

Determinants of Transition of Students with Visual Impairment to Post-Secondary in Narok and Bomet Counties, Kenya

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Abstract

The purpose of this study sought to examine and analyse determinants of transition of students with visual impairment to post-secondary institutions in Narok and Bomet Counties. The main objective of this study was to establish the factors that affect the transition of students with visual impairments from inclusive secondary schools to post-secondary in Narok and Bomet counties. The specific objectives of the study were to explore teacher's assessment on transition of students with visual impairment to post-secondary; examine how school guidance and counselling influences the transition; and to determine socio-cultural factors which affect transition and assessment of students' achievement in relation to transition. The study used descriptive survey design with a target population of 97 students with visual impairment and their teachers. Data for the study was gathered using questionnaires, interview schedule, students rating scale and texts. A pilot study was conducted in Kericho County to establish the validity and reliability of the instruments. Qualitative and quantitative approaches were used to analyse the data. The study established that teachers' factors had an effect on the transition of students with visual impairment. Lack of school guidance and counselling was also noted to affect the transition of the students. Similarly the socio- cultural factors and the student's achievement were also noted to be contributing factors to the transition of students with visual impairment from secondary to post-secondary institution. The study concluded that teacher's attitude and lack of skills and knowledge in handling the students with visual impairment were key factors in teacher's assessment and the transition of the students. Also lack of appropriate school facilities and equipment influenced the transition of the students with visual impairment. Similarly, poor performance of the visually impaired students discouraged them from transiting to post-secondary institutions. The study recommends that teachers training should include the special needs components and particularly the visual impairment skills to be able to accommodate all the students in inclusive classes. It is also recommended that policy issues on inclusion should be revised to ensure that all the students are given appropriate attention. The findings of this study are expected to enlighten the administration in the post-secondary institutions on the need to make the learning environment more appropriate for the students with special needs such as visual impairment. Policy makers are expected to make the appropriate inclusion policy to cater for the special needs at all level of schooling for special needs students.

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