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Investigating the Trials and Acquittals of Students with Visual Impairment in a Tertiary Physical Education Course

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Abstract

Students with visual impairment cope up with lessons differently from normal students in the teaching-learning process. This qualitative study investigated the untold experiences of students with visual impairment in the tertiary physical education (PE) class of their trials and acquittals. The researchers utilized a multi-case study qualitative research design. A total of four key informants participated coming from the same university which achieved the data saturation. Employing a cross-case data analysis to analyze data across multiple cases, following the approaches outlined by John Gerring, data were analyzed and presented into two-part methods. The results revealed that the visually impaired students experienced difficulty in new environment orientation, learning materials accessibility and catching up to physical education activities

yet despite the odds they received lots of assistance coming from their professors who modified some teaching methods for them to be able to participate and assistance from peers and classmates who willingly uplift them in difficult situations. It is recommended that academic leaders, policy makers and curricularist should look into the development and implementation of the curriculum. Diversity in the activities, differentiated instruction and even utilization of different learning platforms should be considered to observe inclusivity and flexibility in the teaching-learning process. Furthermore, the Philippines should strengthen and institutionalize the implementation of Adapted Physical Education to cater the inclusivity of the students with special needs, especially the students with visual impairment.

Keywords: Visual Impairment, Special Needs, Inclusivity, Trials, Experiences

Introduction

The students with special needs have a risk of being isolated from their classmates and have a hard time coping up with the learning environment (Pijl *et al*, 2010) [27]. Related studies reveal that students with special needs have difficulty in building relationships with peers without special needs (Frostd *et al*, 2008). In addition to this, according to McGregor & Forlin (2005) [19] students without special disabilities have different attitudes in adapting to the community with students with special needs. In physical education class being excluded to some activity participations are common to students with special needs (Wang, 2019) [34]. Students with special needs have significantly have lower values of perceived fitness than nondisabled students, regardless of placements (Heikinaro-Johansson, 1995) [14] cited by Human Kinetics 2023. With these studies being shown, it is till evidently shows that there are still aspects that needs to be described. Exploring the lived experiences of the students with special needs is necessary to have in depth description of their continued existence.

Numerous literatures reveal that students with special needs in a physical education class has a positive and negative experience. Positive experience includes they enjoy physical education when fully included. Negative experience however

restricted them from enjoying because of discrimination, limited teacher training and material barriers to inclusion (Coates & Vickerman, 2008) [4].

Research shows that the students with special needs are considered inferior from their peers and disadvantaged by standardized and normative assessment practices (Maher, 2023 *et al*) [18]. Students with special needs sometimes feel excluded from PE due to lack of support systems, low motivation, and unsuitable learning materials (Mokmin & Ridzua, 2022).

Still a lot of people in the community does not know the trials and acquittals of students with special needs in the learning environment. The PE curricula provide few practical implications for teaching in diverse classes, resulting to the inconsistency of inclusiveness among the students with special needs (Mihajlovic & Meier, 2022) [22]. Physical Education class has the ability to cultivate ones student's physical health, social skills, and emotional well-being (Ruzmatovich, 2023). Thus, it is important for us to be adaptive and learn the struggles of the students with special needs for us to appropriately handle things without them being excluded.

This qualitative research described the trials and acquittals of the students with visual impairment in a physical education class.

Objective of the Study

The study will investigate the trials and acquittals of students with visual impairment in a physical education class in Cebu Normal University. Specifically, it sought to answer the following questions:

1. What are the challenges encountered by the students with visual impairment in the physical education class?
2. What are the opportunities perceived by the students with visual impairment in the physical education class?

Methodology

Design

The researcher will utilize a Multi-case Study research design. The aim of this design is to uncover the participants' experiences (Stake, 2013) [31]. In addition, this design discusses, participant selection logic, data collection, field procedures, an identified data analysis technique, and a template to follow for reporting the multiple-case study (Stake, 2013) [31].

Multi-case study is the best design to use since the researchers deeply wants to know the experiences and understand the differences of the CNU students who are visually impaired.

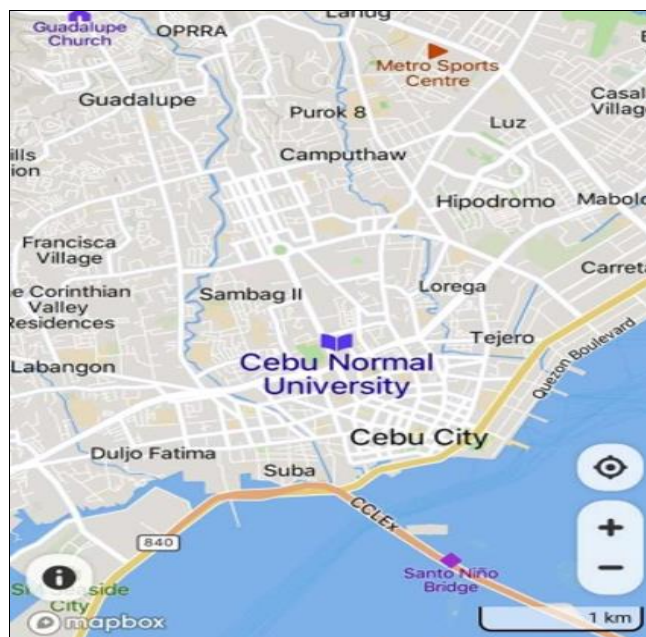
Informant and Sampling Design

The study involved the participation of college students with visual impairment from Cebu Normal University. Specifically, the study prospects six individuals from various degree programs who were enrolled in a physical education course. Purposive sampling was used in selecting these informants. Purposive sampling is a technique where researchers pick certain member of the population to be a part of the research (Dudovskiy, 2011) [9]. This technique selects specific individuals or groups of individuals that meet specific criteria relevant to the topic or objective (Hassan, 2023). They were selected through these varied criteria:

1. Students with visual impairment.

2. Must be a student in Cebu Normal University.
3. Currently or has been enrolled in a PE class.
4. Can articulate or can share their thoughts regarding the study.

Locale



The study will be conducted in one of the state universities of the city located in the urban setting of the large city of Cebu. Cebu Normal University is the locale of the study since the respondents who are the students with special needs are currently enrolled in the said university. The university is located in Osmeña Boulevard, Cebu City, Philippines with a geographical location of 10°18'06"N 123°53'48"E. The Cebu Normal University has a total area of 1.6 hectares with the university having three undergraduate colleges with a total population of 10,000+ students.

Instrumentation

Due to the nature of the study, the researcher is the primary instrument of data collection and analysis (Clark & Vealē 2018) [3]. Interview was utilized as the secondary tool in gathering the data highlighted the preparation of the interview guide, appropriate ways to ask questions, and especially the interaction between interviewer and interviewee (Lavee & Itzchakov 2023) [17]. Furthermore, cell phones were used in conducting the interview. Cell phones used for voice and video recording to record the informant's response during the interview.

Data Gathering Procedure

Our research at Cebu Normal University's School Campus began by submitting a formal transmittal letter to the Research Ethics Committee (REC). This letter summarized our research's objectives, methodologies, and ethical considerations, establishing a strong ethical foundation. Upon REC's approval, confirming our adherence to ethical guidelines, we focused on obtaining informed consent from potential informants. We maintained transparency, respected their autonomy, and safeguarded their rights. We discussed the study's objectives, procedures, potential benefits, and

risks openly, emphasizing their right to a voluntary and informed choice, devoid of pressure.

With secured informed consent, signifying informants' willingness, we swiftly moved to the interview phase, the core of our research. Here, we collected crucial data in line with our research objectives, conducting interviews meticulously as per the approved plan, ensuring ethical, consistent, and participant-centered interactions. Our research journey showcased a steadfast commitment to ethical research, where REC approval, informed consent, and careful interviews seamlessly upheld our pursuit of knowledge.

Following the conclusion of the interviews, it was imperative for us to express our gratitude to the informants and duly provide them with the compensation commensurate with their involvement in the research. Additionally, we took great care in informing the informants about their entitlement to access the final study outcomes. Moreover, as a measure to safeguard their privacy, we made it explicit that any documentation pertaining to their involvement would be expunged from our records after a period of three months. This meticulous attention to these ethical considerations marked the culmination of our data gathering process.

Data Analysis

In our research, we employed cross-case analysis to analyze data across multiple cases, following the approaches outlined by Gerring (2007)^[12] and Yin (2009). We present a detailed, two-part method for conducting cross-case data analysis: the first part for trials and the second part for acquittals. Our research method, including the data analysis methods, aims to understand participant inclusion or exclusion, involvement or nonparticipation, and the mobilization of knowledge in Physical Education classes. In response to these challenges, we discuss the analysis methods used in the study of visually impaired students. Finally, we report our findings using illustrative examples from our data. Our methodical approach ensures rigor and contributes valuable insights to our academic field.

Rigor of the Study

Qualitative research centers its attention on new explored information and achieving explanations, with the validity and legitimacy of the results being of particular relevance. Trustworthiness must be ensured thus the four strategies by Guba and Lincoln (1989) namely credibility, dependability, confirmability, and transferability was utilized in the study.

Credibility. Maher *et al.* (2018) claim that by precisely evaluating the research's desired characteristics and truthfully portraying the informants' actual experiences, the study's credibility was maintained. Before gathering data, the researchers developed a close relationship with the informants in order to gain their confidence and understanding. They gave informants a thorough explanation of the goal of the research when they invited them in advance. As a result, the researchers were better able to get to know the informants and build rapport in preparation for the upcoming interviews. The informants were also examined by the researchers to make sure they complied with the study's requirements throughout this phase. Only informants who matched the criteria for the study were included since the researchers used a purposive sampling technique. The researchers describe the trials and

tribulations of students with special needs in a physical education class in Cebu Normal University. Furthermore, after recording, the researchers manually coded the data while working with experts to ensure that the key informant's exact words were used. An expert checked the translation's accuracy as well. To avoid biases, epoche was implemented by the researchers. Credibility in addressing the students with special needs in a physical education class: trials and tribulations through methodically determining informants with valuable insights and regularly examining the recordings and transcripts of these informants.

Dependability. Maher *et al.* (2018) indicated that the researchers would systematically incorporate dependability measures to guarantee that the study encompassed enough specific information and could be replicated by other researchers. In the study, the researchers describe the trials and tribulations of students with special needs in a physical education class in Cebu Normal University. The entirety of collected data relied exclusively on the responses provided by the informants. To establish data accuracy, the researchers took measures to verify the gathered information with the informants upon transcription of the recorded material. A single open-ended question was posed initially, with subsequent follow-up inquiries stemming directly from the informants' responses. The formulation of this initial question underwent critical evaluation by a panel of research experts to ensure its validity. Following data analysis, an additional expert was engaged to validate the results, thereby enhancing the confirmation of the phenomena under investigation.

Confirmability. To establish confirmability within the study, the researcher employed a data analysis approach tailored to the study's nature, one that mitigated potential biases. The researcher also employed epoche to maintain objectivity throughout the study. Additionally, the manuscript explicitly outlined the data analysis methodology, which involved manual coding supervised by an expert following the steps outlined in Colaizzi's descriptive phenomenology approach. This rigorous approach aimed to ensure the comprehensive and accurate analysis of the collected data. Throughout the data analysis process, continual review and verification were integral components, serving as safeguards against any potential biases. Every detail was subjected to a thorough double-check to ascertain that the data solely originated from the responses of the informants, thereby eliminating any possibility of bias during the analysis.

Transferability. (Maher *et al.*, 2018) defined that the researchers used the notion of transferability to evaluate the applicability of the study's findings in various contexts or research settings. The study describes the trials and tribulations of students with special needs in a physical education class in Cebu Normal University. The researcher assumed the roles of both the study's instrument and investigator. A comprehensive approach, characterized by rich and detailed descriptions of the phenomenon under investigation, was utilized. This encompassed the researcher's personal notes, journal entries, the manuscript, and the methodology employed for data analysis. The study's intricacies, particularly the criteria for selecting informants in terms of both their number and qualifications, were elaborated upon. Furthermore, the researcher extended an invitation to fellow researchers to evaluate the potential transferability of the study's findings to their own research endeavors.

Ethical Consideration

The conduct of the study started after the researchers were granted ethical clearance from the university’s Research Ethics Committee (REC). Upon gathering data, ethical protocols were observed before and during the process. Informed consent form were given by the researchers to the informants. Participation of the study was voluntary. Before the interview, informants were informed that there will be a voice and audio recordings during the interview and only the researchers will have an access. The data’s were handled with utmost confidentiality and right after the research will be published all the video and audio recordings will be deleted.

Results and Discussion

This chapter presented the presentation, analysis, and interpretation of data. The four informants’ demographic profile where thoroughly presented and analyzed. The different experiences of the key informants where presented in tables.

About the Informants

The researchers interviewed four key informants. All of them are having visual impairment. Three of them were females and 1 male. Two of the informants are teenagers and the other two are in their early twenties. Three of the informants are taking up the degree of Bachelor of Special Needs Education majoring in Generalist Special Needs Education. One informant is taking up Bachelor of Culture and Arts Education. All informants are taking up their respective degrees in the same university.

Table 1: Trials of Students with Visual Impairment

Case 1	Adjustment in the new surroundings of the university	Graphical text are not easily accessed	Conscious when it comes to physical activities
Case 2	Having a hard time coping up with dance steps	Struggling when it comes to doing arts	Having a hard time with written activities integrating tables and graphs
Case 3	Extreme balancing in exercising rating the difficulty 5 out of 10		
Case 4	Struggling in physical activities like dancing and sports	Tiring in managing time being an irregular student	

Case 1.

Being a visually impaired there are lots of trials encountered by this student. The first one is adjusting to the new environment. Adapting to a fresh school setting is a frequent hurdle that numerous students encounter during their educational journey. When students embark on their journey in a novel school environment, they encounter various unfamiliar situations, some of which they handle smoothly while others present challenges. (Mercado & Espano, 2021). As a student with visual impairment, familiarizing with the school’s environment like the place, location, and layout of the school is also one of the most common struggles and would take ample time for them to be familiar with it.

“Ganahan ko nga maka learn banga to move around or to walk around the campus nga ako ra but,

unfortunately as of now, until now di pa jud nako siya mabuhay kay wala pa koy enough orientation sa kanang, sa place.”(I want to learn to move around or to walk around the campus by myself but unfortunately as of now and until now I can’t do it because I don’t have enough orientation of the place.)

According to (Willings, 2019) Teaching students with visual impairments how to move safely from one place to another is crucial. The aim is to help them confidently get around within the classroom and even navigate to important spots in the school. Keep in mind that if a student can't see well, they won't be aware of what's around them unless they are guided and shown through exploration. Another challenge is that the students with special needs have a risk of being isolated from their classmates and will have a hard time coping up with the learning environment (Pijl *et al*, 2010) [27]. This information can support that new environment can be a factor of challenge for students with visual impairment. There is also difficulty in accessing graphical text especially that not all assistance specifically the materials or tools used are 100 % accurate, and consciousness in doing physical activities.

“When it comes sa academic, ang challenge nako kay kuan kanang, uhm for example nay mga reading materials nga dili siya accessible, what I mean with dili accessible kay dili na ko siya ma read uhh yeah, di na kosiya ma read and ang uban kay uhm, more on ah di ba nay mga soft copies nga materials nga, yes naay text but ang text bitaw kay, mura na bitaw, mura bitaw siyag kanang naa sa graph, graphic graphic siya, or uhh, basta inana, image nga format so, dilinakosiyang ma access, and plus kanang wala pa gyuy alternative text, so yeah, uhm though naa may ginatawagnga OCR para ma-recognize to ay, to to help me kung recognize kung unsa to nga text using my screen reader or through my screenreader but, dilisiya in-anaka accurate, 100% accurate nga maba sa ang text.”(When it comes to academics, the challenge for me is for example if there are reading materials that are inaccessible. Inaccessible this means I can’t read some of the contents. We use softcopies that have text on them but if it has graphics, or image format I can’t access them and it doesn’t have any alternative text. Though we have this what we call OCR (Optical character recognition) that helps us recognize what are the text using my screen reader, it’s not accurate, and not 100% of the text can be read).

Study from (Umlaut, 2023) states that although OCR (Optical Character Recognition) offers clear benefits, there are increasingly noticeable constraints when it comes to older systems. For instance, OCR faces challenges when dealing with unorganized text formats and handwritten content. Additionally, the quality of OCR results is heavily reliant on the original document's quality, and any scanning problems may require manual inspection and correction. Furthermore, OCR technology is limited in its ability to extract context, provide labels, or classify scanned images. Thus, this idea supports that OCR may have benefits, but it also has challenges for the students with visual impairment who are the most common users of OCR.

“I’m not as as someone nga not into physical activity jud kay maglisod pud kokay, uhm kana bitawng naa koy conscious to move nga kana bitawng maulawng kung, ay dili bitaw ko in-ana ka comfortable kay of course uhmm, ah dili, ganahan man gud ko nga certain ko sa ko sakong mga ginabuhat, like ganahan ko nga sako gyud ba kung unsay ginabuhat nila, ganahan pud ko ng anga in-ato pud exactly nga akong gina... ay akong mabuhat. Like sa mga exercises, di ba na may kanang uhmahh kanang mga exercises sa physical education.” (I’m not someone who’s into physical activities because I have hard time with it and I get conscious with my movements and I get embarrassed. I want to be certain with what I am doing, and that I’m executing exactly what is needed because there are certain exercises in Physical Education.)

Based on the study of (Smith, 2022) [30], numerous obstacles hinder individuals with visual impairments from engaging in physical activities. In some cases, these barriers stem from a lack of early exposure to physical activities during childhood due to their disability, resulting in exclusion. Moreover, the challenges related to physical activity are not limited to those with disabilities; anyone, irrespective of their physical condition, may encounter difficulties related to time constraints, energy levels, and motivation when trying to maintain an active lifestyle. Additional information from (Willing, 2019) Visual motor skills involve coordinating the eyes with body movements, such as hands and feet, which is essential for tasks like pointing, fine motor activities, and navigating toward objects. Students with visual impairments may require support in developing and enhancing these skills.

Case 2.

This student is a Culture and Arts Education major. The same with the first informant this student is also having a hard time doing some physical activities, specifically dances. As well as for having difficulty in reading text with graphs and tables. Given that he is a CAED student doing arts is one of his trials.

“Like kuan academically pressured kay diba, as we know sa akoang degree kay culture and arts, so in my case nga visually impaired naa gyuy mga things nga lisod kayo buhaton, like example, kanang sayaw sayaw lisod jud baya kay medyo, maka kuha man ko pero it takes time and kung mga paspas na kaayo mag lisod jud ko. And kana sang mga about mga vidoes, mga arts diha ko nag struggle pero nangita gihapon kog mga ways.” (I feel academically pressured because, as we know, in my degree in culture and arts, there are certain tasks that are quite challenging for me as a visually impaired person. For example, dancing is difficult because it takes me time to learn, and if it's too fast, I struggle. When it comes to things like videos and art, I also face challenges, but I still look for ways to overcome them).

“Kuannn kana sang, kana galing mga table table, pareha anang, diba sauna katong PE 1 ay sana? Path.. PATHFIT, oo. Diba naa manay mga table table, mga RHR THR in-ana so nag need, nag ask

diay kog help ug sighted kay table baya to, medyo visual siya.” (Remember those tables in our PE 1, like Path... PATHFIT, right? There were those table things, right? It had like RHR and THR, right? So, I needed to ask for help from a sighted person because those tables required some visual understanding).

“medyo oo lain man siya kay dap- dapat baya i table para makit-an ang accurateness ba, so mao to ni, akong gibuhat nga, ni ana rako nga, ay mam mangita ralog paagi, nag nagpatabang ralog sighted”. (Remember those tables in our Physical Education 1 class, like Path... PATHFIT, right? There were those table things, right? In that class, we had RHR and THR, right? So, I needed to ask for help from a sighted person because those tables required some visual understanding).

Still in this aspect students with visual impairment are disadvantaged by standardized and normative assessment practices (Maher, 2023 *et al*) [18]. In line with this, according to Mokmin & Ridzua (2022) students with special needs sometimes feel excluded from PE due to lack of unsuitable learning materials. According to McNear (2020), the students with low vision may need physical guidance or access to a dance instructor's movements. To do this, the student may need to be near the instructor. This way, they can better learn with the guidance of the teacher and experiencing the movements directly. It helps them understand and perform the dance steps more effectively and this serve as a helpful strategy for students with low vision to effectively learn and master dance movements. Still in this aspect students with visual impairment are disadvantaged by standardized and normative assessment practices (Maher, 2023 *et al*) [18]. This naturally restricts and may struggle the student's ability in converting visual data and interpret visual information, such as tables and graphs. When assessments heavily rely on visual data or written tasks that are challenging for visually impaired students, it can result in inequitable evaluations and assessments may not accurately measure their understanding of the subject matter.

Case 3.

Physical activity is a type of behavior where our body does a movement that works our muscles and requires more energy. Physical activities are normal in physical education class specially doing such strenuous exercises. When it comes in doing something with individuals who are visually impaired it really is a big challenge. Vision is one of the asset of a persons life. Being visually impaired really gives difficulty in doing the actual physical activity or in any sport because it can be risk to exclusion to the other students for them not to socialize. There may be a barrier for their self-confidence but they are trying hard to cope up with others. It doesn't mean having visual impairments can lower the self-esteem of a person. They may have a lower level of doing a physical activity rather than those people who doesn't have a disability. The informant encountered the extremity of balancing in yoga exercise but also on the other side the fun, excitement and experience is there.

“Uhm sa karon sd sa PE sa college, like exercising using the yoga mat and then kanang mag carry carry

mi ana, mag alsa alsa sa isig ka group mates namo.” (Now PE here in college, it was more on exercising using the yoga mat and we bring and carry it to our group mates).

“Actually, sir it is an extreme balance hehehe. But it is actually also fun.”(Extreme balancing in yoga is by far the difficult one I have experienced but it was fun).

Physical Education class has the ability to cultivate ones student’s physical health, social skills, and emotional well-being (Ruzmatovich, 2023). We need to be as adaptive as we can to make this difficulty into an easy one. Barriers affecting people with impairments can include missed opportunities. The fear and the dependece of a person with visual impairments can be a cause of natural birth and after birth of a person. Visually challenged person can still be adaptive on its surroundings were they can still learn physical education. Some children with visual impairments do not move confidently or know how to be physically active (De Schipper *et al.*, 2017) [7]. Sometimes they are lots of what to do or how to do. The lack of opportunities for them to engage in a leisure time activities for sometimes they are excluded. The adaptivity of the teachers to the students who is visually challenged were they can confidently boost confidence for them to join. The modification of some activities that all of those students who are visually impaired can join and have a safety environment far from accidents. The responsibility of the parents for getting their children involved in physical activity (Columna *et al.*, 2017) [6].

Case 4.

As a student we encounter different struggles and trials along the way. How much more for this student with visual impairment. Struggle in dancing and sports. Managing the time being an irregular student. Also, instructions given in Physical Education sessions may be difficult for visually impaired students to access. They may find it difficult to comprehend and complete the given exercise or task as a result. Given these statement students who are visually challenged might be reluctant to participate completely in PE class because they feel self-conscious about their ability to perform.

“Ahh sa akong load sir, irregular man gud ko sir. So naa juy subjects nga apil sa second year, major subjects 2nd year and then sa 3rd year. So, it is very challenging jud for me kay kanang of course visually impaired ko”. (“Uhm for my load sir, since I’m an irregular sir. So, there are subjects that includes for second year, major subjects in 2nd year and then for 3rd year. So it is very challenging for me since uhm of course I am visually impaired.”)

“Kuan gyud kanang struggle jud sa akoang labi nag kanang sa dance PE 3, dance ah okay ra guro ang PE 1 PE 2, pero pag PE 3 and 4 kay struggle na jud kay dance and arnis sooo very visual gyud kaayo.” (“Uhm, it’s struggle for me especially in dance PE 3, dancing was maybe okay, the PE 1 PE 2, but when it comes to PE 3 and 4 was I’m struggling and really hard for me since dance and arnis so it’s very visual for me.”)

Gifted children will react like any other youngster when they are pushed, praised, and given assistance; they form positive self-concepts and take pleasure in their work. (Berlin, 2009) cited by Academic Leadership Journals 2010. Given that students with visual impairment don’t have that much participation when it comes to physical activities, they are perceived as to have lower values of fitness that nondisabled students. (Heikinaro-Johansson, 1995) [14] cited by HumanKinetics 2023. Visually challenged students experience isolation or exclusion from their peers in physical education programs. This might be as a result of instructors and classmates not being aware of or understanding how to include and meet their particular needs as visually impaired students enrolled in physical education class. Furthermore, negative attitudes or misconceptions about visual impairment may pose additional barriers. It’s critical that teachers and classmates creates an inclusive and encouraging atmosphere that supports opportunities that are equitable for all visually impaired students. According to Pijl (2010) [27] there is a risk of isolation from their classmates and hard time coping up with new learning environment.

Table 2: Acquittals of Students with Visual Impairment

Case 1	-Classmates are very helpful in assisting when it comes to physical activities - In aid of a shadow teacher
Case 2	Professor is considerate and guides all throughout the activities
Case 3	Opportunity to show skills and talents despite being visually impaired
Case 4	Professor is very considerate when it comes to physical and nonphysical activities

Case 1.

Social support is essential for visually impaired students to address emotional, informational, instrumental, and social needs. It plays a pivotal role in promoting their overall well-being, fostering a positive learning environment, and facilitating their integration into society. The form of assistance/help that people receive or anticipate receiving from those with whom they come into contact in any way is referred to as social support (Papakonstantinou & Papadopoulos, 2010).

“then karon kay muhangyo nalangko sa akong classmate or nga kung pwede kung pwede sila mu take ug video para sa balay nalang nako mu i practice, uhm and then uhm but so far kuan raman pud ang akong mga classmate kay willing raman sd sila mu help ba para kuan, makasabay ko ana.” (Right now, I’m going to ask my classmates if they can take a video for me to practice at home. So far, my classmates are also willing to help, which is great. I can keep up with that.)

“Kay katong pag-una na paman na paman koy shadow teacher, so kato nga shadow teacher siyay mu teach nako kung unsay gin auhmm ahh, let’s say karon kay dance man mi, so kanang siya maoy mu teach nako sa kung unsay exact kanang steps sa movements, so mao to maka sabay sabay nako.” (Because at first I had a shadow teacher, they would teach me what to do. Let’s say we’re dancing; they

would instruct me on the exact steps and movements. That's why I can stay in sync).

Physical and Emotional social assistance is essential for visually impaired students during physical education and physical activities to ensure safety, skill development, social inclusion, and overall well-being (Papadopoulos *et al.*, 2014). By addressing their unique needs, educators, peers, and support personnel can contribute to a more inclusive and positive physical education experience for visually impaired students. Physical and emotional social assistance are two ways that social support might be categorized. Teachers have an important and beneficial impact on the education of students in inclusive classrooms. In an inclusive classroom, students with different abilities and needs are taught alongside their peers without disabilities. Shadow teachers, also known as paraprofessionals, are there to provide additional support to students who may require assistance due to disabilities or learning differences. They work closely with these students, helping them with their academic tasks and providing social and emotional support. Shadow instructors play a significant and advantageous role in inclusive education. In an inclusive classroom, shadow teachers aid in the development of academic and social support. (Hamid *et al.*, 2020)^[13].

Case 2.

The path to education can be difficult, particularly for students with special needs who deal with particular academic difficulties. Having a thoughtful teacher is a source of hope and encouragement during difficult times, and it makes a huge impact. Highlighting their ability to use challenges as chances for growth and success, teachers who are considerate of children with special needs play an important role in their lives. Beyond school, their influence affects their pupil's resilience, self-worth, and general wellbeing. They are greatly blessed to have considerate teachers that fight for our success and foster an inclusive, supportive, and powerful learning environment, especially for students with special needs. Their presence is evidence of the significant impact a caring and sympathetic instructor can have on a student.

“Kuannaa, katonggg unsa to uy, gipadagandagan mi dihas ubos, gipa tuyoktuyok mi dira, pero ang gibuhath sa akoang teacher, aw professor ato kay iyaha kong gi guiran, nidungan siyag dagan haha. Niya gi make sure sd niya nga di ko ma behind gani sa kuan klase niya sd” (We had an activity where we are making lapses of run and she run together with me, she guided me all throughout and make sure that I will not be left behind).

“Kuan kana sang, kana galing mga table table, pareha anang, diba sauna katong PE I ay sana? Path. PATH-FIT, oo. iya kong giingnan nga okay raba daw, okay radaw niya nga kung mag audio ko, akoa ra i-istoriya ba pero medyo kuan nako medyo lain man siya kay dapat baya i table para makit-an ang accurateness ba, so mao to ni, akong gibuhath nga, niana rako nga, ay mam mangitara kog paagi, nag patabang ralog sighted”. (Way back having the PE I or the PATH-FIT, there are written activities with tables on it and my professor told me that I could just

voice record my responses but I said that I will just find ways to comply the tables to make it more accurate).

A significant barrier to achieving truly inclusive education continues to be the lack of suitable materials for students with special needs. This shortcoming has a significant negative effect on students' motivation, engagement, and general academic performance as well as their access to information. It is the obligation of educators, institutions, legislators, and society as a whole to address this dilemma. We can establish an inclusive and equitable educational environment where all students have the chance to succeed and realize their full potential by offering the necessary resources, accommodations, and support (Buckley, 2005)^[2]. According to (Ryan, 2016)^[28]. Personalized planning models, which will have a greater impact on pupils before reporting on how the Apple iPad can be used as an effective intervention for pupils with special educational needs and/or disabilities, The iPad accessibility features are highlighted to show how pupil barriers to learning can be addressed before making suggestions as to how personalized learning plans can be created using the iPad and how personalized learning can be delivered.

Case 3.

Being visually impaired somehow limits doing the things that they love. The burning passion within them to showcase what they had. It may be hard for them but the talents and opportunities just like normal person, people who are visually challenge do also have the capabilities to show their uniqueness. Inclusive education is where they are included in a specialized education rather than be excluded just because of having a disability. They are welcome to join any kind of physical activity that is safety for them and it is not difficult for them also were we cannot see discrimination. They should not be separated to those students who are good in dancing, good in arts or can be either be good at singing. Being visually challenged is not a sin. Being born with it will never be a hindrance to be successful on achieving your dreams and goals in life. Opportunities will open up and will let them show what they have got. Many visually challenge people nowadays are successful on their different fields.

“Ah fuuunn funny ah yes. Very fun and very exciting. Excited to learn things, related to the physical education. Ilabi na pag senior high nako, more on sa dance man ko pag grade 11. Timing module kaayo module man to nga time ba, so ang requirements task laban sa PE is dancing. So nag ni sayaw jud ko, virtually”. (It was so funny. Very fun and very exciting. Excited to learn things, related to the physical education. When I was in Senior High, it was more on dance when I was in Grade 11. The module timing was there at the time because the requirement of the task in PE was dancing. So, I dance virtually).

“Is actually fun and kanang daghan kuan dako jud kaayog experience para nako, to show my skills or talents”. (“It was actually fun and I've learned a lot of experience that shows my skills or talent.”)

From time-to-time moments like this will soon be experienced with other students with special needs. Students

with special needs have also a positive experience (Coates & Vickerman, 2008) [4]. They are free to be included in a way they are treated with fairness. The ability of physical education in cultivating one's talents (Ruzmatovich, 2023). Having an ability and a talent is a blessing. Opportunities and blessings will be given to those who believe despite of having a disability. Children with visual impairments needs a lot of opportunities to showcase their hidden talents and skills (Columna, Dillon, Norris, Dolphin, & McCabe, 2017 [6]; Lieberman, Ponchillia, & Ponchillia, 2013). The fun and learning just like acquiring a love where the experience and opportunities will thought you a lessons in life. Never give up of what you were thought by your feelings. Don't hide and let it show to the world of how great you are even though you have a disability. Offered friendship and support, help with school work, and valuing friendship (Lalvani, 2015) [16].

Case 4.

We really have those professors who are not just into teaching academics but also imparting good values and understanding. Given by these teachers, it is such a blessing for this visually impaired student.

“Like first my sister and then my professors sad, kay they were very considerate man sad kay they made sure man sad ng akanang makaapas di bitaw ko ma left behind.”(Like my sister and my professors, they were very considerate and they made sure that I am able to catch up and not get left behind.)

Adaptive teachers are incomparable when it comes to teaching. The teaching behavior of PE teachers greatly affects the students with special needs in their learning process (Wang, 2015 *et al*) [35]. Establishing a strong and positive rapport between students and their instructors is undeniably a pivotal factor when it comes to fostering academic success within the classroom. Numerous research endeavors have consistently highlighted the profound impact of a harmonious student-teacher relationship on academic achievements. It is widely documented that students who cultivate amicable connections with their educators are inclined to experience significantly enhanced academic outcomes and performance in their educational pursuits, from (How do teachers affect students' performance? 2023) [8]. The aid extended by these experts proves to be of immense value to students facing vision impairment. It is earnestly hoped that a greater number of educators will contemplate pursuing a career in the field of blindness and visual impairment. This profession is inherently rewarding as it empowers individuals with visual disabilities to lead lives of autonomy and achievement (Birmingham, 2017) [1].

Conclusions

To sum up, students with visual impairment both experienced trials and acquittals upon being in a physical education class. Trials when it comes to the accessibility of learning materials, difficulty in following physical activities, and new environment orientation. Upon having those trials and difficulties, still they receive a lot of help coming from peers and professors for them not to be excluded.

Recommendations

Academic leaders, policy makers and curricularist should look into the development and implementation of the curriculum. Diversity on the activities, differentiated instruction and even utilization of different learning platforms should be considered to observe inclusivity and flexibility in the teaching-learning process. Moreover, the Philippines should strengthen and institutionalize Adapted Physical Education to furtherly cater the needs of the students with special needs like the students with visual impairment.

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