

**DETERMINANTS OF TRANSITION OF STUDENTS WITH VISUAL  
IMPAIRMENT TO POST-SECONDARY IN NAROK AND BOMET  
COUNTIES, KENYA**

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## DECLARATION

This thesis is my own original work. It is not a duplication of similarly published work of any scholar for academic purpose nor has it been submitted to any other institution of higher learning for an award of Certificate, Diploma or Degree. I also declare that all materials cited in this study which are not my own have been duly acknowledged.

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## **DEDICATION**

This work is dedicated to my husband Gerishom Milimu; son, Fadhili Masitsa Milimu my daughters Joy Matende, Faith Musanga and my five grandchildren.

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All glory and honour to God Almighty for all his goodness and most of all for giving me a chance to do my PhD in Special Education to this point. I am greatly indebted to all those who made a contribution in making this work a success, especially my lecturers, colleagues and friends. Special thanks go to my supervisors Dr. Margaret Murugami and Dr. Joel Chomba for their quality supervision services. I wish to acknowledge the support I got from Dr. Otube and Dr. Beatrice Bunyasi whose positive criticism guidance, understanding, patience and encouragement have greatly improved the outcome of this study. I also acknowledge Kenyatta University for the award of degree (Doctor of Philosophy in special education). I sincerely thank Mr Indanya who provided invaluable insight during the analysis phase of the study. To my colleagues in the PhD class, thank you all for your moral support.

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## **ABBREVIATION AND ACRONYMS**

EFA	Education for All
FPE	Free Primary Education
IEP	Individualized Education Programme
ILO	International Labour Organisation
IPAR	Institute for Policy Analysis and Research
MOE	Ministry of Education
NARC	National Alliance Rainbow Coalition
NLTS	National Longitudinal Transition Study
QASO	Quality Assurance Standards Office
SEN	Special Education Needs
SNE	Special Needs Education
SPSS	Statistical Packages for Social Sciences
UNESCO	United Nations Scientific and Cultural Organization
UNICEF	United Nations International Emergency Fund
UPE	Universal Primary Education

## 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.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Evidence from both international and national studies indicates that transition from high school to college is an educational milestone in the lives of all children. Transition experiences among students with visual impairment is not evident in the large body of research as most scholars have focused on transition among the students in general at both international and national levels (Hargreaves & Gauton, 2002). According to a report by UNESCO (2005), children with visual impairment are also challenged in terms of transition from one level of education to the next and these impacts negatively on their performance. The UNESCO report (2005) indicated that most of the challenges that influence the education of students with special needs are the provision of support services and the appropriate tools for effective transfer of knowledge among these students. According to a report by USAID (2002), students with special needs in general require extra support especially when they have to attend mainstream schools. The transition experiences of the special needs students from secondary schools to post-secondary require consideration in planning for educational provision. This study sought to highlight on some of the determinants of transition of the students with visual impairment from secondary schools to tertiary institutions.

Farell, (2003) reviewed the Warnock Report on children with impairment and acknowledged that children having any form of impairment frequently have special educational needs which can be met by providing a range of educational support for them. Although, evidence from research conducted by international institutions such as World Bank( 2002), UNESCO(2005), UN( 2009) and USAID(2002) have indicated

that the education for the students with special needs such as visual impairment has undergone many changes with the aim of improving the performance of these students, there are still many challenges facing the students with visual impairment in inclusive schools.

The first school for visually impaired students was established for the main purpose of teaching the visually impaired in the year 1784 in Paris. A similar school was then established in Britain (Onyango, 1974). In U.S., Congress was forced to give a directive to the Department of Education to commission a study on education progression of the students with special needs while in special education and their occupational, educational, and independent living status after graduating from secondary school or otherwise leaving special education” (Public Law 98–199, section 618) in order to address the following questions; How widespread were the special needs problems?, were students with particular characteristics more prone to have difficulty making the transition from school to adult life?, what could schools or service agencies do to support students in making that transition more effectively?. This marked the beginning of special programs to cater for people with special needs.

Many countries throughout the world have adopted a system of beliefs that everyone can learn and has a right to access and be included in learning (UNESCO, 1994). Advocates of inclusion believe that all children have the right to learn together, despite any disabilities (American Foundation for the Blind, 2005a; British Columbia Ministry of Education, 2006; UNESCO, 1994). UNESCO acknowledges that all students have individual needs that need to be addressed in inclusive schools. All students are treated equally in regard to access to the curriculum, with the only difference being the

manner in which information is obtained (Palmer, 2005). Many researchers agree that vision loss has a major impact on learning (Pagliano, 2005).

There is evidence that students with vision impairment learn differently than their sighted peers. Unlike their sighted peers, who learn incidentally through vision, students with vision impairment must be systematically and sequentially taught because they are unable to rely on visual cues and observation, and instead must utilize their other senses (American Foundation for the Blind, 2005).

In many African countries, the education of students with special needs began as 'Special Education'. For example, Mrs Margaretta from the Dutch Reformed Church started 'Special Education' by founding the Chivi Mission School for students with blindness in Zimbabwe. In Kenya, the first institutions were meant for rehabilitation (Javitz & Wagner, 1993). Persons with disabilities who went through such institution got so much vocational education and rehabilitation at the expense of academic work. Sessional Paper No.5 of 1968, focused on care and rehabilitation of children with special needs.

Wagner & Blackorby (1993) noted that secondary school students in African-American societies with special needs were more likely to be poor than were youths in the general population. It was noted that youth with disabilities account for only 27% of the population of students in secondary schools while the rest of the students make up more than 62%. Wagner & Blackorby (1993) also established that only 4% of youths with disabilities had ever attended a four-year college, and at the time, they had been out of high school for three to five years in most of the countries. Furthermore, only 12% of the students with special needs attended a two-year college education.

In the Kenyan context, secondary student proceeding to post-secondary involves completing Form Four and obtaining good grades at the national secondary examination-Kenya Certificate of Secondary Education (KCSE). This leaves out the students with special needs and including those with visual impairment, who even don't get the chance to go to secondary school. Those who attend inclusive schools end up attaining very low grades because of the many challenges that they face in school (Cherono 2003). This may mean that the number of students with special needs attending and completing secondary school are very few and this may influence their transition from secondary schools to tertiary institutions.

Research in the area of educational experiences for students with special needs have shown consistent findings indicating that the number of students with special needs transiting at all level of education in very low (Galton, 2000). However, it is important to state from the outset that students with special needs are not a homogenous group, and that they do not all have negative experiences (Moremi, 2008). In this context, the current study agrees with the findings, but sought to further assess the determinants affecting the transition process of students with special needs. Most of the studies have ignored the transition process from accommodative secondary schools to college which have a different set up. Most of these studies have looked at the transition process either from the primary and post primary perspective. This clearly shows a gap in the literature and this study sought to fill this gap.

Previously, the education of students with Special Needs was especially driven by the missionaries. Governmental commitment to the education of students with Special Educational Needs only got into its stride after the seventies. Some governments however, like the Nigerian (1960 and the Kenyan (1963), started special education

projects (Moremi, 2008). In 1983, the first generation of children to go entirely through elementary school under the provisions of the Education for All Handicapped Children Act (Public Law 94–142) was approaching secondary school (Cherono 2003).

In South Africa, there is a two year training program provided to people with ten year of schooling to work as special education teachers in CBR programs. In Zimbabwe training is provided to community rehabilitation technicians and volunteers to promote the participation of people with disabilities in the various developmental programs (Nayaran, Subbarao & Reddy, 1998). In many countries such as Malawi, Nigeria, Uganda, Tanzania and Kenya, Special Education for students with blindness was introduced in the last century, followed by ‘Special Education’ for deaf students with physical disabilities soon afterwards (Cherono 2003). The students with special needs who had been enrolled in secondary schools had either left school, employment rates were low for them, and so were wages. It was also noted that most students were not furthering their educations after high school and social adjustment often was difficult (Cherono 2003). This shows that there is need for further research to shed more light to the subject of students with visual disability and the transition rate from secondary school to tertiary institutions.

Young people with disabilities who graduated from high school on average earned 22 high school credits, as did high school graduates with no identified disabilities. Twelve of the credits earned by graduates with disabilities were in academic subjects; fewer than the fifteen credits earned by students in the general population. Reflecting their emphasis on vocational goals, the average secondary school student with disabilities earned five credits in vocational education, one more than typical high school students.

One credit was earned in life skills course, and the remaining four credits were earned in other subjects, such as physical education or the arts. With the exception of high school graduates with mental retardation or multiple disabilities, this pattern of credits earned did not vary significantly for students with different kinds of disabilities, largely due to the standardization imposed on high school course taking by state and school district graduation requirements (UNESCO Report, 2008).

In Kenya churches and charitable organizations pioneered special schools before independence in 1963. The Kenya society for the blind was formed in 1965. Since then, five primary schools and one high school for the visually impaired have been developed (Onyango, 1974). According to a UNESCO (2008), the government of Kenya is in its efforts to provide Education for All, regardless of ethnicity, gender, family background or physical abilities, yet it faces a challenge of transition of students with visual impairment. As noted in a report by the Ministry of Education (2004), among other factors affecting the transition of students with visual impairment are lack of clear guidelines and support to the implementation of all inclusion policy, inappropriate infrastructure, inadequate facilities, lack of equipment which make it difficult to integrate special education in regular programmes and incompetence among teachers working with students with visual impairment.

Gilson (1996) on the other hand reported that in Kenya, lack of facilities, inadequate trained personnel, negative societal attitudes and lack of specific policy guidelines have contributed to poor delivery of Special Education and related services. With such insurmountable challenges facing Special Education, the Government of Kenya (2001), suggested that, it is necessary to assess the Special Education programme that may affect transition of students with visual impairment from high school to college.

This situation called for a re-appraisal of available approaches to expand Special Needs Education services so as to achieve an enrolment at par with that of other students. To attain this, Kenya needs to ensure the realization of inclusive education and simultaneously develop and implement guidelines that mainstream special education at all levels of the education system (GOK2009). Sentiments in the Policy Paper Framework reveal that there is still a big challenge of fully accommodating these students with visual impairment into the current education system. It is noted at this point, the policy does not address the effectiveness of the transition process from secondary to post-secondary of students with disabilities. The policy only provides general procedures of integration. This study therefore sought to look at the transition of these students with visual impairment who move on from secondary to post-secondary.

According to Ndurumo (1993), there is need to assist children with special needs to develop skills of coping and independent living aimed at habitation, rehabilitation and adjustment to the society. Major aims of starting Special Education in Kenya was to make such personal economically able through employment, enable them to develop self-concept to make them to fit and integrate freely in the society and the society to accept them as fellow human beings. Kenya is committed to achieve education for all its citizens (MoEST, 2004, Mulame, Ndurumo 2001). Therefore, the students VI need to have quality education for the country to realize this dream. However, a major challenge remains in ensuring and enhancing access, equity and education standards especially to the marginalized groups (MoE, 2001).

The Nationals Goals of Education embodied in Vision 2030 focus on increasing students' knowledge, experiences and imaginative understanding as well as developing an awareness of moral values and capacity for life-long learning. To realize the national

development goals, relevant and quality education and training is required to meet the human development needs of a rapidly changing and a more diverse economy. The vision recognizes that education and training for all Kenyans is fundamental to her success. At the heart of this vision is curriculum which provides knowledge, skills, competencies and values to enable students to move seamlessly from the education system into the world of work, with further academic, technical and vocational education adding value to what is acquired through the educational system (MoE 2001).

The Kenya Constitution (2010) and the Children Act (2001), stipulates that every child has a right to benefit in life conditions that ensure dignity, enhance self-reliance and facilitate active participation in society and thus must be given an opportunity to achieve and maintain an acceptable level of learning. The government attaches a lot of importance to education and its role in the present and future development. Thus, put efforts to promote the education of the students with special needs.

Muuya (2002) affirms that while planning for students with visual impairment, there is need to think beyond just coping with behavioural difficulties but to encourage spiritual and moral development, creative abilities, personal and social development. Having in place a supportive inclusive educational setting is essential in providing students with visual impairment with an appropriate education so that positive learning outcomes can be achieved (Palmer, 2005). Studies have indicated that schools need to ensure that students with vision impairment are valued as students, have access to the curriculum and are able to participate fully in school life (American Foundation for the Blind, 2005). For the inclusion of these students to be successful, it is imperative that proper supports, such as academic, technological and social are in place (American Foundation for the Blind, 2005).

According to Education Sessional Paper (2005), the Government of Kenya aims at paying special attention to gender, vulnerable and disadvantaged children. It is, therefore, the policy of the government that children with visual impairment are not excluded from mainstream education. Following the declaration of free primary education in Kenya in 2005 and the continued commitment to Universal Primary Education, additional demand from children with special needs has been created.

Despite all these good intentions, students with visual impairment have the lowest access and participation rate in Kenya education (Kenya Society for the Blind, 2008). Enrolment, attendance and completion of the formal education system are low for the special needs students. This has been attributed to stigmatization, retrogressive cultural beliefs, poor attitudes and ignorance on potential of Children with visual impairment by parents. Most parents do not enrol their children with visual impairment in school and a significant number of the affected children live a neglected life and are often kept away from general public (Kenya Society for Blind, 2008) the case is even worse for communities with strong cultural binding such as the Maasai and the Kalenjin in Kenya, a fact that calls for a more intensive research to assess the transition of students with visual impairment from secondary to tertiary institutions.

Narok and Bomet Counties are highly influenced by the rich social cultural influences of the Maasai and Kipsigis communities. Transition from public secondary school does not reflect the potential of the county to grow .The records from the county education office, (Ministry of Education 2014) paint a picture, which shows a dismal transition of only an average of 47.4% compared to the government target of increasing transition

to 70% by the year 2011 (GOK, 2011). Due to stigma, most parents tend to withhold their children with visual impairment from attending schools because culturally disability is considered a curse. This cultural standing affects the success of most children with disability from these counties to access education. Students with disability from these two counties account for the lowest enrolment rates in learning institutions at all levels of schooling (County Director of Education, Narok and Bomet, 2015).

In light of this background it is noted that transition is difficult for students with special needs because many regular schools often lack the necessary supports to ensure successful inclusion (Hatlen, 2004).

This study sought to find out how the selected determinants affect the transition rate of students with visual impairment from high school to post-secondary in Narok and Bomet County. It investigates the determinants for ensuring the successful inclusion of these students with visually impairment, the achievement of positive learning outcomes and the barriers to successful inclusion. It also addresses alternative ways to an inclusive educational setting, including schools for students with vision impairment.

## **1.2 Statement of the Problem**

Despite efforts made by the Kenyan government regarding students with special needs, the progression of the students with visual impairment is very low in this country. Lack of adequate support for students with visual impairment in schools including teaching materials and resources is still an area concern among researchers. In Narok and Bomet counties, there are very limited studies and statistics on special needs education, particularly among the students with visual impairment. The perception of the society

in this study area towards students with visual impairment has had a devastating effect with the community looking down upon these students and intimidating the parents for bringing a curse to the community. Consequently, students in Narok and Bomet Counties receive very little support from the community to motivate them complete their education. While the past decade has witnessed tremendous increase in the number of students with special needs in primary and secondary schools, access to tertiary institutions remains very low in and undocumented in the study area, hence calls for research to address the issue.

### **1.3 Purpose of the Study**

The purpose of this study is to analyse determinants of transition of students with visual impairment from high school to post-secondary.

### **1.4 Objectives of the Study**

The study sought to address the following questions;

- i. Explore teachers' perception on transition of students who are visually impaired to post-secondary.
- ii. Examine how school career guidance influences the transition of students with visual impairment to post-secondary.
- iii. Determine socio-cultural factors which affect transition of students with visual impairment to post-secondary.
- iv. Assess attitude and perceptions of students who are visually impaired to post-secondary in relation to transition.

### **1.5 Research Questions**

The study sought to answer the following research questions;

- i. How do teacher's perceptions affect transition of students who are visually impaired to post-secondary institutions?
- ii. How does school career guidance influence the transition of students who are visually impaired to post-secondary?
- iii. How do social cultural factors affect transition students who are visually impaired to post-secondary?
- iv. To what extent do attitudes and perception of students who are visually impaired influence their transition to post-secondary?

### **1.6 Significance of the Study**

The study identified determinants which influence transition of students from high school to the post-secondary. This created awareness among the stakeholders in education who may strive to address the key factors that have been highlighted in the study. The study addressed the various factors and establish the need for fast action to avoid early termination of education by the students with visual impairment at the end of their high school. More so as the country is focused on achieving vision 2030, and meeting the need for Education for all it was important to address the issues of students with visual impairment. Policy makers and planners in the Ministry of Education may use the recommendation for future planning giving consideration to the transition agenda as they draw plans for higher Education.

The teachers, parents and other stakeholders were enlightened on their role in enhancing the special needs students' education beyond the high school/secondary cycle. This created a milestone in improving transition as it was to explore factors that

act as stumbling blocks to the process with the aim of curbing them. Other researchers could get a point of reference from the study for proper planning to ensure smooth transition of students with visual impairment the secondary to post-secondary ' education. The developers and implementers of curriculum was considered the findings which assist them accommodate the interest of diversities of students in their formulation and implementation of education policies in order to make the learning process all-inclusive.

### **1.7 Assumptions of the Study**

The study was based on the following assumptions;

- i. School records of enrolment, repetition, progression and transition are accurately kept and would be availed to the researchers upon request.
- ii. There would be maximum co-operation from the respondents who would provide detailed, accurate and unbiased responses to all the survey questions.
- iii. All students completing their high school education have equal opportunities to progress with college education.
- iv. All post-secondary' schools in the country give an equal chance to all students completing their high school to join college education.

### **1.8 Limitations and Delimitations of the Study**

#### **1.8.1 Limitations of the Study**

This study might have been affected by logistic constraints such as terrain and inaccessibility of the area due to the vastness of the area to be covered. It may also be limited by the descriptive study design, which relies on the opinions, attitudes and experiences of the respondents. The main source of primary data was from the

principals, teachers, Form One and Two students and guiding and counselling officers selected from various schools and colleges. This study takes note that some of the students with visual impairments who have dropped out of schools could have provided important information for the study.

### **1.8.2 Delimitations of the Study**

In order to ensure that the effect of the limitations is controlled, the study ensured that the respondents are randomly selected in order to ensure that the views of most of the people in the targeted population are captured. The uses of different strata of respondents were done with the aim of reducing biasness in the data hence the findings of the study.

The study was conducted in Narok and Bomet County and was restricted to public Secondary schools.

There are many determinants affecting the transition process of visually impaired students from secondary to post-secondary. However, this study only considered those factors selected as per the objectives.

### **1.9 Theoretical Framework**

Any theoretical framework must account for the individual, their relationships and the context. Educational institutions do not stand alone; they are embedded in society and subject to the morals and laws of that society. Therefore, any framework must also account for the multiple levels of influence. It is suggested that Ecological Theory, which places individuals in the centre of interactive systems, represent proximal and distal relationships and processes of an individual's life provides a powerful representation of the transition experience

### **1.9.1 Ecological Theory by Bronbrenfrener (1992)**

Among the many theories that support human development is the Ecological Theory by Bronbrenfrener (1992). This theory emphasizes environmental factors as playing the major role to a person's development. It acknowledges that shared responsibility of all the stakeholders and the dynamic nature of the relationships involved in the process is very critical for the development of a person. This study was therefore informed by this theory as it helped to model the relationship between the exo- and macro- systems assessing the determinants of transition of students with visual impairment from secondary school to higher learning institutions. According to Bronbrenfrener (1992), through proximal processes, the face to face relationships change, new teachers, new colleagues and new friends enter the student's life. This theory provides a framework for understanding the personal influences which impact on a student in transition. The notion of legitimate peripheral participation and the principles of distributed cognition which is addressed in the theory provided a basis for the adoption of this theory for this study. Based on the factors that underlie the Ecological Theory, the study conceptualises the variables based on the key players in the transition process. These are the teachers, the schools environment, the social cultural factors and the students' characteristics.

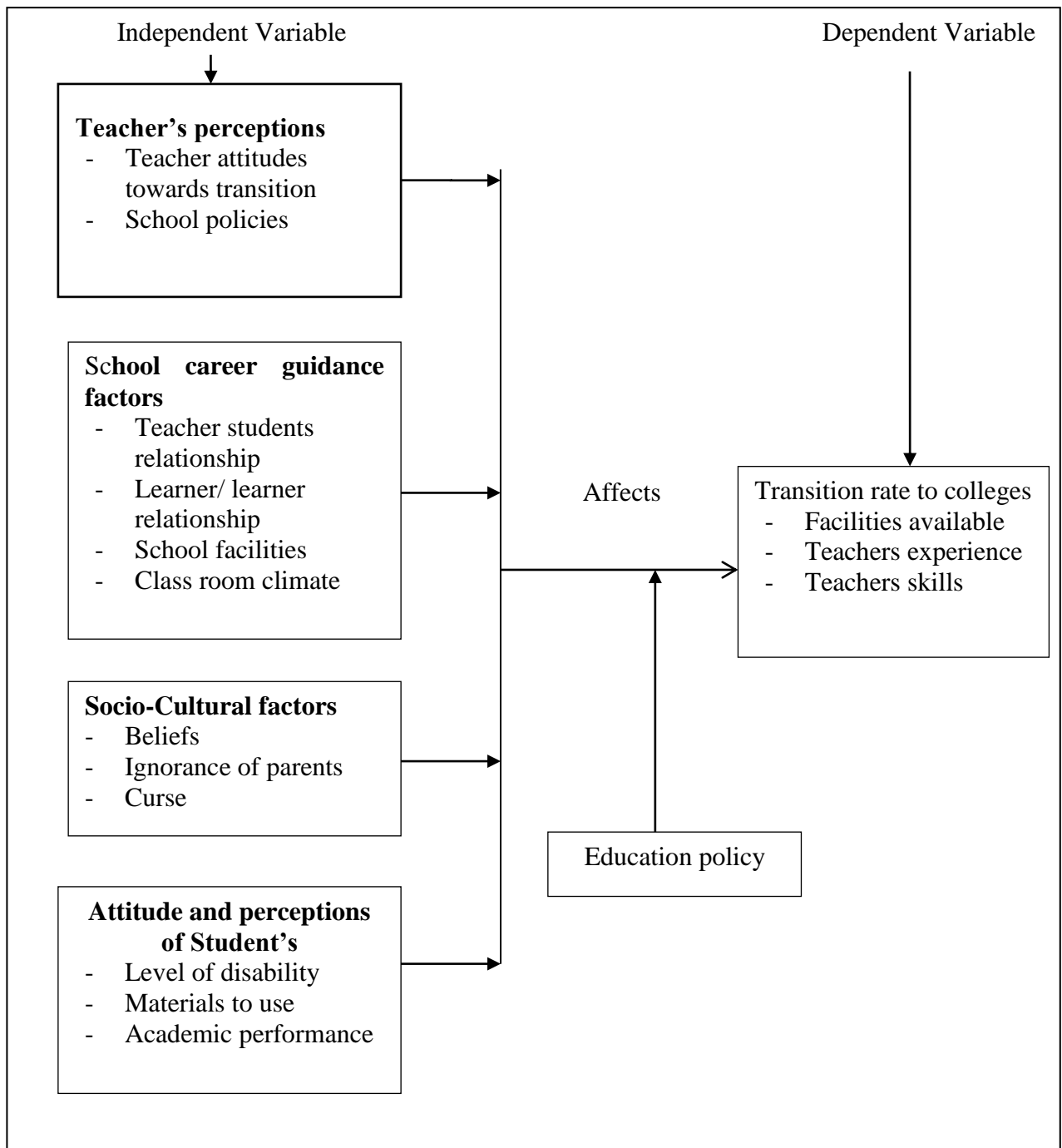
### **1.9.2 Conceptual Framework.**

Kisirkoi and Kadenyi (2012) noted that the demand for secondary college places continues to increase drastically as the number of secondary school students continues to rise and as the world progresses towards UPE. However, the rate of transition from secondary to post-secondary among the students with visual impairment remain very low. This section helps to conceptualise the relationship between determinants of transition in terms of teachers perceptions, school related factors, social cultural factors

and the students personal characteristics as independent variables and transition rates to post-secondary as the dependent variable.

The researchers' own adoption of the determinants (independent variables) on transition of students with visual impairment (dependent variables) as shown by the arrows. For instance, the figure shows that teacher's opinion, school factors, socio-cultural factors and student's personal factors have an effect on the transition of students with visual impairment from secondary school to post-secondary. The figure also showed that education policy was an intervening factor to the relationship between the determinants and the transition of students with visual impairment from secondary school to post-secondary.

**Figure 1.1 Conceptual Framework**



**Source : Researcher 2018**

### **1.10 Definition of Operational Terms.**

**Access-** In this study, the term was used to refer to the children's ability to reach and again maximum use of school facilities in the learning process. (Ainscow, 2005)

**Cohort-**Is a group of people who go through a series of events at the same time. In this study refers to a group of students who enrol in the first grade and move through the cycle.(Ainscow, 2005)

**Determinants-** Factor that decisively affects the nature or outcome of something. (Onsomu, Muthaka, Ngware & Manda, 2006)

**Efficiency-** Refers to the rate at which inputs into a system (like investment in students) (Farell, 2003)

**Enrolment-** Refers to the provision of access to education opportunities for students in a particular grade or level in the school. (Peters, 2003)

**Inclusion** –According to this study, the term means the processes of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools. (Peters, 2003)

**Low vision-** A person has low vision when he/she has impaired visual function even after treatment and has visual acuity of less than 6/18 to light perception or visual field of less than 10 degrees from the point of fixation (WHO, 1992).

**Perception** in this study refers to how a person views his or her environment in relation to transition of students with visual impairment

**Retention-**Is the act of keeping students in school, to go on with the learning process to the end of the education cycle. (Gallagher & Smith, 2000)

**Screening tool** refers to a technique used to test one's suitability in a given aspect. In this study, examinations are used to test the students' suitability to move on to the next grade.

**Transition-** Refers to students' flow analysis or move out of one school system into another. In this study, it addresses students' move and adjustment phase

from the last grade in primary education to first grade in lower secondary education. (Slee, 2000)

**Visually impaired** –It is the lack of a part of the eye or malformation due to hereditary disease or trauma. (Hallahan & Kaufman, 1991)

**Visual disability** –This is the inability of an individual to carry out visual tasks as a result of visual impairment (Ndurumo, 1993)

**Wastage**-Refers to the human and material resources spent or wasted on students who have to repeat a grade or drop-out of school before completing a cycle. (Ndurumo, 1993)

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This Chapter presents a review of related literature discussing the variables in question. It focuses on studies related to the objectives of the study stated in the previous chapter. They include: teachers' perception on transition of students who are visually impairment to post-secondary, influence of school career guidance on the transition of students with visual impairment to post-secondary, socio-cultural factors which affect transition of students with visual impairment to post-secondary and attitude and perceptions of students who are visually impaired in post-secondary in relation to transition.

#### **2.1. Transition in Education**

Transition has been defined by various scholars in various ways. Slee (2000) defined it as a movement of students from one stage of education to the next. Onsumu, Muthaka, Ngware and Manda (2006) considered transition as the movement by students from high school to post-secondary. The movement from one level to the next according to Ainscow (2005) is affected by among other factors pass rates, availability of places in the next cycle of education as well as affordability

According to Farrell (2003), defining transition rates of special needs students by comparing quantitative indicators from different countries makes it very difficult to clearly conceptualise the transition rates in a country. According to the findings of Reynolds, and Ainscow, (1994), young people with disabilities continue to face significant difficulties in all spheres of life including securing jobs, accessing post-

secondary education, living independently, fully participating in their communities, and accessing necessary community services such as health care and transportation.

It is well understood that preparation for the transition from high school to post-secondary education, employment, and independent living must begin early or at least by age 14. It is at this age that students' must engage in discussions regarding the types of course work students were required, at a minimum, to be able to enrol in post-secondary education programmes. In addition, the types of learning options and experiences students are required to develop basic work skills for employment, and the skills needed for independent living. Gay, Mills, and Airasain, (2009) focused on the transition involving the post-secondary and job related transition after training. Their study shades light on the issues surrounding transition and therefore, the current study borrows from it as it considers the factors affecting the transition from high school to college

Reynolds and Ainscow(1994) indicated that a number of youth in post-secondary schools reporting a disability has increased dramatically, rising from 2.6% in 1978, to 9.2% in 1994, to nearly 19% in 1996. While this increase is encouraging, many post-secondary have increased their efforts to serve students with disabilities in post-secondary enrolment which persist into adult employment. Evans and Lunt (2002) are greater when comparing those with less educational attainment. Only 15.6% of persons with visual impairment, who have less than a high school diploma, participate in today's labour force. The rate doubles to 30.2% for those who have completed high school, triples to 45.1% for those with some post-secondary education, and increase to 50.3% for disabled persons with at least four years of college. The findings of this study pose the question of how transition is done from secondary level to the college level. This study sought to find out the status of transition of students from secondary

to post-secondary and what factors affect the transition, which seems to have the future effect to post-secondary and even in the work place.

Since the introduction of subsidized secondary education, there are more students completing secondary schools than can be absorbed in the college in the country. The Kenya Government has responded to the problem of human resources development by making a major expansion in the secondary education and post-secondary to absorb different students with disabilities.

## **2.2 Teachers Perception on Transition of Students with Visual Impairment.**

Kisirkoi and Kadenyi (2012) noted that a teacher should acquire deep content knowledge and skills to break down the content in a form the students best understand it since quality teaching is worth investing in. They argue that quality teachers should encourage creativity among students, create a strong relationship with their students and demonstrate their care for them. The warmth, accessibility, enthusiasm and care displayed towards the students can motivate them and maintain them in school. In a related study, Monsen & Frederickson (2004) noted that few classroom observations in Kenya indicate that there are cases where teachers' negative attitudes 'push' students out of school. They state that the students are sometimes neglected, abused, mis-handled and sent out of class during teaching-learning periods.

According to Ruto (2009) sexual harassment and unwanted sex in 70 schools revealed that 58 of every 100 children with special needs had been sexually harassed, while 29% boys and 24% girls reported to have been forced into unwanted sex. Compounding the situation further, Monsen & Frederickson, (2004) indicated that the fact that some male and female teachers have been identified as the main culprits in perpetuating sexual

harassment. This might explain why students are not able to transit to higher level of education.

According to Ysseldyke, Algozzine and Thurlow (2000), while policy and legislation may enforce equality of access to educational opportunities for all, it is more problematic to ensure opinions of acceptance and tolerance among educators. Research has shown that one of the most important predictors of successful inclusion of students with visual impairment into mainstream classroom is the opinion of teachers. Avramidis (2000) noted that the opinion of teachers towards students with visual impairment is a key factor in determining the success or failure of inclusive education, since the teacher are directly involved in the implementation process and ultimately make the difference to any educational change. These calls for a positive attitude towards inclusion among the teachers and other stakeholders in order for the implementation process of inclusion policies to be effective in the classroom. This clearly shows that teacher's attitude has a remarkable effect on the performance of the students with visual impairment who transit from inclusive Secondary to post-secondary.

Research however, is divided on how opinion among the teachers could be promoted towards inclusion. Some research studies show that teachers with more experienced teaching students with visual impairment in their classes show more favourable opinion toward inclusion (Van Reusen, Shoho & Barker, 2000). Increased knowledge and experience about inclusive practices may promote positive attitudes. However, research has also reported that trainee teachers often showed more willingness to accept students with visual impairment than more experienced teachers. Winzer, Altieri & Larsson (2000) studied on attitudes of pre-service teachers towards persons with visual impairment. Also, Alghazo (2003) found generally negative attitudes towards with

persons with visual impairment. This review forms an appropriate basis for the current study by seeking to establish whether the arguments of Alghazo (2003) and the others can be applied to transition from secondary to post-secondary. Studies of both pre-service and in-service teacher attitudes towards inclusion of students with visual impairment in mainstream classrooms have shown that attitudes were influenced by the amount of education and academic preparation they received. Avramidis *et al.*, (2000) concluded that improving and increasing training provision at the pre-service phase of teacher education would be most effective method of promoting better attitudes to inclusion. This is very true for the current study which sought to consider the determinants affecting transition of students with V.I from secondary to post-secondary.

Positive attitudes to inclusion and confidence in the ability to teach in an inclusive classroom can be seen as a learning process that is strongly influenced by the amount and the kind of contact teachers and students with V.I. If we can accept this premise, then, good appropriate preparation would be seen as key to seeking successful inclusive outcomes. The importance of training in helping to form positive attitudes towards inclusion has also been further supported by research. Van Reusen, Shoho & Barker, (2000) found that teachers who had specific training to teach students with learning difficulties expressed more positive attitudes towards inclusion compared to those who had not. Other research concurring with this (Avramidis, 2000 and Van Reusen 2000) cited training and staff development as having a key role to play in developing positive attitudes towards inclusion. Marshall and Roseman, (2000), in their study of student and teachers' attitudes towards students with visual impairment, also concluded that commitment towards inclusion is needed. Most of the studies conducted were longitudinal in nature which had been set out to discover the influences or events that

might affect teacher's opinion change towards inclusion throughout the inclusion process. The increased enrolment in Kenya's secondary education is a challenge to transition to college's education.

In order to provide quality education and training to children, the government outlined targets in the Sessional Paper No.1 of 2005 to improve the Secondary to Post secondary transition which stood at 47% and to increase it to 70% (MOEST, 2005). In spite of all these, the current status of the country's education system still suggests that the scenario is likely to run out of hand unless urgent interventions are put in place to address the issue of transition as many children still remain at risk of lacking access to education and joining child labour, whose best alternative is school (African Network for the prevention and protection against Child abuse and Neglect (ANPPCAN, 2004). It is noted that low quality of some of the existing post-secondary and high cost of college education is considered as a challenge to the transition process in Kenya's education system (MOEST, 2004). This ministerial statement which focused on the high cost of college education as one major challenge facing transition from Secondary to Post secondary creates an impression that there may be other underlying issues in the transition process hence, it clearly defined the basis for conducting the current study.

To establish other determinants that affects the transition apart from the cost of college education, Jonson (2002) considered the reactions of students during the period of transition. In his study, he noted that students tended to be positive in their evaluation of how they got on in Secondary when they had good relationships even if they were finding the academic aspect of schooling a struggle. Students expressed worries about their relationships with teachers at second-level seemed particularly for some male students. Fears were mainly about teachers' strictness, about standards of work and strictness about rules. According to Jonson, secondary teachers were described as

social, emotional and concerned. The study sought to establish the attitude of the teachers at the secondary school level towards the transition with respect to visually impaired. This is a gap that has been filled in the study area.

### **2.3 School Career Guidance and Transition of Students with Visual Impairment**

Career guidance in school counselling services should be monitored and evaluated against certain parameters and above all extent to which career guidance serves the student in the school (Guinness, 1998). There should be aspects that give indication as to the shape the program is taking. For example, the time set aside for counselling services and how this is made use of, the training of teachers in guidance and counselling, or the appointment and training of peer counsellors. Academic performance has a big bearing on the guidance and counselling as they can be pointers to emerging problems, (Boorders & Drury, 1992). School counselling process is distinct from any other educational monitoring process and it is a child support system. Therefore, it must not be used for any other purpose except for the well-being in school. It further states that counselling is the process through which the counsellor attempts to understand and help the student's feelings and emotions that impede their own growth, maturation and well-being. The counsellor in the school must lead the students through a process of self-discovery. By so doing, the students enhance the personal growth and raise self-esteem of the learner.

Farrell (2003), a professional counsellor quoted that, *'students are the most important in our premise. They are not dependent on us; we are dependent on them they are not an interruption of our business, they are part of it. We are doing them a service by serving them; they are doing us a favour by giving us opportunity'* (Farrell, 2003). Sustainable school guidance and counselling therefore, needs a lot of planning and

organization for effective execution for the purpose of benefiting the students at the school.

It is therefore incumbent upon the counsellor in the school, in consultation with the teacher to clearly and consciously develop a functional guidance and counselling programme to influence the transition of visually impaired students in school. Effective methods of counselling on the visually impaired group counselling, Jonson (2002) defines guidance as any group enterprise or activity in which the primary purpose is to assist each individual in the group to solve his or her problem and make adjustments. According to Agrawal (2006), group counselling is meant to address the developmental needs of a functional group consisting of a number of students. Students in group with common problem and concern as with the visually impaired students are helped in groups, small or large. In other words, if guidance is to be available to all it should be planned in groups to identify common problems, analyse them and find relevant solutions place in a wide range of information before people with common problem which could be useful for them for finding solutions.

In the case of visually impaired students, the researcher sought to find out if guidance counselling helps in creating an atmosphere where people could get an opportunity to express themselves and in the process analyse themselves. Students who are visually impaired have a common problem; through group counselling they can be helped to achieve their academic goals. Agrawal (2006) stated that group counselling inspires learning and understanding, saves time and effort, and improves study attitude and behaviour. It helps in the development of wholesome and helpful awareness of un-recognized needs and problems of students with special needs like the visually impaired hence improve their performance, (Agrawal, 2006). One of the main principles

behind group counselling is the idea that it is dealing with specific issues may cause isolation and a feeling that one is alone in facing one's problems.

Group counselling attempts to counteract this isolation by assembling people with similar issues to enforce those difficulties are not singular to one person. Additionally, knowing other people with similar troubles can be comforting to each individual who may not have access in their own family and friends to people with same the problem. Group counselling may be highly organized with people doing specific activities together and then sharing the findings. Alternatively, it may be more freedom, where people share current issues related to the group's purpose. One person's verbal contribution to a group might be discussed, validated and provoke problem-solving by other group members in the session. It might also be an entry into a discussion regarding a certain aspect of illness or condition that is then primarily led by the therapist. Not all group counselling efforts are completely successful. Occasionally, group therapy suffers if a group is too large or small. Group may also become problematic when one person appears to monopolize the group. Usually, group counselling works best when an experienced counsellor can direct a person who is sharing too much, and allow equal time for people to share their ideas, problems or opinions, (Matson, Johnny & Mulik, 1991).

Counselling helps alleviate the stigma and misconceptions associated with the slow learning level of visual functioning Woody (1996). This is done by the following actions; providing direct guidance and counselling services to the slow learning students in order that they may gain understanding and positive feelings about their capabilities. Helping all students in the school acquire a realistic understanding of visual sub-normality. This aids parents to accept students with limited intelligence.

Serving as a consultant on visual sub-normally to other educators e.g. classroom teacher and school administration.

According to Woody (1996) counselling and guidance make the visually impaired students feel confident and therefore behave like the normal people which helps change the negative attitudes towards them. This also create feelings of responsibility thus striving for improved community feeling of responsibility and acceptance of the visually impaired.

According to Agrawal (2006) guidance is the assistance that all students need in order to make meaningful decision about their future. Guidance activities include individual advisement, small group activities and classroom lessons. Guidance should not be confused with counselling. Counselling is the assistance that some students need in order to overcome problems that interfere with learning. Counselling decreases classroom distress. Counselling services support teacher in the classroom and enable teachers to provide quality instruction designed to assist students in achieving high standards (Agrawal , 2006).

According to Farrell (2003), guidance and counselling help all students to grow with self-understanding, developing interpersonal, problem solve and decision making skills and occupational awareness. It provides assistance and support in developing and implementing competencies for academic and career success. Boarders and Drury (1992) states that the program provides mechanism of problems with inhibit healthy development and academic achievement.

In academic counselling, teachers are encouraged to help students develop cooperative relationships. Research examining student attitudes toward their peers with disabilities has suggested that contact with students with disabilities might lead to positive

attitudes. In fact, Booth, and Ainscow, (2000) noted that positive contact with students with disabilities is the only effective way to help students gain an understanding of and knowledge about students with disabilities. Therefore, student interaction seems an important goal, and structured activities have been recommended with regard to helping students develop skills to successfully interact with each other. A number of specific suggestions have been provided in the literature. Karten (2001) provided recommendations for promoting social interactions between students with or without disabilities. Included in their list were cooperative learning groups, which they indicated could provide both social and academic benefits to students with disabilities.

Additionally, they suggested that teachers engage students in collaborative problem-solving (e.g., through regular classroom meetings) in order to provide students a voice for concerns related to students with disabilities and to help them develop understanding or empathy. More specifically, students who must generate possible reasons for a student with disability behaving in a particular way might develop a greater understanding of and empathy for that student. Peer tutors also were suggested as a way both to assist students with disabilities academically and to promote positive interactions between students. Finally, through watching a teacher interact with a student with a disability, other students are expected to learn how to interact with that student. In addition to being able to interact cooperatively with each other, students benefit from gaining an appreciation for diversity in general. Jones (1951) suggested that schools can help students to develop tolerance and respect for differences by teaching empathy, anger-management skills and promoting respect for others via the general curriculum. The variety of character education programs available can be used as a foundation from which discussions and activities specific to students with disabilities can be incorporated. School counsellors can promote similar agendas (i.e.,

diversity and cooperation) via direct service activities with students. Both small group and classroom guidance activities can be designed to promote respect for differences and interaction among students with and without disabilities. Additionally, school counsellors could serve as coordinators of peer tutoring programs and collaborate with teachers in the implementation of classroom-based activities.

#### **2.4 Inclusion Models and Transition of Learners**

There are two models that can be adopted for a study on inclusion; the medical model and the social model. This study considers both the models in evaluating the determinants that affect the transition of students with visual impairment from inclusive secondary to post-secondary. Lindsay (2003) acknowledges the limitations model that focuses on limitations to learning and participation as resting solely within the child, and comments that the rise of the social model was a necessary reaction to the worst aspect of previous practice. Adherence to the social model, however, runs the risk of ignoring the contribution of within child factors and the possibility of interaction with environmental factors by contributing only external social factors as disabling the individual (Lindsay,2003).

Peterson and Hiitie (2002) noted that if inclusion is to be successful, a more balanced perspective is necessary. A middle way which recognizes that learning difficulties or additional support needs arise through the complex interaction of a multitude of factors associated not only with students themselves but also with the immediate and wider learning environment. The interactive model proposed and discussed by Lindsay (2003) recognizes the complex interplay of influences which shape student's needs and competencies. This approach conceptualizes students' functioning and their needs as 'an interaction between their inherent characteristics and the supports, and barriers of

the environment' (Lindsay, 2003). Time is added as a third influencing factor because the balance of these factors changes over time, as does the interaction between them.

This model also compensatory interactions; difficulties in one area may be compensated for by strengths in another domain and have to be seen in the context of the child's overall development, (Evans, 2002). The interactive analysis of learning needs provided by this model offers a more complete and holistic approach to understanding difficulties and to the provision of appropriate supports. Also, it retains a child-centred focus and at the same time, takes wider contextual factors into consideration. It may also offer much to the success of inclusive education. Inclusive model sought to explain the relevance of interactive analysis among the students who are in an inclusive environment. This study sought to employ the findings of this model in discussing the determinants that affect transition among the students from secondary to post-secondary.

Booth et al (2000) put forward the view that 'inclusion involves restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality'. It is also noted that inclusion is concerned with the learning and participation of all students' vulnerable to exclusionary pressures; not only those with impairments or those who are categorised as having visual impairment. Inclusion can be described in very much the same terms as Bowe (2005) describes identity, namely as 'an agonistic notion and a battle cry'. It is not entirely coincidental that British Psychology Society (2002) describes inclusion as a political and social struggle which foregrounds.

## **2.5 Social Cultural Factors and Transition of Students with Visual Impairment.**

In the study done in Botswana's, it was noted that transition rate to secondary education is over 75%. In response to rising enrolments in college education and an influx of experienced teachers, Botswana began a process of restructuring the education system in 1973 to address emerging challenges (Beh-Pajooah, 1992). A department of college education was created to assist and guide teachers in preparing students for examinations. A specific centralized structure for college education was thus created. Four years later, at the first National Commission on Education, the government committed itself to universal access to nine years of schooling, making Botswana one of the first countries in the region to extend higher education by encompassing college education.

The expansion of higher education inevitably increased the demand for college education. Botswana epitomizes a case of early recognition of system challenges and deficiencies, and institution of corrective measures to stem further slide. It challenged other African countries that have not integrated college level in higher education, as part of the international drive to make the first 12 years of schooling compulsory. Although this is true for many countries including Kenya, where from the introduction of free primary education as lead to an influx of student in secondary schools; there is no move by the governments to expand the facilities at the college's to accommodate them. To make it even worse, no contribution has been made to ensure that the schools are well prepared to receive all students irrespective of their state.

One of the most serious and pervasive problems facing special education programs in secondary schools is school dropout. The National Longitudinal Transition Study (NLTS) found that approximately 36% exited school by dropping out. The NLTS data also revealed that risk factors such as ethnicity and family income are related to

dropout rates, and that some groups of visually impaired students are more apt to drop out than others. National data indicate that there has been some improvement in the overall graduation rate of students with disabilities in the United States. Between the 1995-96 and 1999-2000 school years, the percentage of student with disabilities graduating from secondary to college as reported by states grew from 52.6% to 56.2%.

During the same period, the percentage of students with disabilities reported as having dropped out of school declined from 34.1% to 24.4% (U.S. Department of Education, ,2012). While this data is encouraging, the dropout rate for students with disabilities still remains twice that of students without disabilities. These apply to developed world's where there is a change of attitude towards the visually impaired students. Therefore, this study sought to examine the determinants of transition from Secondary to college among the student with visually impaired.

School class and the resources of their families and factors that relate to the school-level system in general as well as by characteristics of individual second-level schools, (Winzer, Altieri& Larsson,2000).The relationship between socio-economic background and educational outcomes has been well documented internationally. Students from lower income and minority ethnic groups have been found to be potentially more at risk of not making a successful transition to post-secondary (Gutman and Midgley, 2000).Apart from socioeconomic characteristics, parental support has been found to be a crucial factor in facilitating young people's successful integration into college education (Armstrong, 2000). The nature of authority structures within the family also influences the transition process. According to Gallagher & Smith (2000), young people who report a democratic family environment tend to have higher self-esteem and more successful adjustment to a new school. This was found to be as a result of

parents' support of their child's adjustment to the new school. These studies have looked at the social factors and transition in general and no mention of the effect of these factors on the transition of visually impaired students. This study therefore sought to fill the gaps on factors influencing transition of visually impaired students which have not been documented in the current literature. This was achieved by assessing the students who are visually impaired and examining how they cope with the transition process from secondary school to post-secondary.

## **2.6 Attitude and Perception of Students and Transition**

Students are key stakeholders in education and the promotion of the voices of those with visual impairment needs has been recognised as crucial to the development of a more inclusive education system (Rose & Shevlin, 2005). Article 12 of the UN Convention on the Rights of the Child states that children have the right to be consulted and heard on all matters affecting them and to have view taken into account and given due weight in accordance with their age and maturity (UN, 1989). The Code of Practice also stresses the rights of students to be involved in making decisions and exercising choices. Schools have been relatively slow to set up the systems and structures which might facilitate students contributing their perspectives on education (Wagner, 1996). It is increasingly recognized, however, that students with visually impairment needs should contribute to and participate in decision about educational provision and individual education plans (Lewis & Lindsay, 2000).

Students' insights and perspectives have the potential to provide crucial directions for school improvement and information to enhance learning, teaching and relationships. Reynolds, and Ainscow (1994) highlight the 'transformational potential' of consulting students. They see the testimony of students as providing essential first hand evidence

for improving teaching learning. Consulting students and including them in school decision making also increases educational engagement and reduces the risk of exclusion (Frederickson and Clie, 2002).The experience of students with disabilities indicates that their opinions are rarely sought. When they are consulted, the process is often tokenistic and their views are largely ignored (Rose & Shevlin, 2005).Rea, McLaughlin, Walther and Thomas, (2002) talked of students with moderate learning difficulties in both mainstream and special schools. They found that a significant proportion in the mainstream preferred learning support in withdrawal settings. While most in both settings preferred their current school, a minority in special schools expressed the wish to be a mainstream setting. A high incidence of bullying emerged as a theme, with student's school experiencing higher level of bullying than those in mainstream schools.

Accumulating evidence suggests that both secondary and college students, girls in particular, have positive attitudes towards peers with learning difficulties (Farrell, 2000).These attitudes tend to be even more positive if their school includes students with significant learning difficulties. Farrell concludes that research evidence overall shows that mainstream students accept students with visual impairment without difficulty and that bullying is rare. It is also noted that student with visual impairment get a lot of discriminations in college as they advance in age than when they are still in secondary. This study sought to consider attitude and perception of the students in order to establish whether the transition of the students with visual impairment is influenced by this age factor.

## **2.7 Summary of the Review**

Studies reviewed in this chapter revealed several gaps that existed in relations to the determinants of transition of students with visual impairment from high school to post-secondary. Most studies that had been conducted have covered transition from primary to secondary schools and college to job placement in most of the countries. This shows that there is a gap in the literature on determinants of transition from secondary to college. Similarly, most of the studies that have been conducted indicated focused on identifying the factors influencing transition or the challenges affecting transition. This showed limited findings in terms of analysis. The current study sought to look deeper into the determinants of transition based on the ecological theory in order to provide a basis for understanding transition of students with visual impairment from secondary to college. The review also shows that most of the analysis done were descriptive hence not providing an appropriate basis for argument. This study used the chi square test to provide a basis for making conclusion on which determinants have the greatest effect on the transition of students with VI from secondary to college.

Literature review reveals how other scholars have studied on general education and special education as a whole. There has been little research done on transition of the students with VI. In summary, this research aimed at zooming into how teachers assessment, school guidance and counselling, socio-cultural factors and students' achievement in relation to transition.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

The chapter focused on the research design, location of the study, target population, sample size and sampling design. Other sections covered are; research instruments, pilot-testing, data collection procedures, data analysis and ethical and logistical considerations.

#### **3.2 Research Design**

This study adopted the descriptive survey design. The design allows the researcher to get an understanding of current behaviours, attitudes, opinions and beliefs of participants. The participants in this study constituted the teachers and students in various secondary schools and post-secondary in Narok and Bomet counties. The design was used because it helps the researcher establish cause and effect relationships between the concepts of transition of visually impaired students as well as the possible relationship between them as noted by Babbie (2001). Descriptive survey research assists in the collection of quantifiable information from all members of a population or a sample. The researcher sought to produce statistical information on determinants of transition of the students with visual disabilities.

#### **3.3 Variables**

The study variables are:

##### **3.3.1 Dependent Variables**

The dependent variable was conceptualised as transition rate from secondary school to post-secondary. This is conceptualised in terms of the rate of enrolment in terms of the numbers.

### **3.3.2 Independent Variables**

The study conceptualised the independent variables as teacher attitudes towards transition and school policies, teacher student's relationship, learner/ learner relationship, school facilities and class room climate. It is also noted that the social cultural factors were considered in terms of beliefs, ignorance of parents and some considered VI as a curse while for student's perceptions the study considered level of disability, materials to use and academic performance

### **3.4 Location of the Study**

This study was conducted in Narok and Bomet Counties. Narok is the largest county of Rift valley while Bomet County has the least number of schools with students with VI compared to the other counties in Kenya.

These two areas were chosen for the study because the transition rates at all level of education very low. Also, there are only two teacher training post-secondary in the two counties , one university and only a few technical and commercial post-secondary , which is a reflection of the number of students who could be transiting to the next level from secondary schools.

### **3.5 Target Population.**

The target population of the study constituted all teachers and students, from the public secondary schools and post-secondary with students with VI in Bomet and Narok Counties. A total of 7secondary schools with students with V.I were selected. The study targeted all the 50 special needs teachers in secondary schools in the area of study and all 63 students with VI admitted. The college's selected within the research counties are Masaai Mara University in Narok County with population of 10students and Bomet teachers training college in Bomet County with 23students. This population

was selected based on the county report by the Educational Assessment Resource Centre (EARC, 2015).

**Table 3.1: Population of the Study**

County	No. schools.	No. students.			No. of Teachers	College No
		Boys	Girls	Total		
Bomet	3	12	8	20	18	1
Narok	4	10	8	18	17	2
Total	7	22	16	38	35	3

### 3.6 Sampling Techniques and Sample Size

This study adopted the purposive sampling design to select 7 secondary schools (3 in Bomet County and 4 in Narok County) that have inclusive classes where there were students with VI. Three institutions of higher learning, one in Bomet and two in Narok County were also selected. All the 38 students with VI in the selected schools were sampled purposively because they were few. Nkhoeli, (2005) contends that purposively selected individuals from a population to form the sample gave more in-depth information as they were purported to have in-depth knowledge of the subject matter. This informed the researcher's choice of purposive sampling.

**Table 3.2 Sample Distribution**

County	No. schools.	No. students.			No. of Teachers	College No	No. students.		
		Boys	Girls	Total			Boys	Girls	Total
Bomet	3	12	8	20	18	1	9	5	14
Narok	4	10	8	18	17	2	7	3	10
Total	7	22	16	38	35	3	16	8	24

Source: Narok and Bomet EARC (2014)

The table above shows that there are 7 secondary schools, 2 teachers training post-secondary and 1 university selected for the study. Out of these schools, 7 principals and 35 teachers who were directly involved in teaching special education and a total of

24 students with VI from both college and 38 in secondary were selected. The sample from both the teachers and students was selected purposively.

### **3.7 Research Instruments**

The study used questionnaires and interview schedules to get the views of the respondents on the determinants of transition from secondary schools to higher learning institutions.

#### **3.7.1 Questionnaires**

Questionnaires were used to collect data from the teachers and students both at the secondary schools and the post-secondary. Questionnaires were considered appropriate for the study since many subjects who can read independently could be reached (Orodho, 2008). They can be used as tools to probe the attitudes, feelings and reactions of people.

The questionnaire for teachers contained closed ended (structured) questions eliciting specific information from a list of possible alternatives for the respondent to select from. They also contain open-ended (unstructured) items requiring the respondent to construct responses to express their feelings and opinions. The questionnaire was constructed using a 5-point Likert scale to elicit the required data. A Likert scale questionnaire helps to capture the opinion of the respondents about questionnaire item rather than the closed dichotomous “Yes”-“No” questions. For this study, the scale was defined as; 5- strongly agree, 4- agree, 3- not sure, 2- disagree and 1- strongly disagree.

The students questionnaire assisted in collecting data about respondent’s age, gender, home background information, parental level of education, history of repetition (if any) and learner’s future expectations. The other sections contain structured items which required selection from possible alternatives and also unstructured questions that

elicited free responses based on the objectives of the study. These questionnaires were self-administered because the respondents were visually impaired. Similarly, the teacher's questionnaire also had two sections for eliciting data on demographic variable and the other section had statements on objectives of the study.

### **3.7.2 The Interview Schedule**

The interview schedules allowed the researcher to explore and probe participants' responses to gather in-depth data about their experiences and feelings in regard to transition of visually impaired students from secondary to higher institutions of learning. Interviews were considered flexible and suitable for the respondents in this case for the visually impaired. From this study, an interview schedule was designed for head teachers.

### **3.8 Pilot Study**

The researcher selected 1 school and 1 college from Kericho County for pilot testing by a few respondents who are similar to those in the study sample but the findings were not included in the main study. Purposive sampling was used to select five per cent (5%) of the total number of schools following the one to ten per cent (1%-10%) of sampled size as recommended by Mugenda and Mugenda (1999). One school was selected and used for pilot testing. Pilot testing instruments provide information about deficiencies which creates need for revision and improvement. It also gives an indication whether the selected procedure is most suitable for the purposes of the study. The pilot test group was encouraged to make comments and suggestions concerning the instruments. The study instruments were not amended by any of the respondents in the pilot study hence the instruments were used in their original state.

### **3.8.1 Validity**

Validity is concerned with establishing whether the questionnaire content is measuring what they are supposed to measure. Validity is therefore the degree to which the empirical measure or several measures of the concept, accurately measure the concept. Gay, Mills & Airasain (2009) has indicated that content validity is determined by expert judgement, the researcher therefore consulted the supervisors and other experienced instructors at the school of education to give their guidelines in the careful construction of the instruments to establish their content validity before data collection was done.

### **3.8.2 Reliability**

On reliability Gay et al. (2009) indicated that it is the degree to which a test consistently measures whatever it is measuring. To obtain the reliability, the internal consistency test method was employed. The respondents were given questionnaires to fill after which they were collected by the researcher. According to Kombo and Tromp (2006), reliability is consistency of an instrument to yield same findings. To establish reliability of the instruments, the test-retest method was used at an interval of one week between the first test and the second tests using the same respondents.

The reliability of the questionnaire was determined using SPSS. For this study a reliability coefficient value above the expected threshold of 0.7 as suggested by Kothari (2004) was accepted for both the questionnaire. The findings were presented in Table 3.3. below.

**Table 3.3 Reliability Statistics**

Instrument	Cronbach's Alpha	N of Items
Students questionnaire	0.714	33
Teachers questionnaire	0.75	33

The findings showed that the alpha reliability coefficient was computed as 0.714 for the 33 question items. This indicated that the questionnaire was reliable because the reliability value was above the 0.7 threshold.

### **3.9 Data Collection Techniques**

After getting an introductory letter from Kenyatta University and research permit from the National Commission of Science and Technology authorizing the researcher to carry out the study, the researcher visited the schools and briefs the head teacher on the purpose and objectives of the study. With the head teacher's permission, questionnaires were administered to teachers and to the students. The questionnaires were collected immediately they are filled to ensure a higher return rate. This exercise was conducted within five days.

### **3.10 Data Analysis**

The questionnaires from the field was sorted out and cleaned for completeness and accuracy. Those which were incomplete were considered spoilt. Qualitative data categories and themes were generated using codes and then keyed into the computer and be analysed using descriptive analysis. Data was coded, entered and analysed using descriptive statistics (mean, frequencies and percentages). SPSS was used to determine the frequencies, percentages and the mean. The information obtained was evaluated to see its usefulness in answering the research questions. In order to establish their relationship between the independent variables and the dependent variables correlation analysis was used.

According to Bryman (2003), quantitative approach is mostly used by researchers to establish relationships or links between two or more variables. Upon the researcher establishing relevant categories, themes and codes, quantitative data were obtained from pre-coded questions while qualitative data generated from open-ended questions. The study also used chi-square test of association in order to establish whether there was any significant association between the variables of the study. The test was done at the 95% confidence level where an error of 5% (p value) was considered for the study. For the results were by the P value was  $< 0.05$  the association of the variables was considered to be significant. Then data was presented in the form of tables and charts.

### **3.11 Ethical and Logistical Considerations**

Issues of ethical confidentiality and privacy of personal rights of students, educators, principals, and parents had to be protected. Not all the information was recorded to avoid adverse effects of disclosure. The researcher obtained permission from the relevant authorities. The objective of the study was explained verbally and participants were assured that the information obtained during interviews would be kept confidential.

## CHAPTER FOUR

### DATA ANALYSIS, FINDINGS AND DISCUSSIONS

#### 4.1 Introduction

This chapter discusses the findings of the study based on the objectives and research questions. Data was collected to establish the determinants of transition of students with visual impairment from secondary schools to post-secondary in Narok and Bomet counties in Kenya. The data were collected from a total of 97 respondents who included 7 principals, 28 teachers and 62 visually impaired students from both secondary and post-secondary institutions. Headings in this chapter were derived from the research objectives which were; the effect of teacher's assessment, school guidance and counselling and social – cultural factors. The analysis was done using descriptive statistics of means, frequencies and percentages and inferential statistics where Pearson *r* correlations and chi-square statistic was used to establish whether there was a relationship between the variables.

#### 4.2 Response Rate

The researcher distributed a total of 35 questionnaires out of which 32 (91%) were collected back from the principals and their teachers. While among the students 53(85%) out of the 62 questionnaires distributed were collected back for analysis. In total the response rate was 85(88%) as shown in Table 4.1.

**Table 4.1: Response Rate**

Respondents	Questionnaires distributed for analysis	Questionnaires collected back after analysis	Percentage response
Students	62	53	85%
Teachers	35	32	91%
Total	97	85	88%

From the Table 4.1 above, it is noted that 85(88%) of the questionnaires distributed were collected back for analysis. The response was accepted as being adequate for use for the analysis according to Mugenda and Mugenda (2003) and Babie (2003) who indicated that a response rate of 70% and above was considered adequate for data analysis.

### **4.3 Demographic Profile of the Study Respondents**

The respondents' characteristics were important to this study in that they helped to establish the respondents' differences and find out how they may affect the outcome of the findings. Since the study is descriptive in nature, it was expected that the demographic variables of the respondents influenced their opinion and views in regard to various aspects of the study. For this study, the demographic characteristics considered were; gender, age, highest academic qualifications, highest professional qualifications, teaching experience and years the respondents had been at their current station.

#### **4.3.1 Gender of the Respondents**

This study considered the gender of the respondents in order to assess whether men and women differ in opinion on special needs and the influence on transition from secondary to college. This section presented the demographic data for Teachers and

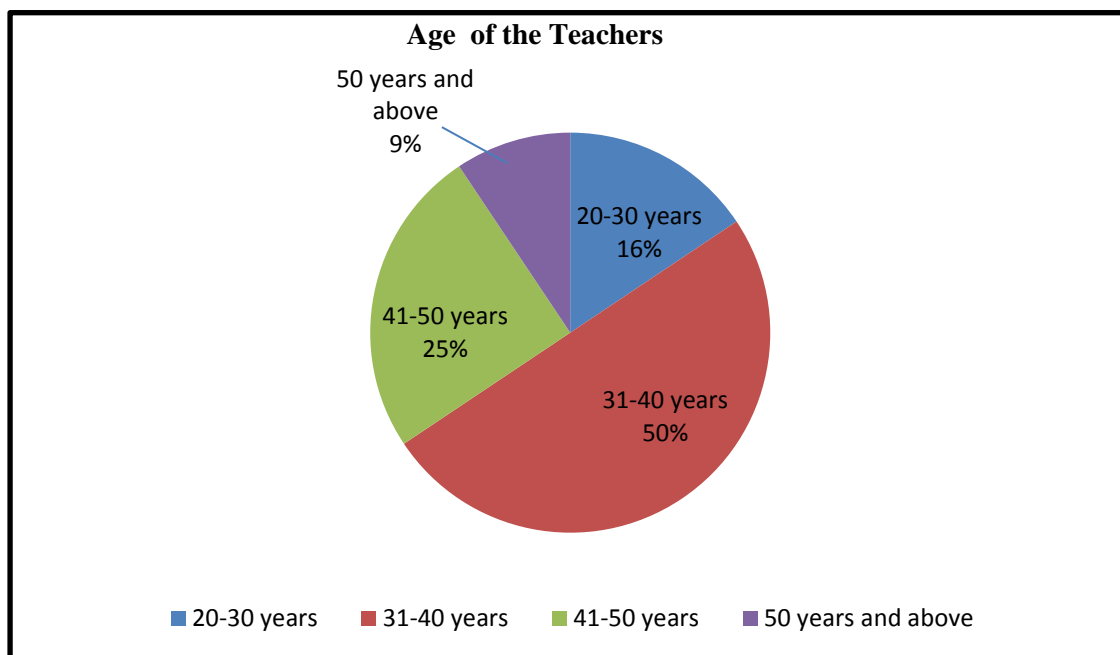
visually impaired students from both secondary schools and post-secondary in the study area. The findings were presented in Table 4.2.

**Table 4.2. Respondents Gender**

Respondents	Gender		Total
	Male	Female	
Student	30	23	53
Teacher	12	20	32
Total	42	43	85

The findings of the study presented in Table 4.2 shows that among the teacher 12 (38%) were male while 20 (62%) were female, while among the students 30 (57%) were male and 23 (43%) were female. This implies that there were more male students who participated in the study than female. This is attributed to the culture of the two areas where most girls are not given the chance to transit from secondary to post-secondary. Among the teachers the situation was different whereby there are more female teachers 20(63%) compared to 12 (37%) male teachers who are involved in the learning of the students who are VI. This was also appropriate since most of the female teachers are engaged more with students with disability compared to male teachers at all levels of learning.

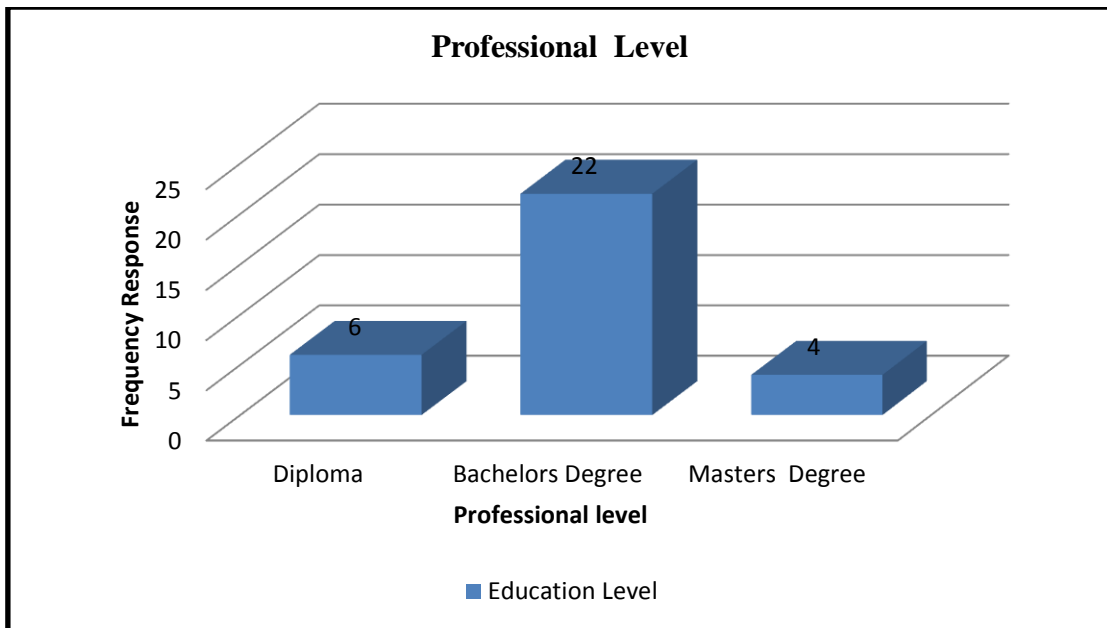
Regarding the age of the respondents, analysis was done and presented for the teachers because all students were in the same age bracket of 15 – 20 years. The age distribution of the teachers is presented in Figure 4.1.



**Figure 4.1. Age of the respondent**

The study sought to establish the age distribution of the teachers who participated in the study in order to establish whether it affected their response on transition of students who are VI from secondary school to higher institutions of learning. Majority 16 (50%) of the teachers were aged between 31-40 years, 8 (25%) were aged between 41-50 years 14 (40%), 5 (16%) were aged between 20-30 years and the rest 3 (9%) were aged between above 50 years. This implies that most of the teachers who attend to the students who are VI are relatively middle-aged.

The teachers were also required to indicate their level of education as it also has an influence on their understanding of special needs cases and how to deal with them. The findings of the study were presented in Figure 4.2. below.



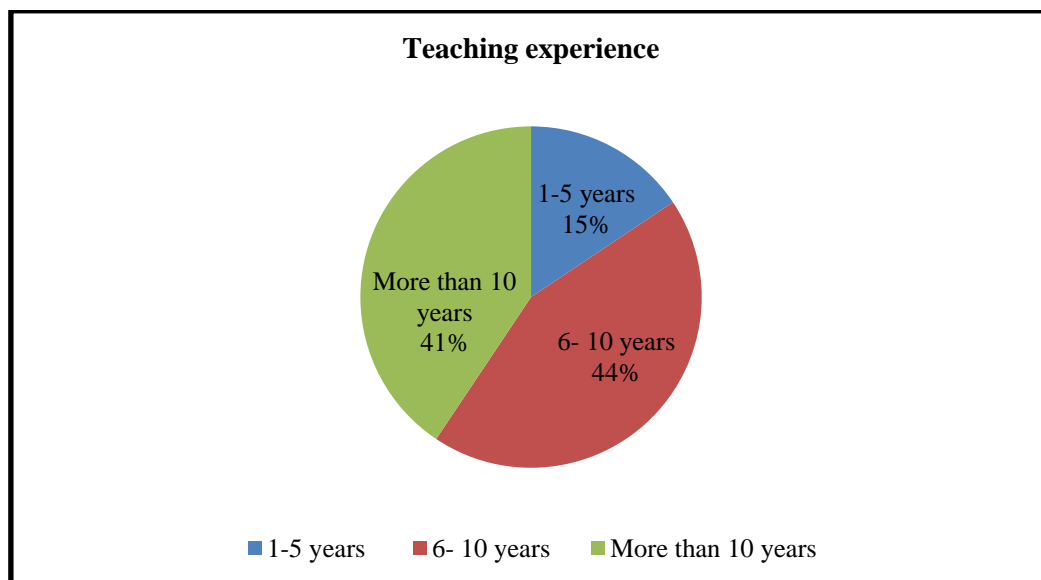
**Figure 4.2. Response on professional level**

The findings on Figure 4.2 show that most teachers, 22 (69%) who responded had Bachelor’s degree, 6(19 %) had diploma qualification and the rest 4 (12 %) were holders of Master’s Degree in different fields of study. This implies that most of the teachers had the required qualifications to teach in secondary school or tertiary institution. This means that they understood the operations of their respective schools and particularly the learning environment not just for the visually impaired but for all the students. This was a clear indication that the teachers had been specifically trained and were developing themselves towards equipping themselves with skills to handle students who are visually impaired.

Teachers’ training was an important tool for equipping them with relevant skills on how to deal with students who are visually impaired in their respective schools. The findings agree with the findings of Kamunge (1988) who noted that schools can only accomplish to manage societal change through effective training. The findings on professional qualification of teachers concur with the findings from other studies done

in African countries about teachers' attitude towards inclusion of special needs children such as in Nigeria; Fakolade, Adeniyi and Tella (2009) and Ghana; Agbeneyga (2007). These studies showed that professionally qualified teachers tend to have more favourable attitude towards the inclusion of special need students than teachers who are not professionally qualified.

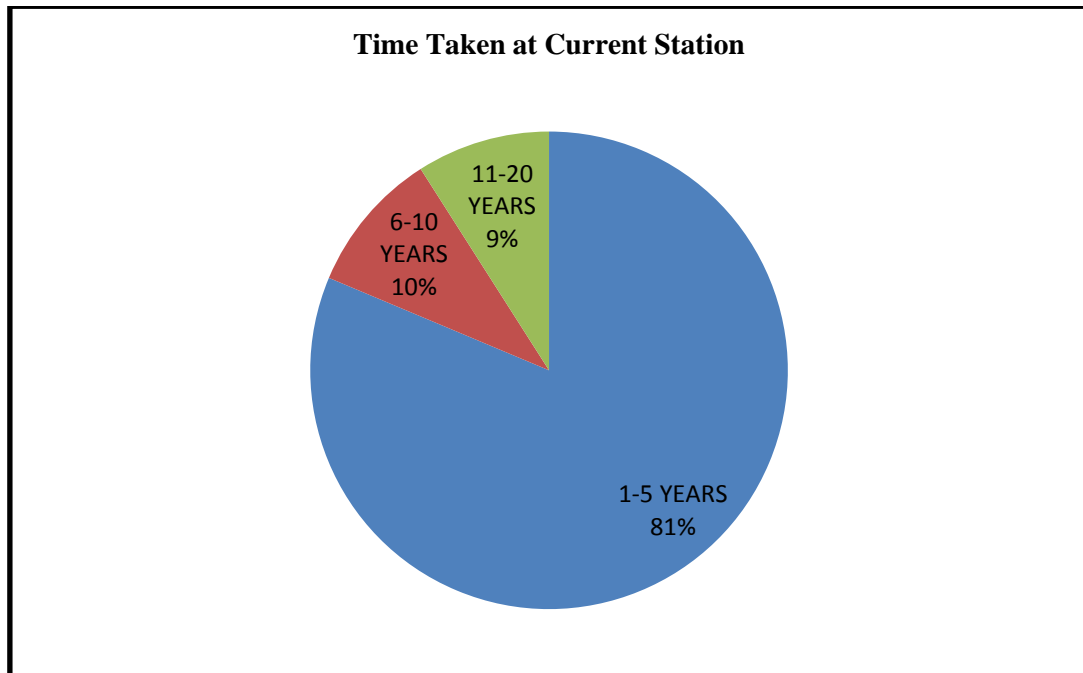
On teaching experience, the study sought to examine the number of years the teachers have been teaching because it has an influence on the level of understanding of students who have special needs in their learning institutions. The findings were presented in Figure 4.4.



**Figure 4.3. Teaching Experience**

The findings presented in Figure 4.3 show that most of the teachers 14(44%) who participated in the study had been teaching for between 6-10 years. While 13(41%) had been teaching for more than 10 years and the rest 6(15%) had been teaching for between 1-5 years. This indicates that most of the teachers who participated in the study had a long teaching experience and hence were in a position to handle the students who are visual impairment.

The study also sought to establish the time that the teachers had taken at their current work station. This was important because, the longer a teacher takes in a station has an influence on his/her understanding on the transition trends. The findings were presented on Figure 4.5.



**Figure 4.4: The Time Teachers had taken at their Current Work Station**

The findings show that most of the respondents 26 (81.0%) had not stayed at their current station for more than five years, 4(10.0%) had stayed for between 6-10 years while only 2(9.0%) had stayed for more than 10 years. This shows that the respondents who responded to the questionnaire had not been at their current station for a long time; however, since they had the necessary qualifications the findings provided described their understanding of the factors affecting transition of students with visual impairment. This concurs with the findings of Masikonde (2015) who noted that most teachers teaching special education have a long working experience but only a few have the required qualifications to teach special education.

### 4.3 Teachers Perceptions as a Determinant on Transition of Students with VI

The study sought to assess the effect of teacher’s perceptions on transition of students with visual impairment from secondary school to tertiary institutions in Bomet and Narok County. The respondents were asked to give their views on the extent to which they agree with various statement items used to describe the perception of teachers on students transition. The data was tabulated to establish the response from the teachers and the students. In order to establish whether the teachers were supportive to the students with visual impairment to warrant their transition from secondary to tertiary institutions. The findings were presented in Table 4.3.

**Table 4.3. Response on whether Teachers are Supportive to the Students with VI**

Respondents		Teachers Are Supportive			Total
		Disagree	Agree	Strongly Agree	
Student	Count	29	17	7	53
	%	55%	32%	13%	100.0%
Teacher	Count	10	12	10	32
	%	31%	38%	31%	100.0%
Total	Count	39	29	17	85
	%	46%	34%	20%	100.0%

The findings in Table 4.3 show that most of the students 29(55%) disagreed with the statement that teachers were supportive to the students with visual impairment in their schools, 17 (32%) agreed, while 7(13 %) strongly agreed with the statement. This indicates that the students with visual impairment were not convinced that the teachers were supporting them effectively. Among the teachers 12(38%) agreed with the statement, 10(31%) strongly agreed while 10(31%) disagreed with the statement indicating that most teachers felt they were supportive to the students with visual impairment. This implies that the transition of students with visual impairment from secondary schools to tertiary institutions was influenced by the support they got from

the teachers. This agrees with the findings of Forlin, (2010); Samoff et al., (2005) who indicated that teachers support for the students with visual impairment was an important aspect in enhancing the transition process of the students from one level of education to the other. Darling-Hammond (2003) on the other hand noted that teachers play an active role in all the programmes within the school and they have a responsibility to create systems ‘which address the needs of a whole school population’ including the students who require special services because they are challenged in a way or another. Rose, (2001) added that teachers support for the students with visual impairment reflected their perception towards the students.

On whether teachers need more time to understand the students with visual disability, the responses from the teachers and the students are presented in Table 4.4.

**Table 4.4. Time Needed by Teachers**

Respondents		Teachers Need More Time			Total
		Strongly Disagree	Agree	Strongly Agree	
Student	Count	10	34	9	53
	%	19%	64%	17%	100.0%
Teacher	Count	0	3	29	32
	%	0%	9%	91%	100.0%
Total	Count	10	37	38	85
	%	11%	44%	45%	100.0%

The findings in Table 4.4 show that most of the teachers 29(91%) strongly agreed that they need more time to be able to handle the students with visual impairment in the inclusive classes, while 3 (9%) agreed with the statement. Among the students, majority 34(64%) agreed with the statement while 10(19%) disagreed and 9(17%) strongly agreed with the statement. This implies that both teachers and students agreed

that there is need for teachers to have more time to support the students with visual impaired, so that they can easily transit to college from secondary school. This agrees with the findings of Masikonde (2015) who noted that teachers lack enough time to support the students with visual impairment because they have a lot of tasks to attend to. The low transition rates of students with visual impairment according to Masikonde can be attributed to the fact that most students who are challenged lag behind other students in inclusion classes because the teachers are in a hurry to cover the syllabus are required by the school administrations requirement. This pressure affects the perception of the teachers towards the students with visual impairment and hence it affects their performance and transition rates.

On whether the teacher’s workload affects their perception towards the students with visual impairment and hence influence their transition to tertiary institution. The study findings were presented in Table 4.5.

**Table 4.5: Response on Whether Teachers have a lot of Work**

Respondents		Teachers Have A lot of Work at Post-secondary					Total
		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
Student	Count	2	22	15	12	2	53
	%	4 %	42%	28%	22%	4%	100.0%
Teacher	Count	0	1	0	28	3	32
	%	0%	3%	0%	88%	9%	100.0%
Total	Count	2	23	15	40	5	85
	%	2 %	27%	18%	47%	6%	100.0%

The findings in Table 4.5 show that most of the students 22(42%) disagreed with the statement that teachers have a lot of work while 15 (28%) were not sure whether the teachers have a lot of work that makes them not to support the students with visual

impairment. It was also noted that 15 (39.5%) of the students were not sure whether the teachers in post-secondary have a lot of work and hence are not able to support the students with visual impairment. Among the teachers 28(88%) agreed with the statement, while 3 (9%) strongly agreed and only 1(3%) disagreed that the teachers have a lot of work and hence are not able to fully support the students with special needs.

This indicates that the low transition rate of learner's with visual disability from secondary school to tertiary institutions could be influenced by the perception that teachers do not have time to attend to the students with visual impairment. These findings are supported by the findings in a report by the Republic of Kenya, (2003) which indicated that the success or failure of the transition process is dependent on teacher's availability and the time they are willing to commit in assisting the students who have special needs such as visual impairment.

#### **4.4 Teachers' Teaching Skills to handle Students with VI**

The study also sought to establish whether teachers teaching in tertiary institutions have the necessary skills in handling students with visual impairment during transition from secondary schools. The findings of the study were presented in Table 4.6.

**Table 4.6. Teachers Lack the Necessary Skills**

Respondents		<b>Teachers lack the necessary skills in post-secondary to deal with visual impairment</b>				Total
		Disagree	Not Sure	Agree	Strongly Agree	
Student	Count	13	7	18	15	53
	%	25%	13%	34%	28%	100.0%
Teacher	Count	16	1	12	3	32
	%	50%	3%	38%	9%	100.0%
Total	Count	29	8	30	18	85
	%	34%	9%	35%	21%	100.0%

The findings in Table 4.6 show that most of the students 18(34%) and 15(28%) agreed and strongly agreed respectively that teachers lack the necessary skills to handle the students with visual impairment, while 13(25%) disagreed and 7 (13%) were not sure of the statement. Among the teachers, 16(50%) disagreed with the statement, 12(38%) agreed while 3(9%) strongly agreed. This shows that according to the students the teachers lack the necessary skills to assist the students with visual impairment. This affects the learner's performance which eventually affects their transition from secondary to tertiary institutions. This agreed with the findings of Masikonde (2015) who noted that the most teachers lack the required skills to handle the students with special needs and this affects the rate of transition from one level to the next. A similar view was observed by Helsinki, Savolainen, Kokkalah and Alasulitari (2000) who also noted that teachers require the necessary skills to ensure that they can handle various issues that affect their teaching including inclusive classrooms. This lack of skills by the teachers seems to affect their perception in handling the needs of the students with visual impairment.

In Latin America, a study by Helsinki, et al (2000) pointed some of the barriers to integrated education as teacher's low perception towards students with visual

impairment and unwillingness to meet their diverse learning needs. It is noted that the attitude of teachers towards the students depends strongly on teachers` skills. Similarly, a study by Fakolade, Adeniyi and Tella (2009) and Agbeneyga (2007) in Nigeria and Ghana respectively, indicated that teachers lack of skills to handle inclusive classes having students with visual impairment. This therefore implies that, there is need to equip teachers with skills so that they can be able to handle students with special needs in inclusive classrooms. This is expected to improve transition from secondary school to tertiary institutions.

#### 4.5 Teacher’s Time for handling Learners with VI

The study also sought to establish whether teachers in college have time to handle the learner’s with visual impairment. Previous studies have indicated that transition from one level to the next depends on the amount of time teachers are willing to commit to their duty of assisting the students who are physically challenged. According to these studies when teachers commit time with the students the possibility of these students performing well and hence transiting to the next level is very high. The findings are presented in Table 4.7.

**Table 4.7. Teacher’s Time Limitation**

Respondents		Teachers Have Limited Time					Total
		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
Student	Count	22	13	1	13	4	53
	%	42%	24%	2%	24%	8%	100.0%
Teacher	Count	3	10	0	12	7	32
	%	9%	31%	0%	38%	22%	100.0%
Total	Count	25	23	1	25	11	85
	%	29%	27%	3%	29%	12%	100.0%

The findings in Table 4.7 show that most of the students 22(42%) strongly disagreed that teachers in high school have limited time to handle the needs of the students with visual impairment while 13(24%) disagreed. A similar number 13(24%) agreed with the statement. On the other hand 12(38%) of the teachers agreed while 10(31%) disagreed that the teachers in high school have limited time to attend to the needs of students with visual impairment. The findings of MacBeath and Galton, (2007) who observed that teachers in secondary schools have limited time and are therefore not in a position to deal with the cases of those students having visual impairment in inclusive classes. However, this finding contradicts the opinion of the students who feel that the teachers don't lack the time to attend to them.

#### 4.6 School Facilities and Teachers Attitudes

The study also sought to establish whether the attitude of the teachers towards students with disability is influenced by the lack of facilities in the schools. In Kenya most of the schools that are equipped with facilities to support the disabled students are primary schools. Among secondary schools we have very few schools that are known to support the students with visual impairment. The findings on whether attitude of teachers is influenced by lack of facilities in institutions are presented in Table 4.8.

**Table 4.8. Lack of Facilities in learning Institutions**

Respondents		Attitude of Teachers is Influenced by Lack of Facilities in learning Institutions					Total
		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
Student	Count	7	13	1	29	3	53
	%	13%	25%	2%	54%	6%	100.0%
Teacher	Count	3	0	0	22	7	32
	%	9%	0%	0%	69%	22%	100.0%
Total	Count	10	13	1	51	10	85
	%	12 %	15%	1%	60%	12%	100.0%

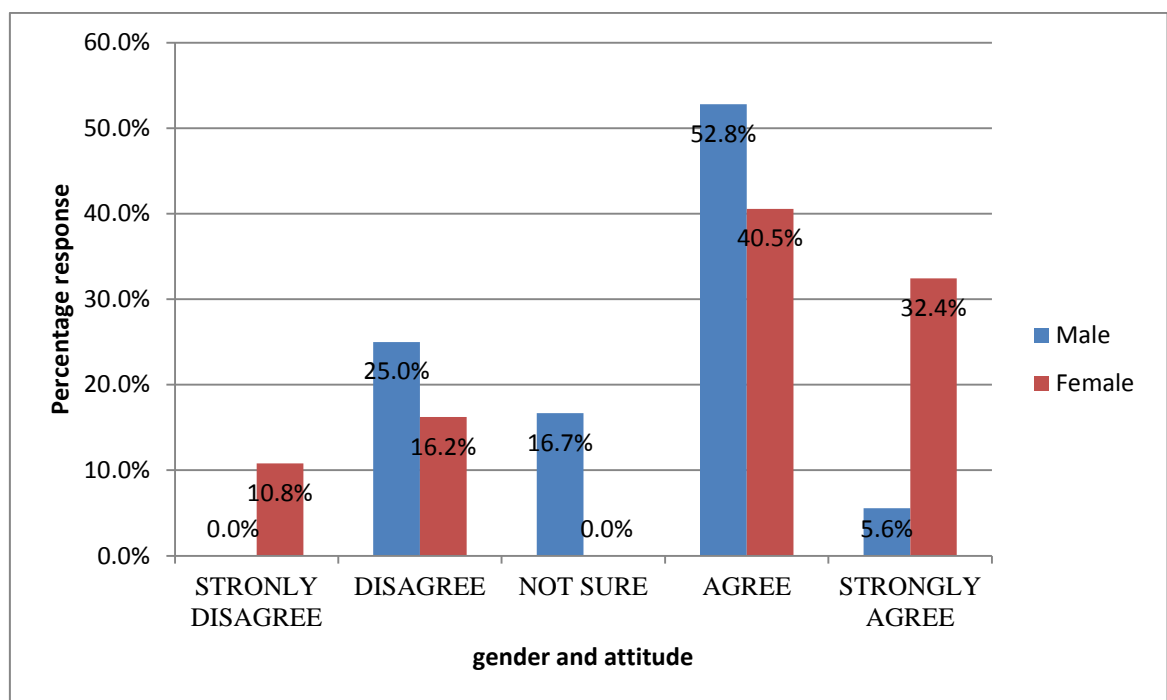
The findings in Table 4.8 show that most of the student respondents 29(54%) agreed while 3(6%) strongly agreed that the attitude of teachers toward students with visual impairment was influenced by lack of facilities while among the teachers most of them 12(34.3%) agreed while 7(20.0%) agreed with the statement. This implies that lack of facilities in higher learning institutions affects the transition of students from secondary school to post-secondary in Bomet and Narok Counties. This concurs with the findings of Abagi and Odipo (1997) and Ruto (2009) who noted that teacher's attitude affected by lack of facilities in the higher institutions of learning. In Kenya, there are many cases where teachers' attitude influences the retention of students in school. Special needs students have complained about being neglected, abused, mishandled and sent out of class during teaching-learning periods. It is therefore clear that teachers' attitude towards students with visual impairment has an impact on their transition rate.

Similarly, Guskey (2000) asserts that the influence of training on teacher's skills is realised in terms of their reaction to the students with visual impairment, school support in charge of learning organisations, use of new knowledge and skills and pupil learning outcomes. He also maintains that for staff development to succeed focus should be on the contents of teaching and the methods used in teaching that content.

In another study by Ferguson (2008), it is noted that attitudes of the teachers are closely linked with their strategies for coping with challenges in their daily professional lives. Research from different countries such as Ghana, Nigeria and South Africa has shown that factors that influence teacher's attitude contribute to the effectiveness of special education in inclusive settings. Some of these factors range from the nature of the disability, the students behaviour and extreme behavioural difficulties (MacBeath & Galton, 2007).

Provision of internal and external resources and support systems improve the attitude of teachers towards inclusion. Increased training associated with more positive attitudes which makes teachers favour the inclusion of students with disabilities in their classes and feel that they are able to maximize their teaching efficiency in serving these students (Hanko,2003; Avramidis and Norwich, 2002; Opdal, Wormnaes and Habayeb, 2001).

On whether there was any difference based on gender in reference to the attitude of the respondents, the findings in Figure 4.3 below shows that majority of the women agreed with the statement that the teacher’s attitude was influenced by lack of facilities in the schools and this is likely to have an influence on the transition of the students with disability.



**Figure 4.5 Gender Differences in Relation to Teachers Attitude**

This finding above agreed with the findings of Seo & Chen, (2009) who noted that females had significantly more positive attitudes toward blindness than males. A similar observation was done by Cornoldi et al., (1998); Scruggs and Mastropieri,

(1996) who indicated that teacher's attitude has a very significant influence on the transition of students from one level of education to the next. These findings show the cultural norms of nurture and caring usually expressed by women in our society.

Further, these finding were explored to establish whether the differences in the gender were statistically significant or was just by change. The chi square test was done as shown in Table 4.9.

**Table 4.9. Association between Gender on Teacher Attitude**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.203 <sup>a</sup>	4	.001
Likelihood Ratio	22.850	4	.000
Linear-by-Linear Association	1.079	1	.299

The findings show that there is a very significant difference between the response by the gender on the attitude of the teachers towards the visually impaired in the school since the chi square calculated is 18.2 and the p value is  $< 0.05$ . It should be noted, that the gender difference was statistically significant, calling into question whether this divergence actually represents meaningful differences in attitudes towards blindness between men and women (Bossaert et al, 2011). In another study conducted in Ghana and Nigeria it was noted that Fakolade, Adeniyi and Tella (2009) and Agbeneyga (2007) established that female teachers have more positive attitude towards inclusion of children with impairment and hence are more supportive to their needs than their male counterparts.

In order to establish whether there is a significant difference between the perception of the students with visual impairment and the perception of the teachers on the influence

of teacher's assessment on transition of students with visual impairment. The chi square test was done to test whether there was any significance difference in the responses of the students and the teachers. The findings were presented in Table 4.10.

**Table 4.10. Chi-Square Tests and Symmetric Measures**

	Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.	df
Chi-Square	4.723 <sup>a</sup>			.451	5
Pearson's R	.194	.108	1.665	.100 <sup>c</sup>	
Spearman Correlation	.183	.114	1.570	.121 <sup>c</sup>	

The findings in Table 4.10 show that there was no significant difference between the student's response and that of the teachers in relation to the teacher's assessment of transition. The chi square value of 4.723 was less than the tabulated chi square and since the p- value >0.05, then, it shows that there is no significant association between the responses of the two groups meaning that the description of the students and the teachers on the teacher's attitude on the transition of the visually impaired students was same. This implies that teachers assessment as determinant on transition of visually impaired students influenced their transition from secondary school to post-secondary. Moreover, the ADEA (2012) (MoE, 2009; MoEST, 2005; KESSP, 2005) state that many teachers lack the capacity to handle children with special needs. There is also inadequate teaching, learning materials and other facilities to support the visually impaired students. Therefore, teachers should be considered to be important in ensuring quality and relevant education for not only the visually handicapped students but for all the students with special needs. This would enhance the transition process from secondary to post-secondary education.

#### 4.7 School Guidance and Counselling as a Determinant of Transition

The second objective sought to address the guidance and counselling process and establish whether it influences the transition from secondary schools to post-secondary for the visually impaired students. The study also sought to establish how school guidance and counselling affects the transition of students with visual impairment from secondary school to post-secondary. The study sought to examine whether judgment of the guidance and counselling staff has an influence on the transition of students from secondary schools to post-secondary. The findings were also cross tabulated to examine the responses from men and women. The aim was to establish whether the guidance and counselling staff were adequate and hence could support the transition process or not. Table 4.11 presents the findings.

**Table 4.11. Judgment of the Guidance and Counselling Staffs**

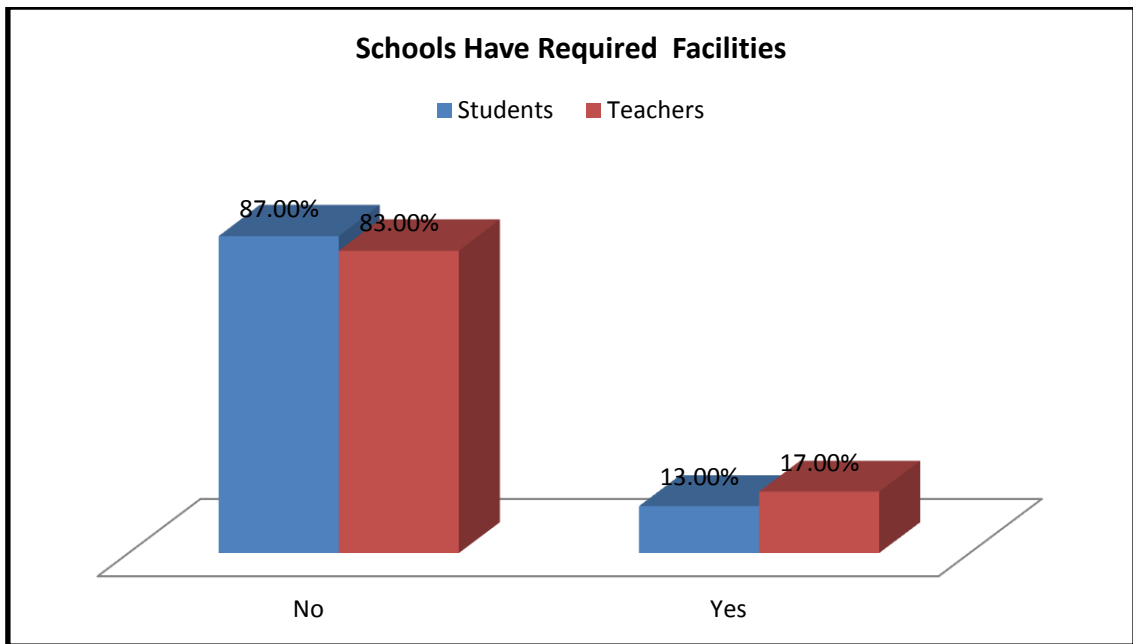
Respondents		Judgment of The Guidance and Counselling Staffs			Total
		Very Inadequate	Inadequate	Adequate	
Student	Count	7	39	7	53
	%	13 %	73 %	13 %	100.0%
Teacher	Count	7	18	7	32
	%	22 %	56%	22 %	100.0%
Total	Count	14	57	14	85
	%	16%	68%	16%	100.0%

The results in Table 4.11 show that in most schools the teachers 18(56%) indicated that the guidance and counselling staff were inadequate as compared to only 7(22%) who indicated that they were adequate and a similar number said they were very adequate. This implies that most school and post-secondary do not have enough

counselling staff to help the students with disability cop up with the new environment effectively.

A similar response was noted from among the students where majority 39(73%) indicated that the guidance and counselling staff in secondary schools and post-secondary institutions was inadequate. This implies that since the staffs are not adequate to assist the visually impaired students, this might have an influence on the transition of the students to post-secondary institutions. This implies that the students with disability receive very little professional care to help them cope with their new environment in secondary schools and college and hence many opt not to proceed to the next level. Previous studies such as Farrell, (2003) and Agrawal, (2006) have indicated that guidance and counselling help all students to grow with self-understanding, developing interpersonal, problem solving and decision making skills and occupational awareness. This implies that with effective guidance and counselling in schools and post-secondary institutions, the visually impaired students are able to discover their potential and hence transition will not be a big issue to them. But as things stand now, the transition rate both from primary to secondary is very low and it's even worrying from secondary to post-secondary institutions

It was also important to establish whether the school has the required facilities to assist in the guidance and counselling process. The respondents were asked to indicate either a Yes or a No in response to the statement item. The study findings were presented in Figure 4.7.



**Figure 4.6: School has the Required Facilities**

The findings in Figure 4.6 show that most of the students 46(87.0%) disagreed that the schools did not have the required facilities to support the transition of students with visual impairment in post-secondary. Only 7(13 %) of the students agreed that their schools had the required facilities to support the transition of students with visual impairment. Similar, for the teachers, majority of them 27(83%) disagreed that the schools and post-secondary institutions have the required facilities to support effective transition from visually impaired students from secondary school to college. Only 5(17%) of the teachers agreed that the schools and post-secondary institutions have the required facilities to support transition to post-secondary education. This agrees with the findings of Vancil (1997) who indicated that an issue arising from the literature relating to young people with visual impairment is the need for them to be able to advocate for themselves once they leave the relatively supportive environment of school and enter post-secondary education.

In another study, Simkiss et al, (1998) commented that students visually impaired in post-secondary institutions have to speak up for themselves in order to get support in something that sometimes they feel makes them embarrassed and feel as if they are being a bother to the teachers. Vancil (1997) also pointed out the difficulties that this might pose for young people who are shy or who lack social skills. Having to draw attention to their needs can make young people feel uncomfortable. (Waterfield and West, 2002). When faced with this type of situation, it is hardly surprising that two in five visually impaired students said that they sometimes avoided doing things that drew attention to their sight difficulties because the facilities available are not suitable and any time they raise the query they are seen as being a burden (Smith et al, 2001). This therefore shows that the lack of facilities to support the learning of the visually impaired in post-secondary education plays a key role in enhancing the transition process.

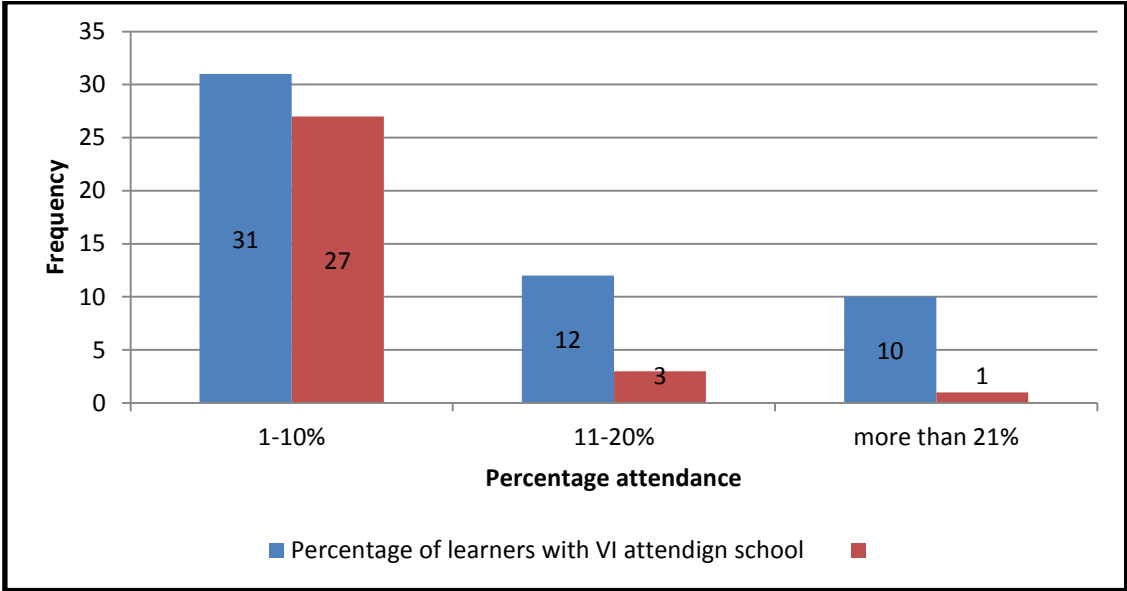
On whether the facilities are destined to allow transition to post-secondary education the respondents were asked to indicate their level of agreement with the statement. The findings are presented in Table 4.12.

**Table 4.12. Facilities Designed to Allow Transition to Post-Secondary Education**

Respondents		Are The Facilities Designed To Allow Transition To Post-Secondary Education	Total
		No	
Student	Count	53	53
	%	100.0%	100.0%
Teacher	Count	32	32
	%	100.0%	100.0%
Total	Count	85	85
	%	100.0%	100.0%

The results in Table 4.12 shows that all the respondents 100% for both the teacher and the students indicated that the facilities were not designed to allow transition to post-secondary education. This implies that most schools do not have facilities that support the visually impaired in the school and this affects the transition of the students to the next level of education in this case the post-secondary. These findings support the findings of Benz (1998) and confirmed by Masikonde (2015) who also noted that majority of the schools especially secondary and post-secondary do not have facilities that support the visually disabled students in the schools. This affects the transition of these students from one level of education to the next.

It was also important to establish the percentage of the respondents who report to school with visual impairment. The respondents were required to indicate the range of percentage of the visually impaired students in the schools. The findings are presented in Figure 4.5.



**Figure 4.7. What Percentage Report to School with Visual Impairment**

From the data on Figure 4.7 it is noted that most students 31(58%) indicated that the school receive between 1-10% students with visual impairment while only 12(23%) indicated 11-20% and only 10 (19%) indicated than only 21-30% of the students with VI attended school. Among the teachers 27(84%) said they received between 1-10% of the students with visual impairment while the rest 3(9%) indicated that they receive between 11-20% students with disability and only 1(7 %) said they received between 21-30 % VI students in their schools. This shows that only a few secondary schools have a significant number of students with visual impairment which translates to a very small number transiting to post-secondary form these school. This is in agreement with the findings of Benz (1998) and Yelin and Katz (1994) who observed the low number of students with special needs joining post primary education in comparison to those transiting from primary to secondary school. This is an indication that the low reporting rate does not imply that we have few numbers of visual impaired students but only that few of them do transit to the next level.

The study also sought to establish whether the facilities are designed to allow transition to post-secondary education, the respondents disagreed with the statement as shown on Table 4.13.

**Table 4.13. Facilities are designed for Transition to Post-Secondary Education**

Respondents		The Facilities are Designed To Allow Transition To Post-Secondary Education	Total
		No	
Students	Count	53	53
	%	100.0%	100.0%
Teachers	Count	32	32
	%	100.0%	100.0%
Total	Count	85	85
	%	100.0%	100.0%

The findings in Table 4.13 show that 100% of the respondents indicated that the facilities in the learning institutions are not designed to support the transition of students with visual impairment to post-secondary education. This agrees with the findings of Masikonde (2015) who also held a similar view that the most learning institutions do not only lack the facilities required to support the students with impairment but even those that have the facilities are not well designed to support the transition process.

In regard to adequacy of the facilities available at the school, the respondents were asked to indicate the adequacy of desks, toilets playground, text books, class rooms and library in support of the visually handicapped students. The findings are presented in Table 4.14.

**Table 4.14 Indicate Adequacy of Facilities**

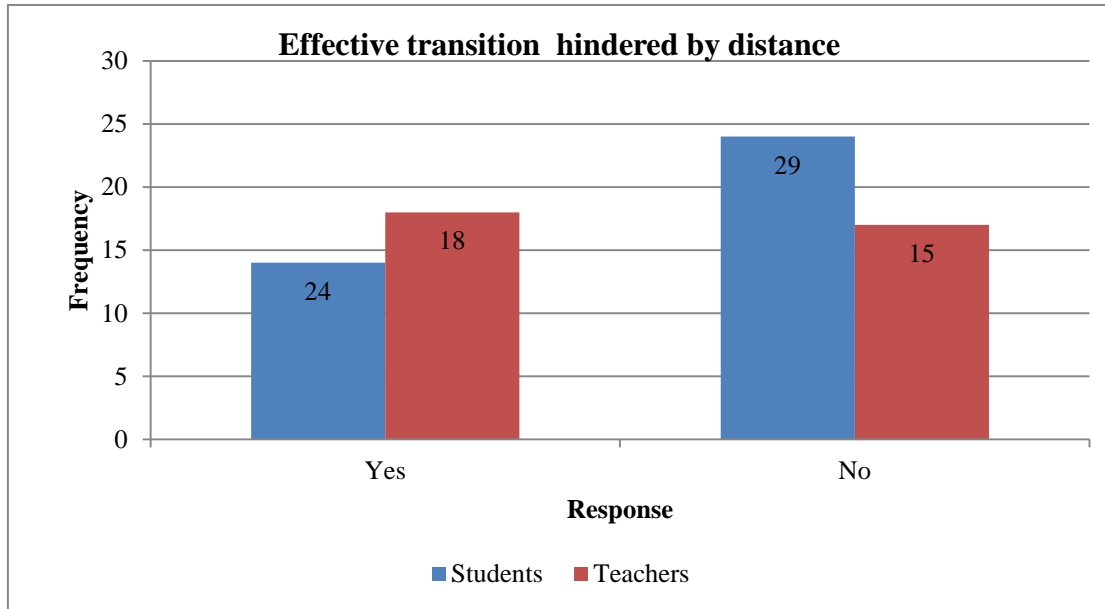
					Total
		Not Adequate	Adequate	Very Adequate	
Adequacy of Desks	Students	9(18 %)	21(40%)	23(42%)	53(100.0%)
	Teachers	9(29%)	10(31%)	14(40.0%)	32(100.0%)
Adequacy of Toilets	Students	33(63%)	14(26%)	6(11%)	53(100.0%)
	Teachers	26(74%)	7(20.0%)	2(6%)	32(100.0%)
Adequacy of Playground	Students	13(24%)	40(76%)	0	53(100.0%)
	Teachers	11(34%)	21(66%)	0	32(100.0%)
Adequacy of Textbooks	Students	17(53%)	16(47%)	0	53(100.0%)
	Teachers	15(49%)	17(51%)	0	32(100.0%)
Adequacy of Classrooms	Students	2(3%)	43(82%)	8(15%)	53(100.0%)
	Teachers	3(8%)	22(69%)	7(23%)	32(100.0%)
Adequacy of The Library Facilities	Students	36(68%)	17(38%)	0	53(100.0%)
	Teachers	26(80.0%)	6(20.0%)	0	32(100.0%)

The findings in Table 4.14 show that most of the students 23(42%) and 21(40%) indicated that the desks in their schools were very adequate and adequate respectively. while among the teachers 14(40%) and 10(31.4%) indicated that the desks were very adequate and adequate respectively in their school. However, 9(18%) of the students and 9(29%) of the students and the teachers respectively indicated that the desks were not adequate. Regarding the adequacy of the toilets most of the respondents 33(63%) of the students and 26(74 %) of the teachers indicated that the toilets were not adequate to support the visually impaired students. In regard to the playing ground, majority of the respondents 40(76%) students and 21(66%) of the teachers indicated that it was adequate. Only a few respondents 13(24%) students and 11(34%) of the teachers said that the playground was not adequate.

The findings in Table 4.17 also shows that 17(53%) of the students respondents indicated that the text books were not adequate while 16(47%) of the students said that the text books were adequate, this implied that though the school have enough books but the books are not serving the interest of the visually impaired students. Among the teachers 17(51%) said that the text books were adequate while 15(49%) said they were adequate. Regarding the classrooms majority of the students 31(82%) that they were adequate, while among the teachers 22 (69%) said they were adequate. This implies that both the teachers and the students felt that the classrooms were adequate to support the students with visual impairment.

Majority of the students 36(68%) and the teachers 26(80.0%) also indicated that the library in their schools was not adequate to support the visually impaired students in the schools and hence prepare them for college. This implies that most secondary schools did not have adequate facilities to support students with visual impairment. This agrees with other previous study findings such as Benz (1998), Yelin and Katz (1994) who noted that the low transition of students from secondary to post-secondary institution is influenced by the lack of adequate facilities in the schools to support the transition process. This was also confirmed by Anderson, Jacobs, Schramm, & Splittherber, (2000) who noted that many learning institution do not have adequate facilities to support not only the visually impaired students but generally the special needs students in the schools. In a study conducted by DFES, (2002) in England, it was noted that guidelines have been provided in a move towards establishing a national quality standard for educational support services for blind and partially sighted students.

On whether effective transition is influenced by distance, the study also sought the opinion of the students from various schools and post-secondary and the teachers. The findings of the study were presented in Figure 4.5.



**Figure 4.8. Effective Transition is hindered by Distance**

The findings in Figure 4.8 show that among the students 29(55 %) said that distance was not a factor hindering transition of visually impaired students while 24(45%) said it was a factor. Among the teacher 18(56%) said distance was a factor while only 14(44%) said distance to school was not a factor. The findings indicate that distance is not a factor in determining the transition of visually impaired students to post-secondary.

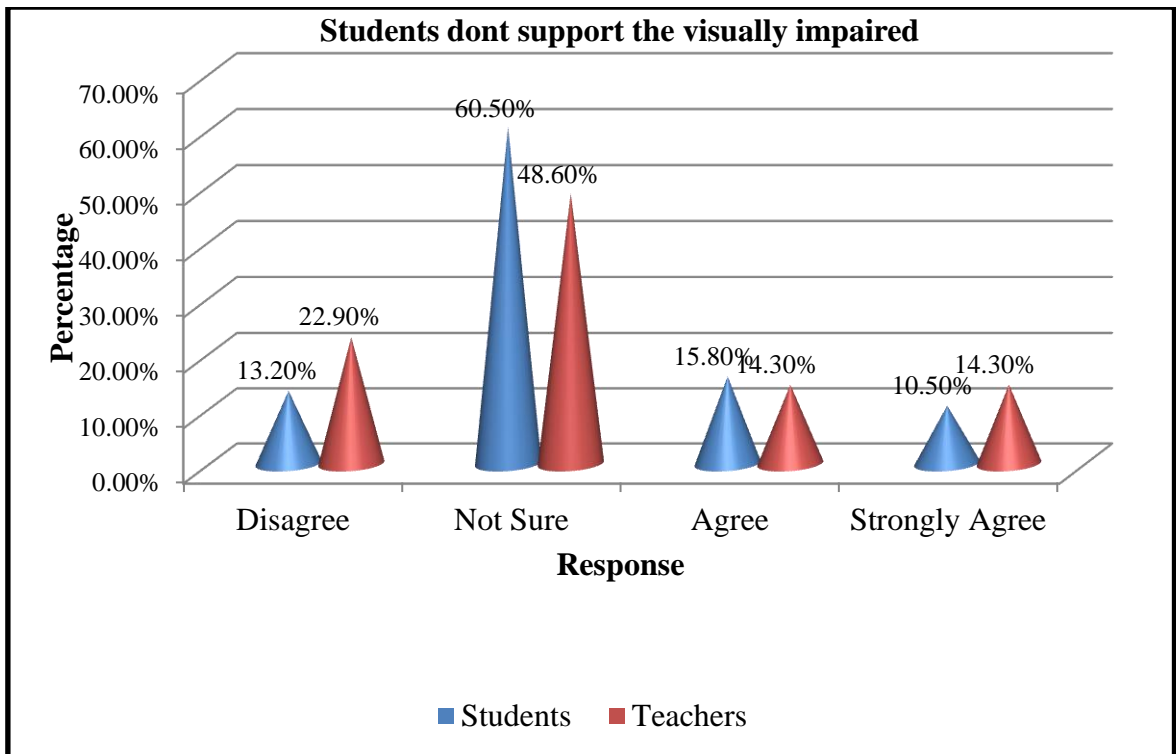
On whether the students receive support from their colleagues while in school the study sought the opinion of the students and the teachers and the findings were presented in Table 4.15.

**Table 4.15. Support for Students with Visually Impaired from Colleagues**

Respondents		Visually impaired Students Receive a lot Of Support from their Colleagues While in School				Total
		Strongly Disagree	Disagree	Not Sure	Agree	
Student	Count	5	4	6	38	53
	%	10%	8%	11%	71%	100.0%
Teacher	Count	2	6	4	20	32
	%	6%	17%	14%	63%	100.0%
Total	Count	7	10	10	58	85
	%	8 %	12%	12%	68 %	100.0%

The findings in Table 4.15 show that most of the students 38(71%) agree that they give their fellow students with visual impairment a lot of support while in school. Among the teachers the study noted that majority 22(63%) agreed that the students with visual impairment receive a lot of support from their fellow students. This implies that in both secondary schools and post-secondary, the visually impaired students receive a lot of support from their fellow students and this motivates them to transit to the next level. The Individuals with Disabilities Education Act (IDEA), 1990) supported the concept of educating students with disabilities alongside their peers in their neighborhood public schools in US. The essence of this call was to ensure that the students with special needs receive support from their able students in the school.

On whether the lack of support from other students in college discourages the visually impaired students from joining college education, the responses were presented in Figure 4.10.



**Figure 4.9: Lack of Support from Other Students in College Discourages**

The findings in Figure 4.9 show that majority of the students 61% and teachers 49% were not sure whether there was lack of support among the students in post-secondary to the visually impaired. It is also noted that 15.0% of the students agreed and 11% strongly agreed that the lack of support for the visually impaired students in post-secondary discourages many from transiting from secondary schools. Among the teachers, 22.9% disagreed, 14% agreed and 14% strongly agreed with the statement. This shows that the low transition rate among the post-secondary could be attributed to lack of support among the students. However, since only a few students and teachers agreed to the statement, it requires further analysis to establish the significance of the response.

It is also noted that the high number of respondents indicating not sure could be attributed to the fact that majority of the respondents were selected from secondary schools. Keys et al (1998) stressed the importance to some students feeling that they

remained in a familiar environment following transition where they would be amongst friends. Being with friends who understand about their sight difficulty may be of particular importance to them than moving on to a totally new environment.

Another study by Roy (2001) noted that students with visual impairment felt that having genuine friends who treated them on equal terms, they felt that visual loss was an incidental, relatively trivial practicality. Roy had also found that although many blind and partially sighted students reported having good networks of friends at college, some described feeling isolated, and of feeling that sighted students tended not to know what to say to them because of their sight loss. These experiences make it difficult for them to transit to new environment where they have to start learning over again.

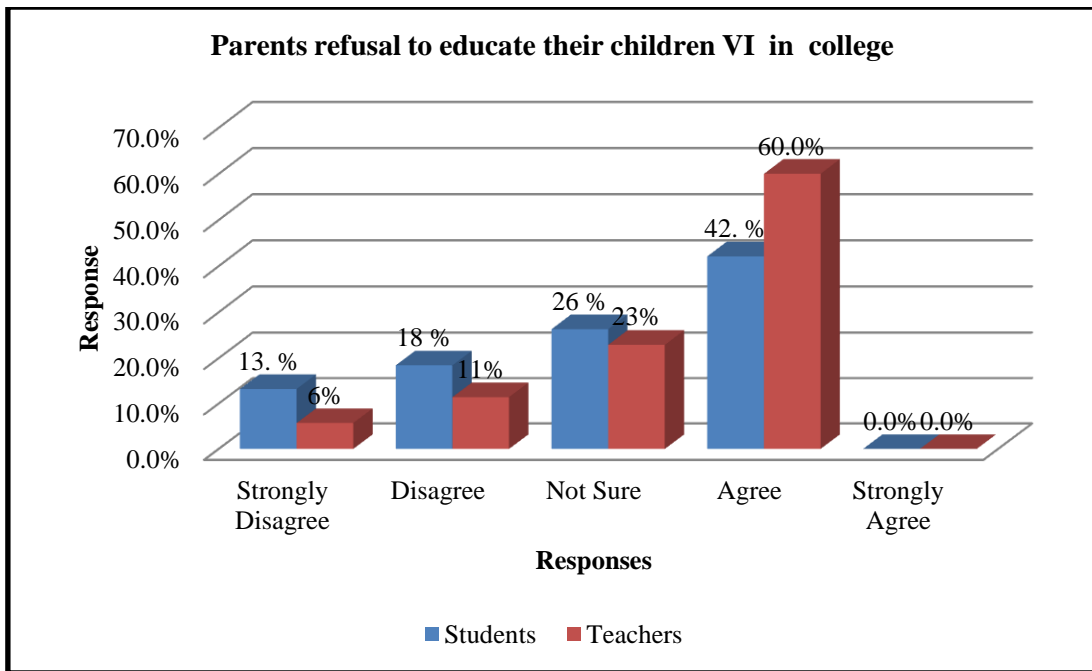
The findings show that the schools and post-secondary do not have an effective guidance and counselling to support the transition of the visually impaired students. It was revealed that the visually impaired students receive a lot of support from their fellow students rather than the school administration. The findings by Roy, (2001) indicted that educational support for blind and partially sighted students in mainstream schools requires awareness of the substantial resourcing and professional commitment required to create a supportive environment. These factors were also noted by (Franklin et al, 2001) who suggested that visually impaired students do not always get their course materials in the required format. The findings of the study also established that although having sufficient help and resources in the classroom were rated highly by secondary school learners as being very critical in enhancing learning of visually impaired students. It was also noted that having teachers who listened to them was

considered to be the single most important factor that makes a good learning environment by the highest proportion of respondents.

#### **4.8 Socio-Cultural Factor as a Determinant in Transition**

The study also sought to establish whether socio-cultural factors have an influence in determining the transition of learner from secondary schools to post-secondary in the study area. For this study, the factors that were considered revolved around the parents and the societal views and perception towards the visually impaired students. Relevant literature from previous studies was used to confirm the findings of this study. The respondents were asked to rate the various item statements that described the socio-cultural factors and the influence they have on transition of students with visual impairment in post-secondary. To assess the responses from the students and the teachers a cross tabulation of the findings was done.

The study sought to establish whether the parents refuse to take their visually impaired children to college. The respondents were asked either to agree or disagree with the statement. The findings were presented in Figure 4.12.



**Figure 4.10. Parents refusal to educate their visually impaired children in college**

The results in Figure 4.6 show that the most of the respondents, both the teachers 60% and the students 42% agreed that the parents sometimes refuse to take the visually impaired students to post-secondary institutions. It is also noted that 26% of the students and 23% of the teachers were not sure of the statement while 18% and 11% among the students and the teachers respectively disagreed with the statement. In reference to the findings of other researchers (Muga, 2003; Mutua and Elhoweris, 2001), it is important to note that parents might not be aware of some of the available services for their children.

On whether culture considers visually impaired students not being able to learn, the respondents were asked to indicate their level of agreement with the statement. The findings are presented in Table 4.16.

**Table 4.16. Response on Culture and Visually Impaired**

Respondents		Culture considers that visually impaired students are not able to learn			Total
		Disagree	Agree	Strongly Agree	
Student	Count	10	19	9	53
	%	26.3%	50.0%	23.7%	100.0%
Teacher	Count	5	15	15	32
	%	14.3%	42.9%	42.9%	100.0%
Total	Count	15	34	24	85
	%	20.5%	46.6%	32.9%	100.0%

The findings in Table 4.16 show that most of the respondents 19(50.0%) of the students agreed, 9(23.7%) strongly agreed and only 10(26.3%) disagreed with the statement. A similar case was observed with the teachers, where 15(42.9%) strongly agreed, 15(42.9%) agreed and 5(14.3%) disagreed with the statement. This implies that the respondents consider culture as one of the factors that affect the transition of students with visual impairment because of the misconception that is held by the people.

On whether parents ignore to help their visually impaired children, the respondents were also required to provide their level of agreement. The findings were presented in Table 4.17.

**Table 4.17. Lack of Help for Children with VI from Parents**

Respondents		Parents Ignore To Help Their Visually Impaired Children				Total
		Disagree	Not Sure	Agree	Strongly Agree	
Student	Count	5	4	28	1	53
	%	13.2%	10.5%	73.7%	2.6%	100.0%
Teacher	Count	2	2	28	3	32
	%	5.7%	5.7%	80.0%	8.6%	100.0%
Total	Count	7	6	56	4	85
	%	9.6%	8.2%	76.7%	5.5%	100.0%

The findings in Table 4.17 shows that most of the students 28(73.7%) agreed while only 5(13.2%) disagreed with the statement that parents ignore their visually impaired children and hence they are not likely to transit to post-secondary education. A similar view was held by the teachers where 28(80.0%) agreed with the statement. Stubbs, (2008) established that there are mitigating factors such as isolation, ignorance, lack of representation, entitlements or access to the necessary services in addition to poverty that may hinder some parents from participating in their children education. According to (Muga, 2003; Mutua and Elhoweris, 2001), it is not that parents are ignorant but the issue could be that parents may not be aware of some of the available services for their children.

The study also sought to establish whether parent's lack of education makes them not to take their visually impaired children to school. The findings were presented in Table 4.18 below.

**Table 4.18. Parent’s Lack of Education and Educating their Children with VI**

Respondents		<b>Parents lack of education makes them not to take their visually impaired kids to school</b>			Total
		Disagree	Agree	Strongly Agree	
Student	Count	3	26	9	53
	%	7.9%	68.4%	23.7%	100.0%
Teacher	Count	2	23	10	32
	%	5.7%	65.7%	28.6%	100.0%
Total	Count	5	49	19	85
	%	6.8%	67.1%	26.0%	100.0%

The findings in Table 4. 18 show that most students 26(68.4%) agreed while 9(23.7%) strongly agreed that parents lack of education makes parents not take their visually impaired kids to school. Among the teachers, the study notes that most of them 23(65.7%) agreed and 10(28.6%) strongly agreed with the statement. These findings show that most respondents indicated that parents lack education and this influences their visually impaired kids. The findings by Anderson, Jacobs, Schramm, & Splittherber, (2000) noted that among the social cultural factors parental support has been found to be a crucial factor in facilitating learning of students with special needs in secondary education and subsequently in post-secondary.

The study also sought to establish whether parents believe that having a child with visual impairment is a curse. The findings are presented in Table 4.19.

**Table 4.19. Parents believe that having a child with visual impairment is a curse**

Respondents		Parents believe that having a child with visual impairment is a curse			Total
		Disagree	Not Sure	Agree	
Student	Count	22	5	11	53
	%	57.9%	13.2%	28.9%	100.0%
Teacher	Count	22	3	10	32
	%	62.9%	8.6%	28.6%	100.0%
Total	Count	44	8	21	85
	%	60.3%	11.0%	28.8%	100.0%

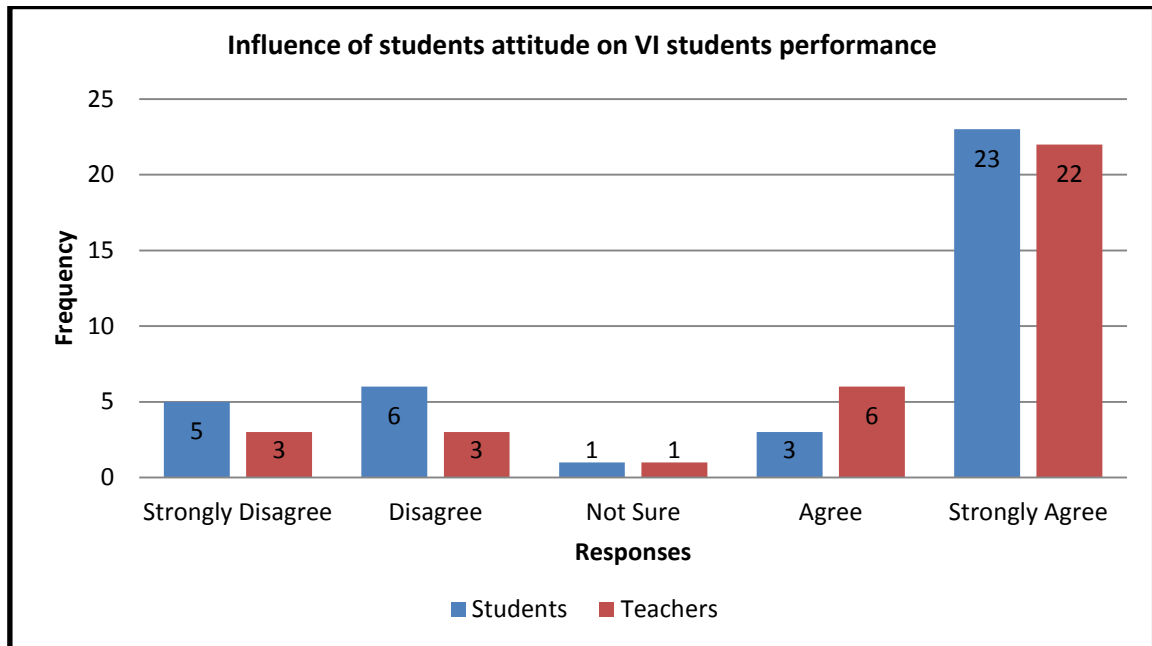
The findings in Table 4.19 shows that most students 22(57.9%) disagreed while 22(62.9%) of the teachers also disagreed that having a child with visual impairment is a curse. Only 11(28.9%) of the students and 10(28.6%) of the teachers agreed with the statement. This shows that no parent believes that their visually impaired children are a curse as it is believed in the culture. Ingstad and Grunt's (2007) findings stated that parents with children special needs note that it more expensive to educate a special child than having a normal child. Therefore, they tend to make priorities among the children and often send the normal children to school instead of those with special needs like visual impairment. This implies that parents with visually impaired children feel so disadvantaged in the society since they must spent more money to help the children go through schools.

#### **4.9 Attitude and Perception of Students in Relation to Transition**

The last aim of the study was to establish whether student's achievement was a factor that influenced the transition of students with visual impairment to post-

secondary. The study sought to examine how the attitude and perception of the students affects their transition to post-secondary education.

In relation to student's attitude, the results of the study are presented in Figure 4.7.

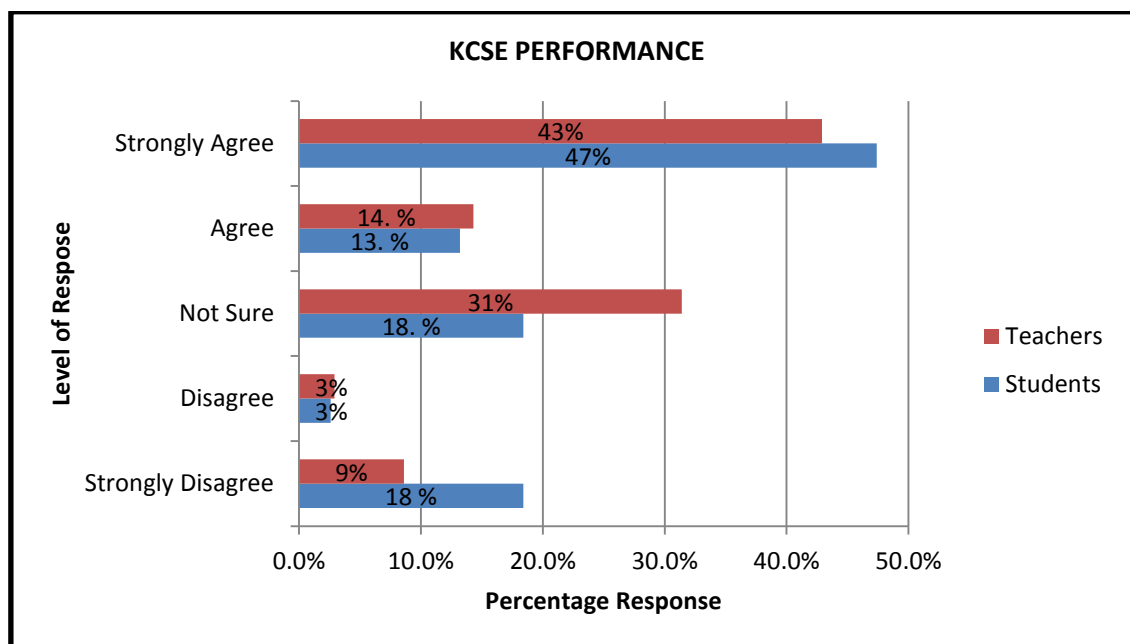


**Figure 4.11. Influence of teachers attitude on students achievement**

The findings in Figure 4.11 show that majority of the respondents 23(61%) of the students strongly agreed that teachers attitude had an influence on students' performance with only 5(13%) strongly disagreeing. On the side of the teachers, 22(63%) strongly agreed with the statement while only 3(9%) strongly disagreed meaning that teachers attitude influenced the performance of students with visual impairment and this affected their achievement hence their transition to college. This concurs with the argument of Rose (2001) and Muuya's (2002) in their studies where they indicate that in Kenya, the attitudes of head teachers and classroom teachers remain crucial in determining the ethics and pedagogical practices in respect of children with special needs including the visually disabled. Research indicates that there

remains a negative attitude amongst head teachers to the integration of children said to have special needs in the schools. She further asserts that such attitudes need to be addressed through suitable in-service training. Rose (2001) asserts that teachers have a responsibility to develop a range of suitable teaching strategies in order to meet the complex needs in a diverse population; and in a more inclusive education system, they would be expected to provide effective teaching to children said to have special needs. Polat et al (2001) suggest that teacher interest, training and attitude play an important role in enhancing the achievement of students with special needs.

The study also sought to establish whether poor performance in KCSE influences the attitude and perception of the students as it hinders the transition of students who are visually impaired .The findings were presented in Figure 4.8.



**Figure 4.12. Poor KCSE Performance**

The findings in Figure 4.12 show that the transition of the visually impaired students to post-secondary education is influenced by their poor performance in KCSE. Response from the teachers show that 43% strongly agreed, 14% agreed 31% were not sure and

only 9% strongly disagreed. Among the students, a similar view was held where by 47% strongly agreed 13% agreed, 18% were not sure and 18% disagreed with the statement. This implies both the teachers and students believed that the poor performance of the visually impaired students in KCSE is a contributing factor to low transition level.

On whether the transition of students with visual impairment to post-secondary education can be attributed to lack of role models, the findings from the respondents are presented in Table 4.20.

**Table 4.20. Lack of Role Models**

Respondents		Lack of Role Models					Total
		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
Student	Count	24	2	1	7	21	53
	%	37%	10%	5%	18%	29%	100.0%
Teacher	Count	11	5	3	4	12	32
	%	31%	14%	9%	11%	34%	100.0%
Total	Count	25	9	5	11	23	85
	%	34%	12%	7%	15.0%	32%	100.0%

The results show that most students agreed with the statement with only 11(20%) strongly agreeing and 7 (18.%) agreeing while 14(37%) strongly disagreed. Among the teachers, 12(34.%) strongly agreed, 4(11%) agreed and only 11(31%) strongly disagreed with the statement that the students with visually impaired lack role models and that this influences their transition to post-secondary education.

It was also important to establish how the students with visual impairment perceive their teachers and fellow students. The respondents were required to indicate whether they feel that the students with visual impairment are neglected or supported. The findings were presented in Table 4.21.

**Table 4.21. Neglect from Teachers and Students**

Respondents		Neglect From Teachers And Students				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Student	Count	7	3	5	23	53
	%	18.0%	8%	13%	60%	100.0%
Teacher	Count	3	5	5	22	32
	%	9%	14%	14%	63%	100.0%
Total	Count	10	8	10	45	85
	%	14%	11.0%	14%	62%	100.0%

The findings from Table 4.21 shows that most students 23(60%) strongly agreed with the statement that neglect from teachers and students influence the transition process since it affects the academic achievement of the students with visual impairment while only 7(18%) strongly disagreed with the statement . A similar response was seen from the teachers where 22(63%) of the teachers strongly agreed with the statement. This concurs with the findings of other scholars such as Simkiss et al, (1998), Smith et al, (2001) and Waterfield and West, (2002) who also noted a lot of neglect in post-secondary on visually impaired students. In their separate studies, they noted that although some students were happy with the support they had received at college or university, there remained serious misgivings about the quality of the educational services provided and indeed the personal support offered to them by both the teachers and the students.

Problems such as delays in receiving course or reference materials in their required format, difficulties in using the library, and lack of appropriate technology were experienced by these students. Difficulties in accessing written materials were also described by visually impaired students as major stumbling block to their success in the post-secondary education (Thomas et al, 1996).

It was also noted that some visually impaired students in mainstream post-secondary education institutions were also disadvantaged by having to take their own notes. This caused them difficulties in keeping up and also when reading their notes (Thomas et al, 1996). Owen-Hutchinson et al (1998) on the other hand noted that policies on the verbal commitment of staff to inclusive access for students with disabilities did not always translate into practice, with the school administrators reluctant to commit scarce resources to improving provision for disabled students. This led to the conclusion that there were many more attitudinal, physical and financial barriers to education must be broken down if claims to offer equal access and opportunity to disabled students are to be taken seriously. Therefore, claims of neglect among the visually impaired students are a true reflection of why the performance is very dismal and why the transition rates are always very low.

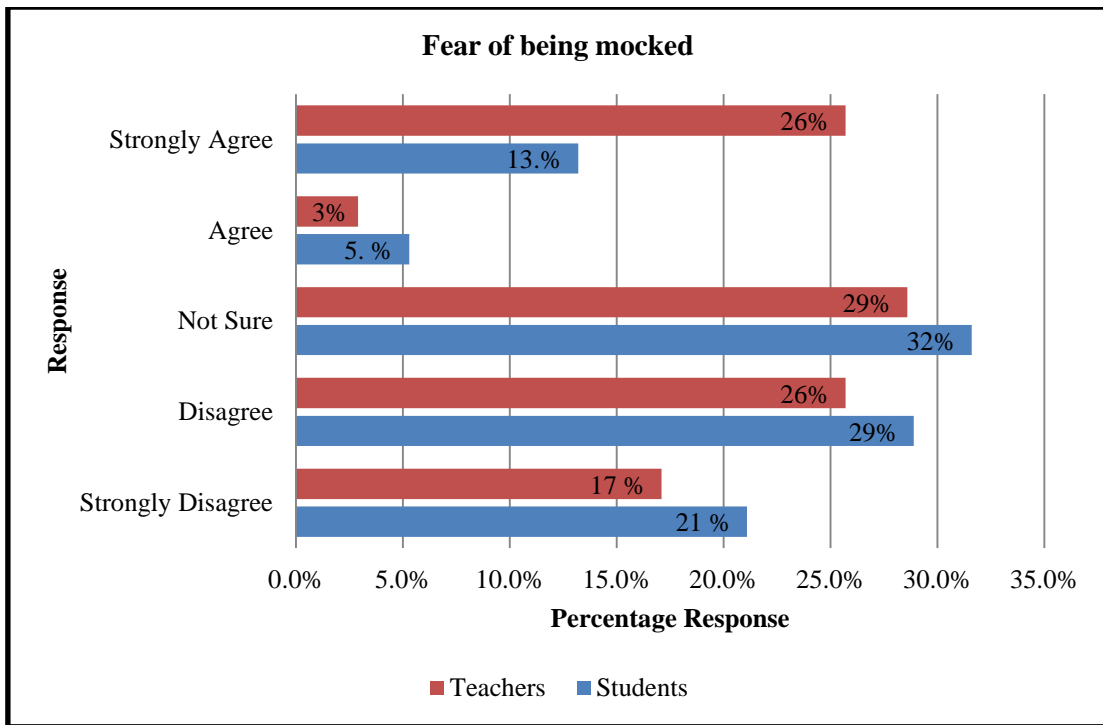
On whether the respondents felt that the poor performance of the students with visual impairment is contributed by the abuse from the teachers and the students. The findings are presented in Table 4.22.

**Table 4.22. Abuse from Teachers and Students**

Respondents		Abuse From Teachers And Students				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Student	Count	7	2	28	11	53
	%	18%	5%	47%	29%	100.0%
Teacher	Count	2	1	17	13	32
	%	9%	6%	49%	37%	100.0%
Total	Count	9	4	35	24	85
	%	14%	6%	48%	33%	100.0%

The findings in Table 4.22 show that most of the students 18(47%) agreed and 11(29%) strongly agreed that abuse from teachers and students is a factor contributing to the low transition of the students with visual impairment in post-secondary institutions. The study also noted that most of the teachers 17(49%) agreed and 13(37%) strongly agreed that the performance of the students with visual impairment is influenced by the abuse they experience from their teachers and fellow students.

It was also important to establish whether fear of being mocked played a role in the academic performance of the students and hence transition from secondary school to post-secondary education. The findings were presented in Figure 4.9 below.



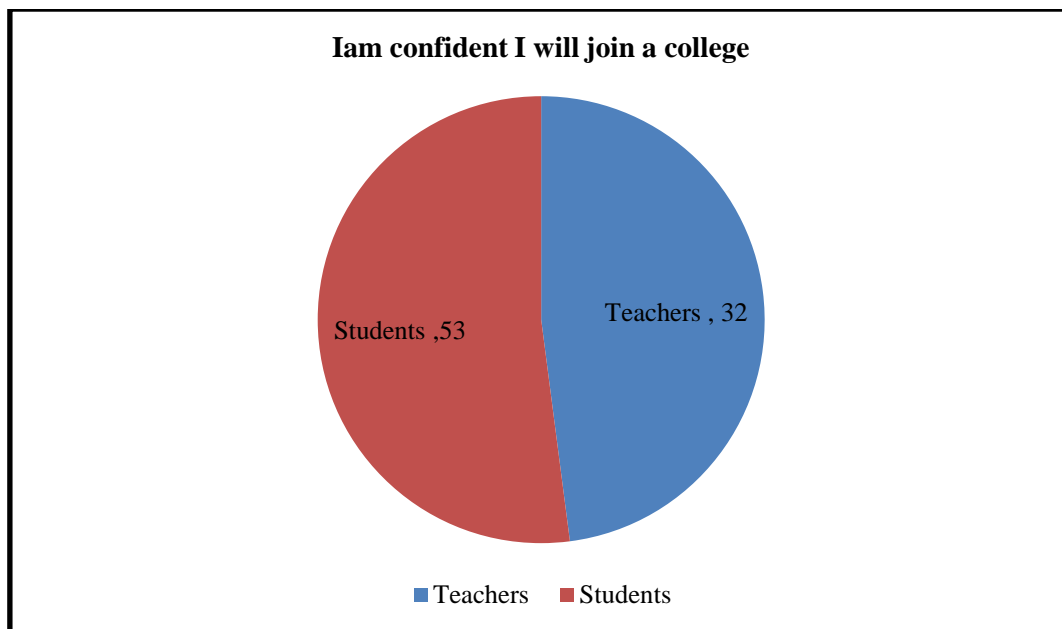
**Figure 4.13. Fear of Being Mocked by Others**

The findings on Figure 4.13 show that most of the respondents, both teachers and the students, disagreed with the statement that fear of being mocked affected the performance of the visually impaired students. Among the teachers, 26% disagreed and 17% strongly disagreed with only 26% strongly agreeing with the statement. Among the students, only 13% strongly agreed while 29% disagreed and 21% strongly disagreed. It can also be noted that 29% of teachers were not sure of the statement and 32% of the students were also not sure of the statement. The study therefore noted that fear of being mocked might not be a factor contributing to the poor performance of the visually impaired and hence transition to post-secondary education.

This is contrary to the findings of Waterfield and West,( 2002) and Smith et al, (2001) who noted that many visually impaired students have reported feeling of being ashamed and being mocked for being so inquisitive and hence many of them opt to only keep quiet to avoid the embarrassment. When faced with this type of situation, it

is hardly surprising that two in five visually impaired students said that they sometimes avoided doing things that drew attention to their sight difficulties. This fear leads to poor academic performance and hence low transition.

The study also established that all the teachers and students indicated that all the visually impaired students believed that they will join a college after high school. This shows that there are other factors beyond the student's control that do influence their joining post-secondary institution or not. Figure 4.14 shows the results.



**Figure 4.14: Students with VI confidence of joining post-secondary education.**

The findings in Figure 4.14 clearly indicate that all the visually impaired students have the confidence of joining post-secondary education but only a few realise this dream. As previously noted, Keys et al (1998) stressed the importance to some special needs students being able to remain in a familiar environment following transition where they would be amongst friends. It was noted that when the students are among friends who understand about their sight difficulty, it gives them the confidence not just to look at their disability but to move on just like the rest of the students. Roy (2001) observed

that when students with special needs have genuine friends, who treat them on equal terms. Roy also established that many blind and partially sighted students reported having good networks of friends at school and also at college. However, some of the students indicated that they felt isolated, and feeling that sighted students tended not to know what to say to them because of their sight loss. Despite these challenges, the study has established that none of the visually impaired students does not want to drop out of school after completing secondary education.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This Chapter summarizes the purpose of the study, literature review, methodology of the study as well as data presentation and discussions of findings. Furthermore, it provides conclusion and recommendations for action and further studies.

#### **5.2 Summary of the Study**

The purpose of the study was to examine the determinants of transition of students with visual impairment from secondary school to post-secondary education in Narok and Bomet Counties in Kenya. Qualitative and quantitative research approaches were employed to facilitate the study, using the descriptive survey design in data collection. Visually impaired students from secondary schools and post-secondary in Bomet and Narok were purposively sampled. A total of 38 students and 35 teachers formed the sample of respondents. Data were collected mainly through questionnaires and interview guide.

Regarding the effect of teacher's assessments on transition of students with visual impairment to post-secondary, the findings have shown that most teachers in secondary and post-secondary institutions have a negative attitude towards the visually impaired students. It was also noted that the teachers lack the necessary skills and knowledge on how to deal with these students and this affects their attitude. It is also noted that partly, the lack of effective facilities to support the students has an influence on the teacher's attitude. Moreover, the findings have shown that there is lack of effective facilities and

equipment in the post-secondary to support the learning of the students with special needs.

In all the school, desks and classrooms were noted to be adequate but things like the library, books and the toilets were noted to be very inadequate to support the students with visual impairment.

On the aspect of whether school guidance and counselling does influence the transition of students with visual impairment to post-secondary, findings have indicated that there is a disconnect between how the visually impaired students are treated at secondary school and how they are perceived at college. Literature also showed that in secondary schools, the guidance and counselling departments understand the needs of these students and give maximum support to their needs but in post-secondary, the students have to speak out so that they can be attended to. The visually impaired students indicated that they received a lot of support from their fellow students in secondary school because they seem to understand them well as compared to the experience by those in post-secondary.

Under the social cultural factors and how they affect transition of students with visual impairment to post-secondary, the study revealed most parents were not willing to take their children to post-secondary education and that they felt it was a cultural curse. This shows that the students lacked the support from their parents because of the cultural issues surrounding disability in the two social settings. This was contrary to the views of the students who indicated that with appropriate support, they were able to take up the challenge and create reliable friends whom they could rely on. Culture was noted to make the parents uncomfortable and hence denying their visually impaired children the opportunity to learn and hence transit to post-secondary institutions. The findings

indicated that parents' attitude was influenced by the culture and this affects their attitude. Moreover, teachers and student believe that parents have not necessarily neglected their visually impaired children because of the culture.

Regarding students' attitudes and perception relate to transition. The finding shown that, the visually impaired students faced the problem of creating new and reliable friends who could support them in post-secondary just like those they had made in secondary school.

Most of the respondents described this process as very intimidating as it takes time for the new people to fully understand you and give you full support. The respondents also felt that teachers in post-secondary are not keen to recognise them and the lack of effective facilities like books and other study materials make the whole experience very difficult for them. Furthermore, the findings indicated that students with visual impairment teachers need to be very inquisitive to survive. This makes the teachers and other students to ignore them and hence, their performance is affected to a great extent. Despite all these experience, all the visually impaired students have hope of joining post-secondary institutions and compete with the others effectively.

### **5.3 Conclusions of the Study**

The study concluded that the learners with visually impaired are facing the problem of the lack of trained teacher with skills and the knowledge on how to handle the students. The study also concluded that teachers' attitudes towards students with visually impaired had an implication on their need to transit to the next level of education. The inadequacy of the facilities was noted to have a contributing role in the transition of the students with visual impairment. Despite lack of skills among the teachers, a change of

attitude of the teachers was noted to play an important role in enhancing the performance of the visually impaired and enhance the transition process.

The study also concluded that culture played a role in enhancing the performance of the visually impaired students and that with the right culture, the transition process can be effective.

The study also concluded that the student's attitude influenced their performance which eventually affected their transition process to post-secondary education. It can be concluded that the poor performance of the visually impaired students was as a result of other factors in the school environment and it contributed to the low transition rates. The study also revealed that the students and the teachers felt that the school environment had the highest contribution to the poor performance and hence to the low transition of the students with visual impairment.

#### **5.4 Recommendations of the Study**

Based on the study findings, the following recommendations are made:

##### **5.4.1 Recommendations for Action**

- (i) Education for students with visual impairment has to be regarded by education stakeholders as an investment for the society in order to build an inclusive society with independent human beings and for future human development and human capital. Hence, when the government plans to invest in education, a high priority has to be deliberately placed on disadvantaged groups which include students with visual impairment.

- (ii) This study has revealed that the secondary schools and post-secondary enrolling students with visual impairment are faced with shortage of special needs teachers trained to provide appropriate teaching and assistance to the visually impaired students. Therefore, it is recommended that the Ministry of Education through the Teachers Service Commission, in collaboration with the Special Needs Education Unit reviews the current Teacher Education Curriculum to incorporate an element of special needs to the teachers to equip them with the skills so as to enable every student with special needs including students with VI to be accommodated by the teachers in the inclusive classrooms.
- (iii) The government through the collaboration with the school communities should ensure that they provide appropriate and adequate facilities that will support the students with visual impairment. The toilets, the classrooms, the library and library materials should all be made suitable to supporting the visually impairment students.
- (iv) Parents must be able to effectively support their children with visually impaired by providing a very friendly environment at home. In addition, they should support them while in schools so that they feel that they are not ignored as it is now. This because parent's attitude will influence their support to their children with visually impaired.
- (v) There is also need to ensure that the schools and college environments are made friendlier so as to make the transition process more effective.

#### **5.4.2 Recommendations for Policy**

- (i) The government should establish a clear policy on the teaching methods that are all inclusive to cater for the inclusive classes at all levels of schools in the country.
- (ii) All schools with visually impaired students should be provided with adequate teaching materials and resources in both secondary schools and post-secondary.
- (iii) There is need for a policy to guarantee transport services for students with special needs and also to ensure that other necessary facilities are provided in all school and post-secondary including libraries and classrooms.

#### **5.4.3 Recommendations for Further Research**

The study has come up with a number of issues and gaps required to be addressed. On this basis, the following suggestions are hereby put forward:

- (i) Since the study covered only schools and post-secondary in two counties out of the 47 present in the country, the findings of this study cannot claim to be representative of the whole country. Therefore, there is a need of conducting similar studies using large samples for generalization purposes.
- (ii) This study confined itself on establishing the determinants of transition with visual impairment from secondary schools to the post-secondary. Further study needs to be carried out to examine the access and academic performance for other students with different special needs in secondary schools and post-secondary so as to compare the teaching and learning process between those students.

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## **APPENDIX 1: PERMISSION AND INTRODUCTION LETTER**

Dear Respondent

I am a post-graduate student pursuing PH.D in special education at Kenyatta University. I am currently carrying out a research on determinants of transition of students with visual impairment to post-secondary in Narok and Bomet counties. May I take this opportunity to assure you of confidentiality and anonymity in that if you agree to take part in my research, neither your school nor yourself will be named in any part of the research report. I will be in touch and do hope that you will agree in meantime if you have any queries, please do not hesitate to contact me.

Yours Faithfully,

Lilian Nasimiyu Milimu.

**APPENDIX 2: INTERVIEW GUIDE FOR THE TEACHERS**

1. Age bracket-----
2. Highest Academic Qualification-----.
3. Highest Professional Qualification-----.
4. Teaching Experience----- (for headteachers).
5. How long have you worked at your current station----- (for headteachers).
6. Do you have students or students with visual impairment in your school?

Please indicate the kinds of visual impairment present among the students in the school  
-----.

**B1: TEACHER’S ASSESSMENT ON TRANSITION OF STUDENTS TO POST SECONDARY .**

1. Would say that the school teachers are very supportive for the student with visual impairment in the school-----
2. Do you say that the school teachers are very supportive for the student with visual impairment in the school-----?
3. What can be the reason why teachers are unable-----
4. Can you say that the assessment of teachers is affected by the schools lack of facilities to assist the students with visual impairment-----  
-----.
5. Please indicate any other problem related to transition of students with visual impairment to post secondary -----  
-----  
-----.
6. Would you say the teaching staff in the schools is able to deal with transition of special needs students? -----
7. Do you think the schools have the required facilities to cater for the special needs students? -----
8. What is the average percentage of students who report to your school with disability -----

9. Would you say the transition process is effective in terms of adoptability of the students to post secondary ? -----
10. Does the environment in the school hinder effective transition progress among the students from secondary to post secondary ? -----
11. Students receive a lot of support from their colleagues while in secondary school .Is it the same in post secondary ? -----
12. Parents refuse to take their students to post secondary .Why? -----  
-----.
13. Culture considers disabled children as being unable to learn. Why? -----  
-----.
14. Are parents of visually impaired students willing to take their students to post secondary ? -----.
15. Please indicate any other social cultural factor that affects transition of students with visual impairment. ( E.g. early marriages) -----  
-----.
16. How do students respond to their transition from secondary to college?-----
17. How is the performance of the students with visual impairment? -----
18. Would you say that the visually impaired students lack role models to help them believe in themselves? Explain-----
19. Is it true that the visually impaired students are neglected hence they don't transit? -----
20. Do you agree that the visually impaired students fear being neglectedby the teachers and other students? -----

### **APPENDIX 3: QUESTIONNAIRE FOR THE PRINCIPALS AND TEACHERS.**

Dear Respondent,

This questionnaire is designed to gather information on Determinants of transition of students with visual impairment from high school to post-secondary in Narok and Bomet counties. The information gathered is to aid in the compilation of a research thesis as a partial fulfilment of the PH.D in special education at Kenyatta University. Kindly be free to answer the questions with the honesty possible making a tick on the most appropriate response and also writing down information where applicable. The information you give will be treated with confidentiality and will in no instance be used for other purposes other than for this study. Please do not write your name on the questionnaire.

#### **SECTION A.PERSONAL INFORMATION.**

1. a) Please indicate your gender. Male  female   
b) Indicate your Age bracket.  
20-30 years [  ] 31-40years [  ] 40- 50 years [  ] Over 50 years [  ]
2. What is your highest academic qualification?  
Diploma education [  ] Bachelor's Degree [  ] Master's Degree [  ]
3. What is your highest professional Qualification?  
P1 [  ] Diploma education [  ] ATS [  ] Bachelor of Education [  ]  
Other (specify).....
4. What is your Teaching Experience?  
0-5 year's [  ] 6- 10 year's [  ] 11-20years [  ] over 20years [  ]
5. How long have you worked at your current station  
1-5 year's [  ] 6 -10 year's [  ] 11-20year's [  ] over 20 years [  ]

**SECTION B: DETERMINANTS OF TRANSITION OF STUDENTS WITH VISUAL IMPAIRMENT TO POST-SECONDARY.**

**B1: Effect of Teacher’s Assessment on Transition of Students With Visual Impairment to Post secondary .**

1. On a scale of 1-5 where indicate whether you agree or disagree with the statement provided below. Where 1- Strongly disagree 2- Disagree 3- Not sure 4- Agree 5- Strongly agree.

s/no	Statement	1	2	3	4	5
A	The school teachers are very supportive for students with VI					
B	Teachers need more time with these students with VI.					
C	Teachers atpost secondary have a lot of work and are unable to give attention to the students who transit from high school.					
D	Teachers lack the necessary skills and knowledge to assist them deal with students with visual impairment.					
E	Teachers in high school have limited time to assist the students with visual impairment.					
F	The attitude of teachers is affected by lack of facilities to assist the students with visual impairment.					

f.)Please indicate any other teacher related factors to transition of students.....  
 .....

## **B2: School Guidance and Counselling**

6. How do you judge the guidance and counselling of your staff in dealing with transition of students with visual impairment?

Very adequate [ ] adequate [ ] inadequate [ ] very inadequate [ ]

7. Do you think your school has the required facilities to cater for the visually impaired students?

Yes [ ] No [ ]

10. a) what percentage of your students report to your school with visual impairment?

1-10% [ ] 11-20% [ ] 21 -30% [ ] More than 30% [ ]

b) Are the facilities in school designed to make students with visual impairment transit to post-secondary?

Yes [ ] No [ ]

11. How does guiding and counselling help the students with visual impairment transit to post-secondary?

---

12. Indicate the adequacy of the following facilities in your school in supporting transition.

<b>Facilities</b>	<b>Very adequate</b>	<b>Adequate</b>	<b>Not adequate</b>	<b>Not available</b>
Desks				
Toilets				
Playground				
Textbooks				
Classrooms				
Library				

13. Does the Distance to school hinder effective transition progress among the students from secondary to post secondary ? Yes [ ] No [ ]

14. Students receive a lot of support from their colleagues in while in secondary school and this helps them to go to school.

Agree [ ] Not sure [ ] Disagree [ ]

15. Lack of support from other students in post secondary discourages the transition as the students with visual impairment need have to find their way out in college.

Agree [ ] Not sure [ ] Disagree [ ]

**B3: Socio-Cultural Factors**

16. The following are some of the socio-cultural factors believed to bar many secondary school leavers with visual impairment from joining post secondary . Tick [ ] against the extent of each problem’s contribution (in your opinion).On a scale of 1-5 where indicate whether you agree or disagree with the statement provided below. Where 1- strongly disagree 2-Disagree 3-Not sure 4-Agree 5-Strongly agree

Sno	Statement	1	2	3	4	5
1	Parents refuse to take their students to post secondary as they feel they can’t manage.					
2	Culture considers visually impaired children as being unable to learn so they are made to stay at home.					
3	Parents ignorance to help their V.I children go through college.					
4	Parent’s lack of education makes them not to take V.I students to post secondary					
5	Parents believe that having a V.I child is a curse					

f) Please indicate any other social cultural factor that affects transition of students with visual impairment.....

**APPENDIX 4: STUDENTS ACHIEVEMENT IN RELATION TO TRANSITION.**

1. The following are some of the students’ attitudes and related factors believed to bar many secondary school students with visual impairment from joining post secondary . Tick [ ] against the extent of each problem’s contribution (in your opinion).On a scale 1-5 where indicate whether you agree or disagree with the statement provided below. Where 1- Strongly disagree 2- Disagree 3- Not sure 4- Agree 5- Strongly agree

Sno	Possible Contributing Factors	1	2	3	4	5
1	Teachers’ attitudes towards students					
2	Poor K.C.S.E performance					
3	Lack of role models					
4	Neglect from teachers and students					
5	Abuse from teachers and other students					
6	Fear of being mocked by others					
7	Feel they might not make it and fear failure					

2. Do you know of any students who have dropped out from your school or who has not been able to join college because of his/her condition? YES [ ] NO [ ]

3. As a student, are you confident that you will join college when your secondary?  
Yes [ ] No [ ]

4. What factors may hinder you from continuing with your education if you feel you will not be able to continue...

.....

5. What do you think should be done to ensure that there is smooth transition of students with visual impairment from secondary school to college?


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

**THANK YOU VERY MUCH FOR YOUR TIME.**

## APPENDIX 5: RESEARCH PERMIT



**THIS IS TO CERTIFY THAT:**  
**MS. LILIAN NASIMIYU MILIMU**  
**of KENYATTA UNIVERSITY, 80-1000**  
**Thika, has been permitted to conduct**  
**research in Narok County**  
**on the topic: DETERMINANTS OF**  
**TRANSITION OF STUDENTS WITH VISUAL**  
**IMPAIRMENT TO POST-SECONDARY IN**  
**NAROK AND BOMET COUNTIES, KENYA**  
**for the period ending:**  
**19th July, 2017**

**Permit No. : NACOSTI/P/16/42668/12388**  
**Date Of Issue : 20th July, 2016**  
**Fee Received :Ksh 2000**



*[Signature]*  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

1. **You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
2. **Government Officers will not be interviewed without prior appointment.**
3. **No questionnaire will be used unless it has been approved.**
4. **Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
5. **You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
6. **The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

  
**REPUBLIC OF KENYA**  
  
**National Commission for Science,**  
**Technology and Innovation**  
**RESEARCH CLEARANCE**  
**PERMIT**  
**Serial No. 40187**  
**CONDITIONS: see back page**



NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION

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Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref No:

Date:

NACOSTI/P/16/42668/12388

20<sup>th</sup> July, 2016

Lilian Nasimiyu Milimu  
Kenyatta University  
P.O. Box 43844-00100  
NAIROBI.

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Determinants of transition of students with visual impairment to post secondary in Narok and Bomet Counties, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Narok and Bomet Counties** for the period ending 19<sup>th</sup> July, 2017.

You are advised to report to **the County Commissioners and the County Directors of Education, Narok and Bomet Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

BONIFACE WANYAMA  
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner  
Narok County.

The County Director of Education  
Narok County.



**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

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P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 4150

Our Ref: E83/22857/2011

DATE: 13<sup>th</sup> June, 2016

Director General,  
National Commission for Science, Technology  
and Innovation  
P.O. Box 30623-00100  
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION LILIAN NASIMIYU MILIMU – REG. NO.E83/22857/2011**

I write to introduce **Ms. Lilian Nasimiyu Milimu** who is a Postgraduate Student of this University. She is registered for Ph.D degree programme in the **Department of Special Needs Education**.

Ms. Milimu intends to conduct research for a Ph.D Proposal entitled, **“Determinants of Transition of Students with Visual Impairment to Post Secondary in Narok and Bomet Counties, Kenya.”**

Any assistance given will be highly appreciated.

Yours faithfully,

  
**MRS. LUCY N. MBAABU  
FOR: DEAN, GRADUATE SCHOOL**

EO/rwm