revealed how deep rooted certain outmoded customs and embedded in the minds of certain people in our society. In this age and era, persons with disability suffer neglect and isolation, some are even locked up in rooms which seriously affect them both physically and emotionally. In the hands of certain parents, and people who matter in the land, are these powerful tools of biases and prejudices which go a long way to affect the behavior patterns of persons living with disability. Majority of the students in the school for the blind are victims of this concept that persons with disability are useless.

5.2 Conclusions

- I have argued that the knowledge base of the society needs to be addressed more carefully and seriously concerning persons living with disability. Here the media should be a major tool since it has the ability to reach far, and also that the teaching and learning about persons living with disability in our schools should start from the basic schools.
- That the knowledge base of teachers about persons with disability and the teaching of adapted physical education needs to be established and built at the institutions that are responsible in training the teachers.
- The adapted physical educators has acquired a repertoire of skills needed to make them effective as efficient in their delivery of lesson to the persons living with disability. Every physical education teacher should be made to offer adapted physical education in the Colleges of Education. They must be taught to acquire a repertoire of skills needed to make them efficient and effective in their delivery during teaching in their daily encounter with persons living with disability. Also teachers already in the system should be given some form of upgrading in the form of in-service training to improve on their skills. Hopefully this will improve the art of teaching adapted physical education.
- The role of support services especially teacher aides in the teaching and handling of persons with disability cannot be overemphasized. This calls for the training of more of such aides into the system, by the institutions that train teachers. This is very critical and should not be underestimated.
- Curriculum planners and developers should put in place well defined syllabus indicating a progressive study of skills needed by person living with disabilities

right from the lower level to the higher levels of education. As far as understanding is concerned, the knowledge base of the teachers should be critically examined, so they do not hamper students level of achievement in future, but rather influence them to be successful in their interpretation of the skills needed as they live and progress in life. The adapted physical educators are able to effectively use these instructional techniques, and that the students respond positively to these medium of instructions.

- Finally The adapted physical educator as well as all others who handle persons with disability, especially the visually impaired are very effective with the skills of giving feedback. It is the most Single moderator that enhances achievement. It is the most powerful single moderator that enhances achievement. It is the power of feedback to make a different in the lives of the visually impaired that will eventually make for a positive experiences which will make them mature in wisdom and improve character, to render them better, happier and more useful; more benevolent, more energetic and more efficient in their pursuit of every high purpose in life.

5.3 Recommendations

As a result of the findings and the conclusions of the study the following recommendations are made:

1. Serious platforms should be mounted by people who matter, and those who have the say, in the society. First they should be educated about the causes of disability. This powerful tool of knowledge will then empower them to understand that certain customs and practices are outmoded and have outlived its usefulness.

Persons with disability are not as curse from the gods, and this appreciation should create a paradigm shift towards a positive direction in the way such persons are handled and treated. The media should be charged through good policies by the programme directors to talk about this subject on persons living with disability so that the misconceptions, biases and prejudices will be reduced to the barest minimum. This will make people understand that there is hope for persons living with disability.

2. The Ministry of Education as a matter of urgency should cause the curriculum research development of the Ghana Education Service to team up with institutions responsible for the training of physical education teachers such as the Universities and Colleges of Education, and with the support from the government revisit and restructure the curriculum and syllabi to bring to speed modern and current trends as well as needs in this field of Education. This in no small way will ensure that the adapted Physical Education trainees from these institutions come out well equipped to impart the knowledge and skills needed to handle the experiences effectively. As part of their certification, every Physical Education teacher should be equipped in order to teach adapted Physical Education upon completion of their program. Currently physical education is only done for two semesters in the Colleges of Education and only a few of the trainees offer the subject as elective which does not help in promoting the teaching of Physical Education. The only topics treated in these colleges are “persons with disability”, nothing is mentioned on the methodology and the trends in teaching adapted Physical Education. At the universities that train teachers, few of them take Physical Education as a second

area, and the knowledge base of such students is woefully inadequate, it is therefore highly recommended that every trainee should be made to offer a course in adapted Physical Education for a whole year to give them a sound footing in handling persons living with disability in the course of their career or work. Also trainees who major in teaching physical education from the institutions of training, should be made to take a course in teaching adapted physical education for one year and then be made to go on attachment programmes at the institutions for persons living with disability as part of their training and preparations in order to have a first hand information about what really exist out there. The adapted physical educator be taught to acquire a lot of skills that they need during the handling and delivery of lessons to persons living with disability, in order to be effective and efficient.

3. There should be precise policy formulation from institutions of Education with regards to the training of teachers who will teach adapted physical education right from the basic schools in Ghana. This is because the majority of the teachers who teach at this level are trained by Colleges of Education, and just a few by some Universities of Education. As a matter of fact effective training backed by total commitment and purpose of work in these Colleges of Education will definitely enhance effective delivery of this basic levels before they graduate into adulthood. The knowledge base of adapted physical educators of persons with disability and also the type of activities they can perform should be actually examined. So that they do not hamper students level of achievement and also their safety in class.

4. The Ministry of Education in conjunction with the Ghana Education Service should have a well defined and designed programme that is able to diagnose and to place students properly according to a set down criteria. These criteria should house students according to the type of disability they suffer and then also how they should be placed in classrooms. For example the school for the blind in AkropongAkwapim houses a mixture of person living with all manner and type of disabilities. The time table has been designed in a way that combines primary one students with a bunch of old adults adventitious basketry class. This mixture of all manner of persons grouped together really affects the delivery of lesson by the teacher.
5. In addition to these, the Ghana Education Service should collaborate with institutions that train teachers to offer regular in service training programmes for the teachers in the field of adapted physical education. Funding could be sourced from both the Government and strong non-governmental agencies that support education to guide these teachers in order to re-evaluate, refresh and add up to their knowledge and repertoire of skills to properly handle the subject. All persons who handle and teach, physical education to the usually impaired, especially the adapted physical educators should be acquired by the institutions that train them to perfect the skill of giving feedback. It is the most single moderator that enhances achievement. It will also better place them to face and deal with the numerous challenges they face in the teaching of these students with disability.
6. The role of teacher aides in the handling of persons with disability during a practical physical education lesson cannot be overemphasized, especially for

persons who are visually impaired. It is recommended therefore that the institutions that train teachers should have programmes and courses designed to cater for the training and production of certified teacher aides, whose duty is to assist teachers who handle and teach adapted physical education to the visually impaired. By understanding and using the techniques that the teachers use.

7. Not only that, currently the school for the blind in AkropongAkwapim lack the basic facilities and equipments that make the teaching of adapted physical education effective and efficient. It is recommended that the government together with other individuals and stakeholders in education in and outside the country should help construct a modern day gymnasium well equipped not only that, they should be given a sports field which is safe in order to make students feel secured to partake in Physical Education.
8. Finally, the Ghana Education Service in collaboration with the West African Examinations Council (WAEC) should add physical education as one of the externally examinable subjects at the Junior High School for starters. This will go a long way to ensure that both physical education and adapted physical education teachers, heads of institutions, students, guardians and the media, not forgetting doctors and nurse, chiefs and all those who matter and have a say in the society about person living with disability will give the needed attention towards the subject, in order to address the biases, misconceptions and prejudices, attached to such persons especially the visually impaired.

5.4 Suggestions For Further Research

The research objectives stated for the study and other areas intended for investigations have been dealt with in detail. The study revealed that teachers who teach adapted physical education are highly motivated and have good strategies for teaching the subject. Also it revealed that the whole strategy hinges on the techniques they used which include physical guidance, brailing, explicit explanation and demonstration. The responses of the students when these techniques are used are very positive because of the effective use of teacher feedback to the students. The study also showed that teachers in the end use reinforcement to drive home the acquisition of the technical skills they teach to further make the concept and its application meaningful to the lives of the persons with disability.

However, certain issues have cropped up for further research if adapted Physical Education and its teaching can be promoted. It was revealed that in some of the techniques i.e. brailing, hand-on-hand, and the touch method when used by a teacher or an aide is a recipe for sexual thoughts and feelings. Boys have proposed to female teachers for reasons best known to themselves upon the use of these techniques. The lack of interest by some students in the subject and even some pronouncement by the headmasters is also a huge challenge for the teachers and this need to be investigated.

One teacher was used for the study and this is not representative enough for all the schools for persons living with disability in Ghana. Therefore a study could be conducted in the whole country to determine the strategies that are used in teaching physical education to person with disability.

Finally, it would be appreciated if further research is conducted on other institutional strategies for teaching the usually impaired.



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APPENDIX A

SPECIAL TEACHERS' QUESTIONNAIRE

This questionnaire was designed to gather information for an M.Phil Thesis. Kindly respond to the items provided. Note, that all information will be treated confidentially. Thank you.

SECTION A

DEMOGRAPHIC DATA

1. Name:
2. Age: sex:
3. Number of years in teaching physical education to the visually impaired:
.....
4. Academic qualification:
5. Are you a trained adapted physical education teacher: yes/ No
6. If yes state the type of training

SECTION B

TEACHING/ LEARNING PROCESS

7. List the disability category of students you handle in the execution of duty
 - a.
 - b.
 - c.
 - d.

e. Other

.....

8. Do you have in place any teacher aides (helpers) to help in your work? Yes/No

9. If yes at what level?

.....

10. Are there any facility/facilities available? Yes/No

11. If yes how is it/are they used?

.....

12. Do you use any adapted equipment in teaching and learning? Yes/No

13. If yes how is it/are they used?

.....

.....

14. How do you manage your class?

.....

.....

.....

15. What are some of the contextual considerations under which you teach adapted

physical education?

a.

.

b.

c.

d.

16. Do you have any special instructional strategies used in teaching adapted physical education? Yes/No

17. If yes mention them

- a.
- b.
- c.
- d.
- e.

18. Are you able to use these instructional strategies? Yes/ No

19. If no, what do you think are some of the reasons?

.....

.....

.....

20. How well do students respond to the identified instructional strategies?

Appropriate / Inappropriate

21. What feedback do you use in relation to students performance response to instructional strategies?

- a. General
- b. Specific
- c. Individual
- d. Class
- e. Group within the class

22. Rank in ascending order, the examples of feedback you mostly use in question twenty one (21)

- a.
- b.
- c.
- d.
- e.

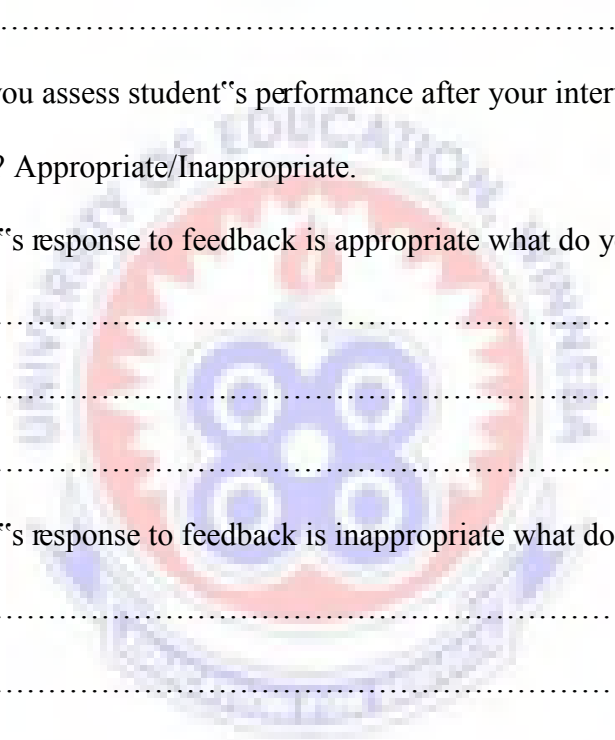
23. How do you assess student's performance after your intervention with a feedback? Appropriate/Inappropriate.

24. If student's response to feedback is appropriate what do you do?

.....
.....
.....

25. If student's response to feedback is inappropriate what do you do?

.....
.....
.....



APPENDIX B

OBSERVATION CHECK LIST

Name of Teacher: School:
.....

Class: Date and Time:
.....

Topic: Name of Observer:
.....

A TYPE OF INSTRUCTIONAL STRATEGY	TALLY		TOTAL	PERC(%)
	1. Brailing			
	2. Physical Guidance			
	3. Explanation			
	4. Demonstration			
5. Any other				
B STUDENT RESPONSE TO INSTRUCTIONAL STRATEGY	APPROPRIATE		INAPPROPRIATE	
	NAME	TALLY	NAME	TALLY
	a)		a)	
	b)		b)	
	c)		c)	
	d)		d)	
		TOTAL %		TOTAL %
C TYPE OF TEACHER FEEDBACK TO STUDENT RESPONSE TO INSTRUCTION	NUMBER OF TIMES		TOTAL	PERC (%)
	1. General			
	2. Specific			
	3. Individual			
	4. Class			
	5. Group within the class			
D STUDENT RESPONSE TO TEACHER FEEDBACK	APPROPRIATE		INAPPROPRIATE	
	NAME	TALLY	NAME	TALLY
	a)		a)	
		b)		

E TEACHER RESPONSE TO STUDENT	c)			c)		
	d)			d)		
		TOTAL	%		TOTAL	%
	CORRECTIVE FEEDBACK			REINFORCEMENT		
		TOTAL	%		TOTAL	%

APPENDIX C

STRUCTURED INTERVIEW

1. Self introduction and intentions for the interview
2. Would you please tell me a little about yourself i.e.
 - a. Up – bringing
 - b. Parents etc
3. How different are people with disability?
4. Does one need any special training in order to teach adapted physical education?
5. Briefly describe the preparation made in order to teach persons with disability
6. Do you like the work you are doing? What ever your answer please give a reason or two.
7. What type of disability do you handle in this school and which of them would you say is more challenging?
8. What makes a person teaching students with visual impairment effective?
9. What instructional strategies do you normally use in the teaching of physical education?
10. How would you describe generally the student's response to identified instructional strategies?
11. Is there any special way of handling students who have problems with skill acquisition because of a particular instructional strategy? Please highlight.
12. How effective are these feedback to the student after they have been applied?
13. Do you have any mechanism or plans for students who excel in skills?
14. How challenging is it to handle students who are multi – handicapped in the teaching of physical education?
15. Given the opportunity how would you want to see the teaching of adapted physical education done in Ghana?