
Influence of learners' readiness and physical facilities on the transition of Learners with a visual impairment from integrated pre-primary to Primary schools in Narok County, Kenya

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Abstract

The transition of pre-primary learners with a visual impairment from integrated pre-primary to primary schools in Narok County has been low. Thus, the study assessed school dy influencing the transition of learners with a visual impairment from integrated pre-primary to primary schools in Narok County, Kenya. The study objectives were; to establish the influence of learners' readiness and physical facilities on the transition of learners from integrated pre-primary to primary schools in Narok County. The study was based on the Ecological Systems Theory and Transition Theory. The study employed mixed methods approach and in turn, used a convergent triangulation research design. The target population consisted of 16 headteachers, 3 Education Assessment and Resource Centre officers and 208 teachers and 160 learners with visual impairment all totalling 387. The study adopted the Krejcie and Morgan (1970) sample size determination formula where a sample size of 266 respondents was sampled. The study used the purposive and stratified sampling methods to select the sample. 15 headteachers and three EARC Officers were sampled using purposive sampling. A stratified random sampling method was used to select 113 teachers while 113 learners were selected using simple random sampling. Questionnaires were used to collect data from teachers, interview guides were used to collect data from headteachers and EARC Officers and an observation checklist was used to collect data from the learners. Pre-testing of the instrument was done on 2 headteachers, one EARC officer, 12 teachers and 5 learners with a visual impairment from the neighbouring Bomet County. Validity was established through expert judgement. Reliability was established using the test re-test technique and reliability coefficient = 0.867 was determined using the Cronbach Alpha method. Qualitative data were analysed thematically along with the objectives and presented in narrative forms. Quantitative data were analysed using descriptive statistics and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Packages for Social Sciences (SPSS Version 23) and presented using tables. The study established that learners' readiness and physical facilities influenced the transition of learners with a visual impairment from integrated pre-primary to primary schools. The study recommends that the Ministry of Education should redesign the teacher training curriculum to encompass components of special needs education to equip them with skills to handle and support learners in integrated school microsystems. Ministry of Education should also allocate more resources to schools to enable the school management to provide adequate, but suitable physical facilities for learners with visual impairment.



Keywords: visual impairment, pre-primary, learners' readiness, physical facilities

