

**PERCEIVED EFFECTS OF UNADAPTED CLASSROOM EVALUATION ON
TRANSITION, REPETITION AND DROPOUT RATES AMONG GRADE FIVE
LEARNERS WITH LOW VISION IN PUBLIC PRIMARY SCHOOLS IN KISUMU
CENTRAL SUB COUNTY, KENYA**

BY

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE DEGREE OF MASTER OF EDUCATION IN SPECIAL NEEDS EDUCATION**

SCHOOL OF EDUCATION

MASENO UNIVERSITY

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DECLARATION

This thesis is my original work and it has not been submitted to any other university for the award of any degree or diploma.

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DEDICATION

This study is dedicated to my husband Moses. W. Oruko and my children; Emmanuel Papa and Jesse Obukosia.

ABSTRACT

Classroom evaluation is significant in teaching as teachers get feedback on how well pupils are learning what they are being taught. However, they are unadapted evaluation tests because they lack adjustments which should accommodate learners with Low Vision. (LV). Out of the 7 Sub Counties in Kisumu County, there was high prevalence rate of learners with LV in Kisumu Central Sub County (25%). The baseline survey carried out in Kisumu Central Sub County in 3 randomly selected schools indicated that out of seven learners with Low Vision (LWLV) admitted in grade five in 2015, only one child was retained by 2017 whereby 75% of them had either repeated or dropped out of school. Moreover, out of 35 LWLV assessed in grade five from 2014 to 2017, 75% of them scored below 250 marks out of the possible 500 in unadapted evaluation tests. Records also indicated that teachers had a challenge in adapting evaluation tests due to inadequate skills. However, effects of unadapted classroom evaluation tests on transition, repetition and dropout rate was unknown. The purpose of this study therefore was to examine perceived effects of unadapted classroom evaluation on transition, repetition and dropout rates among grade five LWLV in Kisumu Central Sub County. The objectives of the study were to: establish perceived effects of unadapted classroom evaluation on grade transition among grade five LWLV; determine perceived effects of unadapted classroom evaluation on grade repetition among grade five LWLV and to establish perceived effects of unadapted classroom evaluation on school dropout rates among grade five LWLV. A conceptual framework showing effects of unadapted classroom evaluation as an independent variable, and grade transition, repetition and dropout rates as dependent variables guided the study. The study used a descriptive survey research design. The target population comprised of 20 Head teachers, 40 class teachers and 100 LWLV from 20 public primary schools. Saturated method of sampling was used to select 18 head teachers, 36 teachers and 90 LWLV. Interview schedule, structured questionnaire, focus group discussions guide and document analysis guide were used to collect data from head teachers, teachers, and learners respectively. Face and content validity of the instrument was enhanced through expert judgement and revision from the department of Special Needs Education. Reliability of the research instruments was established through test-retest method of study population where 10% of the population was used for pilot study. The coefficient for the class teacher's questionnaire was 0.8 which was above of 0.7 therefore was accepted. Quantitative data from the study questionnaire was analyzed using descriptive statistics. Qualitative data from interviews, focus group discussions and document analysis were analyzed in thematic and reported through triangulation. The study findings revealed that unadapted classroom evaluation tests had affected grade transition (Mean=3.61), encouraged repetition (Mean=4.00) contributed to high dropout rates (Mean=4.48) among LWLV. The study concluded that classroom evaluation tests were used without adaptation, grade repetition was adopted as a solution to improving performance and learners with LV dropped out school due to fear of performing poorly. The study recommends that evaluation test should be adapted, enhance individualized testing and benchmarks requiring attainment of 250 and above score as pass mark be varied based on conditions to suit unique needs of populations such as LWLV. Constant follow ups and performance counseling should continuously be done by teachers. The study findings will be significant to the teachers, learners with LV and regular learners as they should understand that unadapted evaluation tests affect the performance of learners with LV therefore the need for its adaptation.

TABLE OF CONTENT

DECLARATION	ii
ACKNOWLEDGMENT	iii
DEDICATION	iv
ABSTRACT	v
LIST OF TABLES	ix
LIST OF ACRONYMS	x
LIST OF FIGURES	xi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	19
1.3. Purpose of the Study.....	19
1.3.1 Objectives of the Study	20
1.3.2 Research Questions	20
1.4. Scope of the Study	20
1.5. Limitations of the Study	21
1.6 Assumptions of the Study	21
1.7 Significance of the Study.....	21
1.8 Conceptual Framework.....	22
1.9 Operational Definition of Terms.....	25
CHAPTER TWO	27
LITERATURE REVIEW	27
2.1 Introduction.....	27
2.2 Effects of Unadapted Classroom Evaluation on Grade Transition.....	27
2.3 Effects of Unadapted Classroom Evaluation on Grade Repetition.....	33
2.4 Effects of Unadapted Classroom Evaluation on School Dropout Rates.....	39

CHAPTER THREE	46
RESEARCH METHODOLOGY.....	46
3.1 Research design	46
3.2 Study Area	46
3.3 Study Population.....	47
3.4 Sampling and Sampling Techniques.....	47
3.5 Instruments of Data Collection.....	48
3.5.1 Document Analysis Guide	48
3.5.2 Interview Schedule for the Head teachers.....	49
3.5.3 Questionnaire for Teachers	49
3.5.4 Focus Group Discussion Guide.....	50
3.6 Validity and Reliability of Instruments	50
3.6.1 Validity.....	50
3.6.2 Reliability.....	50
3.7 Data Collection Procedure	51
3.8 Methods of Data Analysis.....	52
3.9 Ethical Considerations	54
CHAPTER FOUR.....	55
RESULTS AND DISCUSSION.....	55
4.1 Introduction.....	55
4.1 Unadapted Classroom Evaluation and Grade Transition.....	55
4.2 Unadapted Classroom Evaluation and Grade Repetition	61
4.3 Unadapted Classroom Evaluation and Drop Out rate.....	65
CHAPTER FIVE.....	70
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	70
5.1 Introduction.....	70
5.2 Summary of Findings	70

5.2.1 Perceived Effects of Unadapted Classroom Evaluation on Grade Transition.....	70
5.2.2. Perceived Effects of Unadapted Classroom Evaluation on Grade Repetition	71
5.2.3 Perceived Effects of Unadapted Classroom Evaluation on Dropout Rates	72
5.3 Conclusions.....	73
5.4 Recommendations.....	74
5.4.1 Recommendations for improving Academic Achievement	74
5.4.2 Suggestions for Further Research	74
REFERENCES	76
APPENDIX A; INTERVIEW SCHEDULE FOR THE HEADTEACHERS	83
APPENDIX B; QUESTION TO THE HEAD TEACHERS AND TEACHERS.....	85
APPENDIX C; INTERVIEW SCHEDULE FOR THE LEARNERS WITH LOW VISION.....	89
APPENDIX D; DOCUMENT ANALYSIS	90
APPENDIX E; DOCUMENT ANALYSIS GUIDE	91
APPENDIX F; MAP OF KISUMU CENTRAL SUB COUNTY.....	92
APPENDIX G: PROPOSAL WORK PLAN	93
APPENDIX H: NACOSTI RESEARCH PERMIT	94
APPENDIX I: RESEARCH BUDGET	95
APPENDIX J: MASENO UNIVERSITY ETHICS REVIEW COMMITTEE.....	96
APPENDIX K: AUTHORIZATION LETTER FROM THE COUNTY COMMISSIONER	97
APPENDIX L: AUTHORIZATION LETTER FROM THE MINISTRY OF EDUCATION.....	98

LIST OF TABLES

Table.....	Page
Table 1: The Trends of Performance in the End Year Zonal Evaluation Test for Grade Four Learners with Low Vision in the selected Schools in Kisumu Central Sub County	16
Table 2: The Trends of Performance in the End Term Zonal Evaluation Test for Grade Five Learners with Low Vision in the selected Schools in Kisumu Central Sub County.....	17
Table 3: The Trends on Number of Learners with LV who Dropped Out and Repeated Between 2015 and 2017 in the 3 Selected Schools in Kisumu Central Sub County, Kisumu County	18
Table 4: The Trends on Number of Learners with LV who Transited Between 2015 and 2017 in the 3 Selected Schools in Kisumu Central Sub County, Kisumu County	18
Table 5: Sample Frame.....	48
Table 6: Perceived Effects of Unadapted Classroom Evaluation on Grade Transition	56
Table 7: Perceived Effects of Unadapted Classroom Evaluation on Repetition.....	62
Table 8: Perceived Effects of Unadapted Classroom Evaluation on Dropout Rates	66

LIST OF ACRONYMS

AFB	American Foundation for the Blind
EARC	Education Assessment and Resource Centre
FPE	Free Primary Education
FSE	Free Secondary Education
KIEP	Kenya Integrated Education Programme
KSB	Kenya Society for the Blind
LV	Low Vision
MOE	Ministry of Education
SNE	Special Needs Education
UNESCO	United Nations Education Science and Cultural Organization
UNICEF	United Nations Children's Fund

LIST OF FIGURES

Figure 1: Perceived Effects of Unadapted Classroom Evaluation on Transition, Repetition and Dropout Rates among Grade Five Learners with Low Vision	24
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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Classroom evaluation has for several years become a universal and widely accepted feature of our education system whose primary purpose is to measure student achievement of learning in a particular curriculum (Munzur, 2014). It has remained a part of conventional teaching practice worldwide for so long that many people, educators and students alike, do not question its usefulness or validity (Schinske & Tanner, 2014). Evaluation is a process of collecting learning related competence by using various formal and informal strategies (Getachew & Gemed, 2019). Classroom evaluation offers a methodology for measuring learning performance and using those findings to improve the success of learners (Munzur, 2014). The scores have been used by the teachers to promote the learners who have performed well to the next grade or make the learner to repeat the same grade due to poor performance (Yagnamurthy, 2017).

Unadapted evaluation tests do not change the strategies through adjustments or modifications, no use of adaptive technology, to meet the individual needs of learners with special needs. It does not take into consideration the type of test items, extra time allocation, its management and administration to learners with special needs. Classroom evaluation tests pays more attention to the demands of the curriculum and is used to inform on decisions about the instruction and making predictions about how successful a student may be in future (Nichols and Berliner, 2007) and this adversely affect the performance of learners with Low Vision. The evaluation test scores have been used by the teachers to make learners who have performed well to transit to the next grade or make the learner to repeat in the same grade due to poor performance (Yagnamurthy, 2017).

According to the World Health Organization (2015), the definition of Low Vision is one who has impairment of visual functioning despite treatment or correction that is standard refraction. The learner with Low Vision is able to potentially use the vision even if it is residual to execute tasks and also plan for varied activities. Mastropier & Scruggs, (2010) asserted that children with Low Vision have residual vision which can adequately enable them to read large prints. Some can read regular print using adaptive aids like magnification glasses due to the difficulty in processing visual information.

This condition pose difficulty in performance of everyday tasks as it affects the peripheral and central vision. It is therefore critical to reveal empirically how transition, repetition and dropout rates of learners with Low Vision is affected by teaching methodology such as unadapted classroom evaluation to suit the individual needs of learners with LV: an area that seem not to have been sufficiently covered in research. There has been very little research done therefore making this study relevant.

In America, the learners are graded according to the scores achieved in an examination or in a course. Primary school level mostly consists of five years of education, referred to as first through fifth grades. In England, teachers identify the knowledge, skills and understanding that the learners in primary school should be taught and the outcome expressed through the targets set out on the performance of the learner.

Krawczyk (2017) investigated the effect of alternative assessment strategy on students' engagement, motivation, and overall learning in an urban, private Montessori middle school program located in the Midwest (USA). It revealed that that whereas the assessment model did not have a direct impact on students' daily engagement or intrinsic motivation, it did increase students' understanding of how their work correlated to a final grade in the unit, thus created opportunities for students to make connections to their learning and actively planning for their future work.

In Chicago, teachers report indicated that they spent 32 minutes per day assessing students' work contractual hours. 22 minutes per day was used in giving curriculum subjects assessment tests through tests or quizzes (Bruno, 2012). Tests took more of the pupil/ teacher contact time thereby affecting the objectives that were expected at the end of each lesson.

According to the Program for International Student Assessment tests (2010), the released results showed that students in Canada performed well in reading skills, math and science becoming (5th out of 65 countries in reading), (8th out of 65 countries in math), and (7th out of 65 countries in science) (Knighton, Brochu & Gluszynski 2010). United States was 17th in reading skills with a negative deviation from 15th to 25th in science and math (National Public Radio 2010).

In India, the education policy focuses on restructuring teaching and learning with the practice of evaluating learners. The Continuous and Comprehensive Evaluation Policy lays emphasis on the right to education to every child under the age of 14. The Education Act requires learners below the age of 14 to pass a board examination until grade 10. The Continuous and Comprehensive Evaluation Policy lays emphasis on the right to education to every child under the age of 14. This has enhanced frequent evaluation on the learner's performance across the non-academic and academic and perspective. Teachers customize their lessons depending on the continuous monitoring of performance. Admission of learners to the 11th class is usually based on the academic performance in the examination as observed by Kummar (2011). This Education lays emphasis on non-admission of a student to join class IX unless they have passed class VIII of a school. Berry (2018) analysed the impacts of continuous and comprehensive evaluation program among 500 primary schools and established that the program failed to improve learning outcomes: it had no statistically significant impact on test scores.

In the United States of America, using test scores to mark proficiency, progress, effort, to compare students to their peers, and to assess the success or failure of teachers and schools is common practice in the education system (Krawczyk, 2017). In India, Berry, Kannan, Mukherji and Shotland (2018) contend that continuous assessment is mandated in all primary schools through the Continuous and Comprehensive Evaluation (CCE) Program. Most teachers in Ethiopian high schools were found to have positive attitude towards continuous assessment (Getachew & Gemed, 2019) while in Zambia, Kapambwe (2010) argue that classroom assessment, if properly implemented in schools, is a powerful means to improve student learning. The studies have not focused on learners with Low Vision, limited attention seem to have been paid on how classroom evaluation affects this category of learners.

According to the Curriculum Framework for Basic Education in Gambia (2010), a test is administered to children to assess learning achievements. Predetermined targets are set and their achievement assessed so as to allow them to proceed and progress to the next grade. Teachers are expected to support the success of their students through continuous assessment. The data on performance of the learners contributes toward the final grade of the student.

According to the Tanzanian Education Sector policy (2012), the assessment of learning outcomes by learners is based on the SACMEQ Standardized test scores in Std VI primary school pupils. National examinations are also administered to the learners and this determines the progression to the next level where Primary School Leaving Examination (PSLE) is administered at end of primary school.

Ndiwa (2012), investigated the impact of social experiences on academic performance of pupils with Low Vision in integrated primary schools. Among the researcher recommendations included adaptation of curriculum by policy makers and the inclusion of teaching social skills in the curriculum. Ndungu (2011), investigated the literacy medium

used by secondary school learners with Low Vision where he looked at the factors that influence the learner's choice of literacy medium. The Findings of the study indicated that majority of learners with Low Vision used Braille as their primary medium of reading and writing, although a relatively significant percentage also use print with and without aid of low vision devices. Mugambi (2011) investigated the problems teachers encountered by integrating students with visual impairment. The study pioneered an integration program. The theory of normalization was used as it asserted that a child with disability can live a normal life if all the support is provided.

Gathungu (2020) carried out a study that focused on school activities which needed changeover demands that took up the time that teachers and students should utilize actively by engaging in classroom instruction. The actual time meant for instruction that was lost therein was computed to derive its variance from the state prescribed time for instruction. The main variables or transition activities were; Class transition, Activity transition, Teachers transfers and Session Transition from one school to another were identified. This was done through review of literature that related to loss of learning and teaching time in schools. A self-administered questionnaire was used to collect data from 6 principals, 48 students and 16 teachers. Simple random sampling was used to select the target population from 6 public secondary schools. Convenient sampling was used to select the schools in Limuru Sub County in Kiambu County. The study found out that transitions between the school events in the daily program was a major contributor to the loss of up to 32.4% the most valuable time for instruction. The study recommended that more research studies be carried out on possible strategies that should be used to reduce the loss of instructional time to a possible minimum.

Jones (2017), aimed at describing the experiences students with visual impaired and their teachers underwent while learning within the general education setting using case study. The study intended to collect and report interview data from the respondent's experience,

corroborate with the observational data for effective provision of rich, descriptive data. The approach used to gather the data from a naturalistic setting. All students with visual impairments cutting across the spectrum of legal blindness were used in the case study. This study is similar to the current study as they used both teachers and students with visual impairment and low vision respectively, collected data of learner experiences and used descriptive research designs. However, the study left out how grade transition was affected by unadapted classroom evaluation tests among learners with low vision,

Berry (2018), analysed the impacts of continuous and comprehensive evaluation program among 500 primary schools and established that the program failed to improve learning outcomes since it had no statistically significant impact on test scores. The current study also focused on evaluation and performance of learners in primary schools. The study only focused on regular learners while the current study targeted learners with Low Vision and how unadapted evaluation tests affected their transition to the next grade. Gathungu (2020) carried out a study that focused on school activities which needed changeover demands. The activities took up the time for teachers and students during their active classroom instruction. The current study also focused on classroom evaluation which is part of the activities done within the classroom instruction time and played a vital role on decision making by teachers about transition of learners. The target groups used in the study were teachers and students in both of the studies, however, the study left out learners with Low vision and how unadapted classroom evaluation tests affected them as this was also a key element in the classroom instructional activities.

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approach used to gather the data from a naturalistic setting. All students with visual impairments cutting across the spectrum of legal blindness were used in the case study. Both of the studies targeted learners with visual impairment and low vision. Teachers were also used in both of the studies where they shared their feelings and experiences through interviews of the teachers and Headteachers like in the current study. However, questionnaire as a tool for collecting data was not used. Case study was used although it had a weakness of biasness on information exposure as opposed to the census method of sampling used in the current study as it used enough respondents and had a higher degree of accuracy.

Whereas studies (Berry 2018., Gathungu 2020., Jones 2017., Bruno 2012; Knighton, 2010; Kummar, 2011; Mugambi, 2011; Ndiwa, 2012; Ndungu, 2011; Jones, 2017;) have focused on learners with LV and the evaluation tests. However, limited attention seems to have been paid on how unadapted classroom evaluation affects the transition of this category of learners. Moreover, use of data collection tools like Focus Group Discussions guide and document analysis guide were not taken into account. Similarly, grade five learners, who are faced with hugely changed curriculum were not focused too yet they could be a contributing factor on poor performance. It is instrumental to note that Berry (2018) and Krawczyk (2017), left out the aspect on how grade transition of learners with Low Vision has been affected by unadapted classroom evaluation. Limited literature regarding how unadapted classroom evaluation affects grade transition among learners with LV exists. The current study sought to address these concerns.

Over time, grade repetition has been extensively used by teachers as a remedial tool for learners who are low achievers (UNESCO, 2012). It is an indicator of progress made in school and can result from academic failure, unsatisfactory progress, insufficient examination marks to advance to the next level of instruction, age, and poor attendance or simply from lack of local educational opportunities. In South Africa, Wils, Oliver and Sylla (2009) analyzed the

relationship between promotion, repetition, dropout and age groups in 35 developing countries and found that over-age students performed better than younger students at early grades, but had higher repetition and dropout at later grades. Sunny (2016) examined the risk factors for grade repetition using data from a demographic surveillance site in Malawi. They found that boys and girls who were under-age at early stages were at least twice as likely to repeat a grade as those at the official age-for-grade.

Hughes, Chen, Thoemmes, and Kwok (2010) investigated the association between grade retention in first grade and passing the third-grade state accountability tests. There was positive association between retention and math scores which was significant while the association was marginally significant for reading scores. The effects of retention differ based on the degree to which the achievement measure is closely aligned with the curriculum, the use of same-grade length of follow up or the same-age group comparison.

Griffith, Loyd, Lane, & Tankersley (2010) stated the limited empirical literature with regard to effects of grade repetition of learners in the primary school, psychosocial and academic adjustments suggests that learners who are retained struggled behaviourally and academically after leaving primary school. Findings revealed that learners in grade one who were retained and those promoted were assessed using the national standardized test in reading and mathematics at the end of grade five. Moser, West and Hughes (2012) stated that the learners who were retained were average compared to their peers who were promoted. However, grade repetition as a practice is controversial due the research findings that are contradicting on its harmful effects.

Miyako & Garcia (2014) explores the mixed findings on grade retention (positives or negative effects) by examining how students' performance in reading when they are at the age of 15 differs when they repeat a grade. They also examined the role played by each individual

student's characteristics in the impact of retention on educational outcomes, the relationships between repetition and performance/ attitudes towards school and the comparison of these relationships across countries on policy.

Moser (2012) and Chen (2010) cites that, when a learner repeats for a year can be distrustful and does not improve the academic performance. The long-term effects of grade repetition made academic standards improvement trends to disappear, decrease or reverse. The affected learners when compared with their peers who were socially promoted were still demoralized. It has often been associated with lowering of self-esteem of learners (Martin, 2011) thereby increasing disruptive behaviour's and aggression and (Inglés, 2015).

Andrew (2014) evaluates evidence for grade retention effects on high school completion, college entry and completion. The researcher emphasized that Social forces is an empirically solid analysis on the harm of repeating a grade. It was found out that there was consistent evidence of a causal effect of early primary school grade retention on high school completion. The study concluded that children who repeat a year between kindergarten and fifth grade were less likely to graduate by 60% to high school than children with similar backgrounds or siblings from the same family. The researcher reiterates that events in the early educational career can leave lasting scars just as is the case for labour market careers. Retaining a child in early primary school reduces high school completion by about 60 percent in propensity score.

Mediavilla (2018) examines predictors and effects of grade repetition. The researcher aimed at answering policy issues with a focus on grade repetition as an effective measure for good academic performance and to find out the students who were at a high risk of grade repetition. The outcomes were that factors like motivational and character variables which were non-intellectual had the possibility of affecting the outcome of repetition.

Grade repetition therefore seems to have been adequately documented, going by the reviewed studies Sunny (2016); Wils (2009); Hughes (2010); Griffith, Loyd, Lane, & Tankersley, (2010); Moser (2012); Chen (2010); Andrew, (2014); Caputo, (2015); Flynn, (2016); Miyako & Garcia, (2014). However, information with regards to unadapted classroom evaluation tests was left out. Moreover, use of data collection tools like Focus Group Discussions guide and document analysis guide were not taken into account. The importance of paying attention to learners with LV in grade five and how classroom evaluation affects grade repetition among them was not taken into account therefore, informed the current study.

Learner abandoning or withdrawing from a learning institution before completing their studies is commonly referred to as dropout (UNESCO, 2012). The global report by UNESCO, (2012) on education reported that in South and West Asia, 33 pupils left school before completing the last grade out of every 100 pupils who was admitted at the beginning of primary school. In Latin America and the Caribbean, pupils who leave school early are 17 per cent while in South Asian countries, 13.54 million pupils do not complete primary education. In Sub-Saharan Africa 42 per cent of its pupils do not complete school due to early school leaving with one out of six leaving before the 2nd grade.

Doll (2010) examined teachers' and administrators' perceptions of English language learner dropout antecedents at 95 secondary schools in Texas targeting two goals. First, perceptions of ninth-grade dropout were assessed to identify push, pull, or falling-out factors of dropout. Push factors include school-related consequences like attendance, performance or disciplinary infractions. Pull factors include out-of-school enticements like jobs and family. Finally, fall factors referred to student disconnection with school leading to dropout. Singh & Mukherjee (2015) explored the factors affecting the completion of secondary education. Logistic regression analysis revealed that there are a multitude of factors, cutting across the household, individual, educational and socio-demographic domains. Gender was a barrier to secondary

school completion for girls and the findings suggested that educational policy must ensure that children particularly girls and those living in rural locations, are provided with a good-quality education right from pre-school, and through primary schooling and beyond.

Thiruane (2016) investigated the causes of pupils' dropout in public primary schools. The objectives of the study were to determine the influence of socio-economic factors, school-based factors and pupil characteristics on dropout in public primary schools. Witte, Cabus, Thyssen & Groot (2013) reviewed the growing literature on early school leaving. The paper investigated the levels, the methods and models with which the topic had been studied, and discussed potential (dis)advantages of each of those. It focused on early school leaving in all its complexity, and on the interplay of relevant (levels of) factors, rather than on just certain factors, typically located in individual students, schools or families.

Samuel (2017) investigated the factors that influence educational wastage and established that school-based factors, home-based factors and student-related factors influenced educational wastage. In yet another study, Michubu (2012) analyzed the causes of pupil dropout in public primary schools. Findings revealed that economic factors were the major cause of dropout in the area. Sote (2014) investigated teacher perception on the influence of learning environment on drop out of learners with low vision in regular primary schools. The study findings revealed that poor performance, repeating of classes, and lack of adapted learning resources, inadequate teaching staff and decrease in value of adaptation on curriculum or physical environment contributed to high drop out of learners with low vision. The study recommended that in order to control drop-out, there was need adaptation of curriculum and physical environment to meet the educational needs of learners with low vision.

School dropout has been sufficiently documented particularly in the developing countries and in other studies (Doll, 2010; Michubu, 2012; Tayyaba, 2013; Singh & Mukherjee 2015; Witte,

Cabus, Thyssen & Groot, 2013; Thiruane, 2016; Michubu, 2012; Samuel, 2017; Sote, 2014)). They all focused on drop out of learners in both primary and secondary schools. Nonetheless, dropout as a consequence of unadapted classroom evaluation was left out. However, the learner with Low Vision particularly in grade five tends to have received limited documentation. Limited literature regarding how unadapted classroom evaluation affects dropout rates among learners with Low Vision exists. The current study sought to address these concerns.

In regard to the Kenya National Bureau of Statistics (KNBS, 2013) it is indicated that out of a population of 1.3 million of people living with disabilities, 25 per cent of them had visual impairments. There have been reports that approximately 75%-80% are of school going age with Low Vision. It is estimated that children with Low Vision have the lowest access in school and participation rate in Kenya, according to Kenya Society for the Blind (2008). The statistical year booklet (MoE, 2016) indicated that the number of learners with special needs enrolled in primary schools was at 222,700 pupils at primary level where learners with visual impairments were at 17 percent. Their classroom attendance and completion rate of the formal education system are low. A significant number of the affected children live a neglected life as they are often kept away from general public as found out by the World Health Organization (2011).

Learners with Low Vision are often left out and their literacy needs usually left unaddressed adequately because most of them compensate for their visual impairment by “covering” their visual status to appear sighted among their peers. Literacy needs may include distraction by too much visual information, attention to visual tasks, below-average and reading comprehension writing skills despite their strong oral, verbal and comprehension skills (Arky, 2016). While some learners with Low Vision may require a combination of both print and Braille and adapted content, some are able to read standard print so as to acquire literacy or

use optical devices to read standard print. Most students with Low Vision are encouraged to use their residual vision. Quite a number of them appear to be fully sighted when they are with their peers, making them vulnerable. Training children with Low vision on the reading, comprehension and writing skills prepares them to become active learners, who can access information from a variety of sources (Yalo & Indoshi, 2010) and favourably competing for the job market.

Kagan (2012) articulates that almost three quarter (3/4) of a child's early learning comes as a result of visual conceptualization and that over one third of adult visual cortex responds to visual stimuli. Therefore, vision is very important for early infant development and also visual information is used and processed by many different parts of the brain. Most students with Low Vision have the same range of cognitive abilities as other students, although instruction typically relies very heavily on vision and that visual information may underlie the benefits associated with an external focus of attention as cited by Cakmak, Karakoc and Safak (2016).

The learners with Low Vision are encouraged to use their residual vision and when appropriate or use the necessary optical aids and adaptations. Research clearly documents that pupil with Low Vision may suffer low self-esteem and self-determination as they may not complete their tasks in time, need adapted content for better conceptualization, need support from their peers in order to complete the given tasks either during class activities or when seating for their classroom evaluation tests. This may contribute to guilt, anxiety, sadness and depression too making them more potential for deprivation (Ishtiaq, Chaudhary & Jamil, 2016).

The learners with Low Vision may suffer greater risk of poor performance in classroom evaluation than their blind or sighted peers because they may be overlooked. This is because

they appear to be fully sighted as they compensate for their visual impairment by “masking”, “covering” or “passing” their visual status so as to appear sighted among their peers.

Hirneiss (2014) asserts that eyes that are worse seeing contributes to learners with Low Vision are unable to see distant things clearly making them feel dizzy, have headaches, or nausea while working and this can affect their academic performance like in the case of Glaucoma. Visually complex concepts and visually oriented information in the classroom pose significant challenges too. Without systematic instructional attention to these challenges, learning may seem inaccessible to many of the learners because most teachers hold stereotypical views of what the learner can and cannot do. All Public primary and secondary schools have an obligation to provide free education in an inclusive environment as much as possible to all children who have been diagnosed with conditions of exceptionality, (UNESCO, 2016).

In Kenya, special preference has been given to examinations administered at the end of both primary and secondary schooling. This has been one of the most potential and powerful mechanisms or rating achievements in the country. This has been cascaded at different level as the education stakeholders ply their role in preparation for the national examinations. District evaluation tests are usually prepared by the District Academic Boards which is administered to learners in standard 6 to 8. This is done before the national examination KCPE and is usually meant to prepare the candidates for it. Evaluations at the Zone level are also prepared by the Zone Subject Panel members while at school level we have the subject panel members too who set the School Based Evaluation Tests. In order for the achievement of change in education, the national examination system, Kenya National Examinations Council (KNEC) has been standard of measure. Learners who achieve a certain level in these examinations are admitted to go on to the next educational stage or grade. The examinations are developed, analyzed, and aggregated by Kenya National Examinations Council (KNEC, 2012).

From the baseline survey carried out in three targeted schools, (EARC Office in Kisumu County records showing the schools in which the learners with Low Vision were placed), out of 35 learners with Low Vision assessed in grade four in 2016 and when they transitioned to grade five in 2017, 25 learners (75%) scored below 250 marks out of the possible 500 marks in unadapted classroom evaluations. The survey indicated that most learners with Low Vision performed below average 250 marks. Low transition, high repetition and high dropout rates among learners with Low Vision in Kenya had been on the increase. Unadapted classroom evaluation may have contributed to poor performance of learners with Low Vision. The same records indicated that teachers found a challenge in adapting classroom evaluation tests due to inadequate skills in its preparation, administration and management. However, hardly any study has been carried out to determine the extent of perceived effects of unadapted classroom evaluation on low transition, high repetition and high dropout rates among grade five learners with Low Vision in Kenya.

Records at the EARC office in Kisumu County indicate that the prevalence rates of learners with LV in the 7 Sub Counties in Kisumu County as Kisumu West Sub County 20%, Kisumu Central Sub County 25%, Kisumu East Sub County 23%, Nyando Sub County 15%, Nyakach Sub County 18%, Seme Sub County 19% and Muhoroni Sub County 19% respectively. The researcher identified Kisumu Central Sub County as the area of the study due to the high prevalence rate of learners with low vision. The study focused on grade five learners because according to Polman, Hornstra and Volman (2021), learners at this stage can acquire meaningful learning and are able to connect what is learnt with their daily experiences. The authors argue that learners during this stage encounter challenges such as interaction with more teachers due to increase in the number of subjects to be covered as opposed to when they were in lower primary.

Through a baseline mapping with the help of the EARC office in Kisumu County, the researcher was able to monitor performance trends of learners with among Low Vision from the selected three public primary schools in Kisumu Central Sub County. Table 1 shows the Trends of Performance of Grade four Learners with Low Vision in selected public primary schools in Kisumu Central Sub County, Kisumu County in 2015.

Table 1: The Trends of Performance in the End Year Zonal Evaluation Test for Grade Four Learners with Low Vision in the selected Schools in Kisumu Central Sub County

School A		School B		School C	
Marks	No. of Pupils	Marks	No. of Pupils	Marks	No. of Pupils
Below 100	00	Below 100	00	Below 100	00
101 - 125	8	101 - 125	5	101 - 125	6
126 - 150	1	126 - 150	6	126 - 150	2
151 - 175	3	151 - 175	1	151 - 175	3
176 - 200	2	176 - 200	3	176 - 200	4
201 - 225	4	201 - 225	4	201 - 225	4
226 - 250	2	226 - 250	1	226 - 250	1
Above 250	00	Above 250	00	Above 250	00
Total	20		20		20

Source: EARC Kisumu County Education office (2017)

Table 1 shows the Trends of Performance of Grade four learners with low vision in the 3 selected Public primary schools in Kisumu Central Sub County, Kisumu County in 2015. From the list of learners with Low Vision provided by the EARC office and confirmed by the head teachers, the learners in the three selected schools sat for the Zonal Evaluation test at the end of the year, 2015. 20 learners with low vision were randomly selected out of 35 learners from the end year test results list where their scores were as per the marks in Table 1 while they were in grade four in 2015. Most of the learners with low vision scored below 250 marks out of the possible 500 marks which is required for transition to the next grade.

Table 2 shows the Trends of Performance of Grade five Learners with Low Vision in selected public primary schools in Kisumu Central Sub County, Kisumu County.

Table 2: The Trends of Performance in the End Term Zonal Evaluation Test for Grade Five Learners with Low Vision in the selected Schools in Kisumu Central Sub County

School A		School B		School C	
Marks	No. of Pupils	Marks	No. of Pupils	Marks	No. of Pupils
100 & below	2	100 & below	1	100 & below	1
101 - 125	10	101 - 125	5	101 - 125	00
126 - 150	00	126 - 150	3	126 - 150	2
151 - 175	00	151 - 175	2	151 - 175	3
176 - 200	2	176 - 200	4	176 - 200	6
201 - 225	1	201 - 225	00	201 - 225	3
226 - 250	00	226 - 250	00	226 - 250	00
Above 250	00	Above 250	00	Above 250	00
Total	15		15		15
Term 2					
100 & below	2	100 & below	3	100 & below	00
101 - 125	9	101 - 125	4	101 - 125	2
126 - 150	1	126 - 150	5	126 - 150	5
151 - 175	1	151 - 175	1	151 - 175	00
176 - 200	1	176 - 200	1	176 - 200	3
201 - 225	00	201 - 225	1	201 - 225	5
226 - 250	00	226 - 250	00	226 - 250	00
Above 250	00	Above 250	00	Above 250	00
Total	15		15		15

Source: Kisumu County Education office (2017)

From Table 2, 15 out of 35 learners were randomly selected in grade five where the performance of the fifteen learners with Low Vision per school show that they were below average out of a maximum of 500 marks as their results are reflected on the table. No pupil managed to an average of 250 marks from all the schools.

Table 3: Number of Learners with LV who dropped out and repeated between 2015 and 2017 in the 3 selected schools in Kisumu Central Sub County, Kisumu County.

Table 3: The Trends on Number of Learners with Low Vision who Dropped Out and Repeated Between 2015 and 2017 in the 3 Selected Schools in Kisumu Central Sub County, Kisumu County

School	Number of drop outs in 2015	Number of those who repeated in 2015 and % rate	Number of drop outs in 2016	Number of those who repeated in 2016 and % rate	Number of drop outs in 2017	Number of those who repeated in 2017 and % rate
PRI A	6 (85.7%)	3 (50%)	5 (71.4%)	3 (60%)	6 (85.7%)	3 (50%)
PRI B	7 (77.8%)	4 (57.1%)	6 (85.7%)	4 (66.7%)	5 (62.5%)	3 (60%)
PRI C	6 (75%)	3 (50%)	5 (50%)	2 (40%)	7 (77.8%)	4 (57.1%)
	79.5%	52.36%	69%	55.3	75.3%	55.7%

(Source: Kisumu County Education office (2017))

From Table 3, learners with Low Vision who dropped out and repeated in the three selected schools in Kisumu Central Sub County, Kisumu County between 2015 and 2017. There was a percentage drop out of 79.5%, 69% and 75.3% respectively and percentage repetition of 52.36%, 55.3% and 55.7% respectively. This therefore means that the dropout rate from the 3 schools was 75% and repetition rate was 54.45% which was very high.

Table 4: The Trends on Number of Learners with Low Vision who Transited Between 2015 and 2017 in the 3 Selected Schools in Kisumu Central Sub County, Kisumu County

School	Number transited in 2015 %	Number transited in 2016 %	Number transition 2017 and dropout %
PRI A	7	7	7
PRI B	9	7	8
PRI C	8	10	9

(Source: Kisumu County Education office (2017))

From Table 4, learners with LV who transited in the three selected schools in Kisumu Central Sub County, Kisumu County between 2015 and 2017.

1.2 Statement of the Problem

It is estimated that approximately 80% of all types of visual impairment in the world are considered avoidable. Reports indicate that approximately 75%-80% are of school going age have Low Vision and this has affected their academic achievement. Records from the EARC office in Kisumu County indicated that Kisumu Central Sub County (25%) had the highest prevalence rate of learners with LV out of the 7 Sub Counties in Kisumu County. Similarly, in a randomly selected three schools in the area where learners with Low Vision were placed show that out of 7 children who were admitted in grade five in 2015, there was only one child left in 2017. Seventy five percent had either repeated or dropped out of school. Out of 35 learners with Low Vision assessed in current grade five from 2014 to 2017, 25 learners (75%) scored below 200 out of the possible 500 marks in the unadapted classroom evaluation tests. The baseline survey further indicated that unadapted evaluation tests did not suit the needs of learners with Low Vision, teachers found a challenge in adapting evaluation tests due to inadequate skills in its preparation, administration and management and this may have contributed to poor performance of the learners. However, it is unknown how unadapted classroom evaluation tests have effect on grade transition, repetition and dropout rate among learners with Low Vision. The current study therefore sought to examine perceived effects of unadapted classroom evaluation on grade transition, repetition and dropout rates among grade five learners with Low Vision in public primary schools in Kisumu County.

1.3. Purpose of the Study

The purpose of the study was to examine perceived effects of unadapted classroom evaluation on grade transition, repetition and dropout rates among grade five learners with Low Vision in public primary schools in Kisumu Central Sub County, Kisumu County.

1.3.1 Objectives of the Study

The specific objectives of the study were to:

1. Establish perceived effects of unadapted classroom evaluation on grade transition among grade five learners with Low Vision in Public Primary Schools in Kisumu Central Sub County, Kisumu County, Kenya.
2. Determine perceived effects of unadapted classroom evaluation on repetition among grade five learners with Low Vision in Public Primary Schools in Kisumu Central Sub County, Kisumu County, Kenya.
3. Establish perceived effects of unadapted classroom evaluation on dropout rates among grade five learners with Low Vision in Public Primary Schools in Kisumu Central Sub County, Kisumu County, Kenya.

1.3.2 Research Questions

1. What are the perceived effects of unadapted classroom evaluation on grade transition among grade five learners with Low Vision in Public Primary Schools in Kisumu Central Sub County, Kisumu County, Kenya?
2. What are the perceived effects of unadapted classroom evaluation on grade repetition among grade five learners with Low Vision in Public Primary Schools in Kisumu Central Sub County, Kisumu County, Kenya?
3. What are the perceived effects of unadapted classroom evaluation on dropout rates among grade five learners with Low Vision in Public Primary Schools in Kisumu Central Sub County, Kisumu County, Kenya?

1.4. Scope of the Study

The Study was carried out in Kisumu Central Sub County in Kisumu County. The Study focus was on the perceived effects of unadapted classroom evaluation on grade transition, repetition

and dropout rates among grade five learners with Low Vision in public primary schools in the area. It covered perceived effects of unadapted classroom evaluation on transition; perceived effects of unadapted classroom evaluation on repetition, and perceived effects of unadapted classroom evaluation on dropout rates. The study involved head teachers, class teachers in grade 4 and 5 as well as learners with low vision in grade five. Data for study was collected using questionnaire, interviews, focus group discussions and document analysis.

1.5. Limitations of the Study

The Study used questionnaires to collect data from sampled respondents. However, the researcher ensured minimized floor and ceiling effect of the questionnaire which may have been through information manipulation by the respondent. To counter this, triangulation was used whereby several data sources were used: interviews, focus group discussions (FGDs) and document analysis. Similarly, in case of any busy schedule by the sampled class teachers, learners with LV and head teachers that impeded the speed at which data was collected, the researcher rescheduled appointments to make it convenient for each respondent to provide sufficient data.

1.6 Assumptions of the Study

The researcher's assumption was that each school administered evaluation tests to all learners including those with low vision equally without favouring those with low vision. Similarly, classroom evaluation test scores informed several decisions including grade transition or repetition. Learners with low vision perform as good as their peers and were at the same level with their peers in terms of syllabus coverage.

1.7 Significance of the Study

This study is significant to the Government in enhancing skills of teachers capable of implementing dynamic techniques including adaptation of classroom evaluation which

embrace inclusion of learners with Low Vision in public primary schools. The study findings stand to enable teachers to effectively adapt, administer and manage classroom evaluation tests and then use the results to encourage, motivate, retain and ensure completion of school by the learner with low vision. It would also facilitate positive competition capable of enhancing grade transition, reduce grade repetition and control dropout rates among learners with low vision. Equally, based on the study findings and recommendations, teachers will ensure that adaptation of classroom evaluation to suit individual needs of learners with Low Vision is enhanced, learners with low vision are tested individually as opposed to group testing and release individual results by not generalizing test results as a way of making them transit to the next grade, benchmark demands of 250 marks and above are made to be flexible and all-inclusive. Parents are encouraged to positively network with the teachers through constant follow ups, performance counselling to be strengthened at school and at home in order to enhance grade transition, reduce grade repetition and possible drop out particularly among their learners with low vision.

1.8 Conceptual Framework

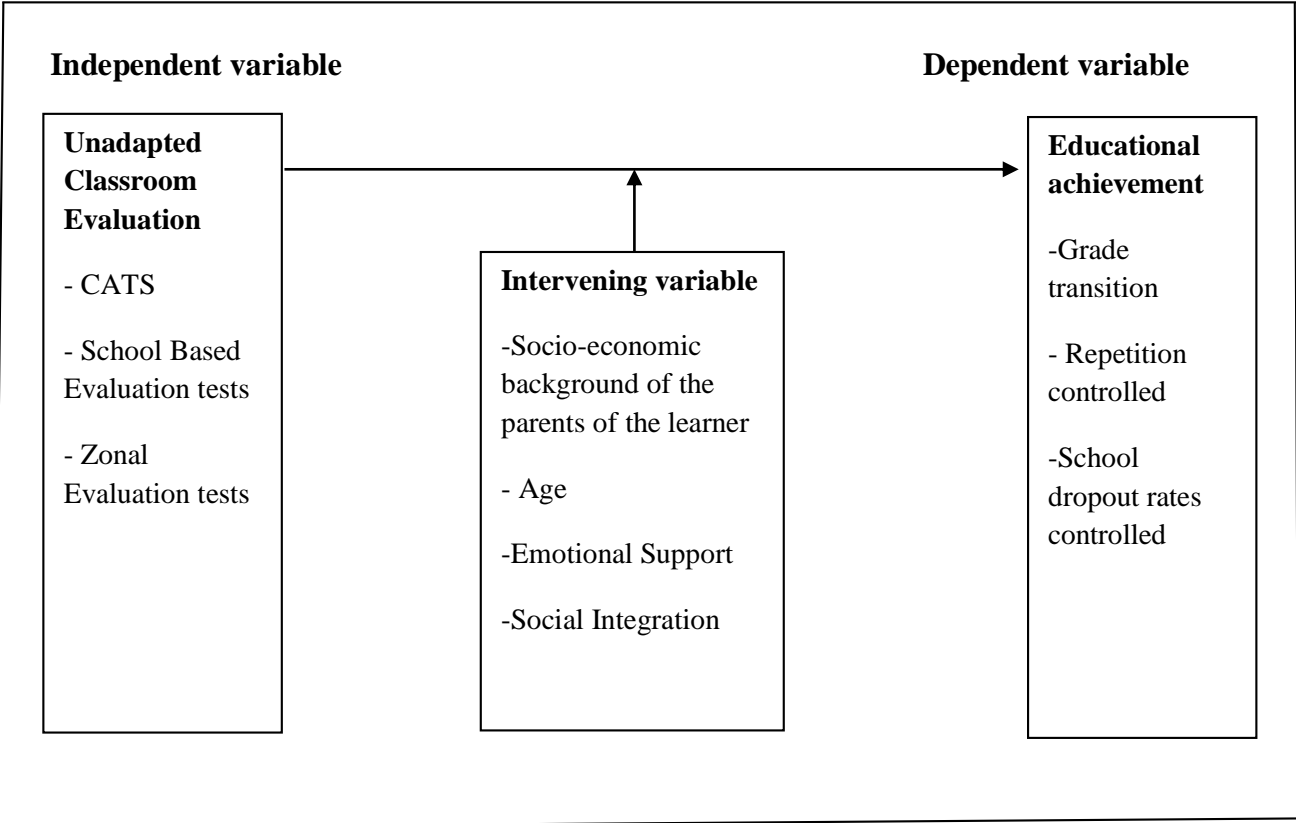
The study was guided by conceptual framework which represented the relationship between independent variables intervening and dependent variables. It was developed and conceptualized in Figure 1. The dependent variables include grade transition, controlled repetition and controlled school dropout rates among learners with Low Vision. Independent variables consist of unadapted classroom evaluations tests like CATS, Zonal evaluation tests, School Based Evaluation tests.

However, the intervening variables to this study are the factors about the background of the learner in terms of age and gender of the learner with low vision. Other factors like socio-economic background of the parents (Zhonglu & Zeqi 2018) noted that student's performance is heavily affected by their parent's socio-economic background. Psychosocial support like

emotional support and social integration were included since they play a role in enhancing body image, feelings, social interactions, social cognition and self-esteem (Vahedi, Farrokhi , Farajian 2012). They might positively or negatively influence the dependent variables.

If classroom evaluation is adapted to include more time, provide adapted learning resources, encourage use of assistive devices, well administered, managed, rated without showing comparison with their peers, the learner with LV would feel accepted and motivated to improve in their performance thereby transiting to the next grade and in the process reduce grade repetition and reduce school dropout rates by retaining learners in school.

Figure 1: Perceived Effects of Unadapted Classroom Evaluation on Transition, Repetition and Dropout Rates among Grade Five Learners with Low Vision



1.9 Operational Definition of Terms

Academic Achievement	This is the pupil's academic scores obtained on the standardized examinations like the Zonal/ District/ County or KCPE
Achievement	The process of successfully accomplishing learning activities.
Adapted Classroom Evaluation	They are tests or assessments like Classroom Assessment Techniques, Curriculum Based Evaluation which includes components such as addition of time, consideration on the number of test items to be done, large prints and diagrams.
Drop out	Early withdrawal of students from school without completing the required school years and the concerned students do not enrol back to school to complete a program of study.
Grade Retention	The practice of holding a learner back to repeat a grade
Low vision	Those who can be trained to use their sight for reading and writing print with aid of optical low vision devices, they require magnification to cope with regular print.

Perceive	The way in which people interpret and view things and situations
Perceived effects	The way in which people interpret and view things and situations and how it impacts.
Public Primary school	This includes regular school which are owned by the Government and learner's fee is also partly paid.
Repetition	The action of duplicating an occurrence that has been done. Attending a course or grade once more.
School Retention	The practice of ensuring that all learners enrolled in the school complete their education cycle.
Transition	This is changing from one grade level to another. The learners are able to graduate or proceed to the next grade.
Unadapted Classroom Evaluation	This includes tests or assessments like Classroom Assessment Techniques, Curriculum Based Evaluation which are prepared to but do not cater for the individual needs of learners. They don't consider addition of time, the number of test items to be completed, enlarged prints.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of studies focusing on the study variables. It reviews studies from outside and within the continent as well as local studies. This review follows the sequence of the study objectives. The chapter also presents a critique of the reviewed studies.

2.2 Effects of Unadapted Classroom Evaluation on Grade Transition

Transition refers to the process of movement from one major grade level to another for example from pre-school level to primary school to high school then to college. Learners experience other grade “transitions” like advancing from one grade to the next level. Kenya education has for a long time been challenged by low transition from primary to secondary and the Kenyan Government is committed to curb it through increase of transition to 100% through session paper No.1 of 2006. Transition rates from primary to secondary increased from 59.6 % in 2007 to 66.9 % in 2009 and to 72% in 2010 (Ministry of Education, 2012). However, the gross enrolment rate at the end of primary school can be affected by children who repeat, or are encouraged to repeat so as to increase their chances for a successful transition into secondary school. In these cases, gross enrolment rates in the final year of primary school are likely to be low (UNESCO, 2012).

According to the Koech Commission (2000), the establishment of the 8-4-4 system of education was put in place to totally integrate quality education and training. This was to be implemented in the primary school curriculum which had now become highly focused on examination. There weren't specific guidelines on administration and management of examinations for all learners at all levels. Hence selection or screening of those who will continue with secondary education is based on the KCPE scores. Mwanzia & Miano (2007)

point out that for assessment to play a role in fostering quality education, it must pay attention to the goals of education in terms of what is taught, learnt and the levels at which the knowledge and skills acquired by the learner are assessed. Ranking by the use of evaluation of results compares candidates with their counter parts. It then pays more attention to the demands of the curriculum thus informing decisions about the instruction and making predictions about how successful a student may be in future (Nichols and Berliner, 2007).

The classroom evaluation scores have been used by the teachers to promote the learners who have performed well to the next grade or retain the learner in the same grade due to poor performance. School success is determined almost exclusively by high passing scores on examinations (Akrofi, 2007) and obtaining good mean scores. The worst of all is that teachers over-work learners to the extent of giving instructions outside the official working hours popularly known as “extra tuition” and some teachers have renamed it as “remediation classes” Some of the teachers demean the learner using the evaluation results and creates a demonizing effect of such labeling that is devastating on children. Equally paralyzed by the fear of failure are the high achievers, who lose their capacity to try out new things arising from the fear of failure, doing less well in examinations, and of losing their ranks (Sanjeev & Kumar, 2007).

A study conducted by Thacker (2017) on the effectiveness of a ninth-grade transition program on a small rural school in East Tennessee, the main focus was put on the ninth grade of a learner as this time was very vital in determining the failure or success of a high school learner. This study laid emphasis mostly on creation of a transition program that would lead to the improvement of the learner educational environment. This was in a bid to continuously improve on successful transition and positive performance of students in the ninth grade to high school. The transition program provided students with additional opportunities including rewards system for grade improvement. The data was collected and analysed using both

qualitative and quantitative analysis from the learner's report card and Two-Tailed T-Test was used for validation.

Kirera (2013) carried out a study on factors influencing transition of pupils from primary to secondary schools in Meru central district in Kenya. The study wanted to find out why the secondary school enrollments do not match the primary school enrollments. Theoretical framework based on systems theory as originally proposed by Ludwing von Bertalanffy (1928) and conceptual framework was used. The study used descriptive survey design by the use of questionnaires and interviewed schedule. The schools selected were 25 schools and 25 members of the school management committees in the district. The study concluded that the KCPE performance in the district, education level of parents affected student transition among other findings.

Macharia (2018) analysed cultural and environmental factors that affect transition rates of learners with physical disabilities from primary to secondary schools in Nyahururu Sub-County of Laikipia County, Kenya. A descriptive survey research design was used to the determine influence of environmental barriers, cultural factors, and teacher professional qualification on transition of these learners from primary to secondary schools. Findings revealed that distance, congested classrooms, lack of individualized attention, teacher workload, lack of trained staff in SNE, unmodified school infrastructure and inaccessible facilities like toilets and some of the class rooms pose major environmental impediments to transition. Schools set performance culture, teacher preconceived performance expectations of learners with PD, parents and teachers' attitudes, head teacher's preference for placement of these learners in special schools, stereotypes of causes of disabilities provide an insight to some of the cultural factors affecting transition rates of learners with PD a gap that needs filling with regard.

Thacker (2017) on the effectiveness of a ninth-grade transition program on a small rural school in East Tennessee, where the study focused on the ninth grade of a learner since the grade determined the failure or success of a high school student. This study created a transition program so as to enhance successful transition and improved performance through improvement of the educational environment of the learner. The transition program provided students with additional opportunities including rewards system for grade improvement. The data was collected and analysed using both qualitative and quantitative analysis from the learner's report card and Two-Tailed T-Test was used for validation. The study was similar to the current study as they both focused on transition of learners from one grade to the next grade. Data collection using learner's report card to track learner performance is also used in the current study where the researcher used merit lists from the class teachers to track learner performance. The study left out learners with LV who were part of the cohort in the current study. Focus group discussions among grade five learners with low vision were employed to find out how transition affected them. Questionnaire, document analysis and interview schedule were used as data collection tools in the current study.

Ndiwa (2012) investigated the impact of social experiences on academic performance of pupils with Low Vision in integrated primary schools in Nairobi County. Descriptive survey research design and purposive sampling procedure was used to select the learners and their teachers. A questionnaire was used for the teachers and learners with LV, an interview schedule for the head teachers and a check-list for learners with LV was used to establish available support for their needs in the school. Among the researcher recommendations included adaptation of curriculum by policy makers and the inclusion of teaching social skills in the curriculum. The study cohort included learners with low vision and also used descriptive research survey research design as in the current study. The study used purposive sampling to select the learners and teachers while the current study used census method of

sampling for the teachers, head teachers and learners with low vision. The study questionnaires were for the teachers and learners with low vision while in the current study, questionnaires were only by the grade four and five class teachers. Learners with low vision in the study used a check-list for so as to establish available support for their needs in the school. The current study used, Focus Group discussion guide to find out from the learners with low vision in grade five the effects of unadapted classroom evaluation on their transition.

Kirera (2013) carried out a study on factors influencing transition of pupils from primary to secondary schools in Meru central district in Kenya. The study wanted to find out why the secondary school enrollments do not match the primary school enrolments. Theoretical framework based on systems theory as originally proposed by Ludwing von Bertalanffy (1928) and conceptual framework was used. The study used descriptive survey design by the use of questionnaires and interviewed schedule. The schools selected were 25 schools and 25 members of the school management committees in the district. The study concluded that the KCPE performance in the district, education level of parents affected student transition among other findings. Both of the studies are similar on their focus on transition, both used descriptive research designs where questionnaire and interview schedules were used. However, the study left out transition of learners from one grade to another but focused on transition from primary to secondary, used both theoretical framework and conceptual framework while the current study only used own source conceptual framework. The population used in the current study was 20 head teachers, 40 class teachers and 100 learners with LV while the study only used 25 schools and 25 members of the school management committee. The current study used focus group discussions where learners with low vision shared their experiences and challenges of their condition on their academic performance. The study concluded that the KCPE performance in the district, education level of parents affected

student transition among other. The current study focused on effects of unadapted classroom evaluation on learners with low vision and how it affected their transition.

Students with visual impaired and their teachers underwent while learning within the general education setting. The study intended to collect and report interview data from the respondent's experience, corroborate with the observational data for effective provision of rich, descriptive data. The approach used was through a case study in order to gather the data from a naturalistic setting. All students with visual impairments cutting across the spectrum of legal blindness were used in the case study. The cohort in the were all categories of learners with impairments which included learners with low vision, learner's views and experiences were collected through descriptive data as used in the current study. However, the study left out transition of learners with low vision in grade five and the effects of unadapted classroom evaluation on transition. The study used a case study to collect data while the current study used Focus Group Discussions Guide to collect data from learners with LV as they shared their experiences and challenges on their condition and how unadapted evaluation tests affected their academic performance. Questionnaire for the class teachers, interview schedule for the head teachers and document analysis guide to track transition records and learner performance and learner attendance were the concerns in the current study sought to address.

Whereas studies (Bruno, 2012; Knighton, 2010; Kummar, 2011; Mugambi, 2011; Ndiwa, 2012; Ndungu, 2011; Jones, 2017) have focused on learners with LV, limited attention seem to have been paid on how unadapted classroom evaluation tests affect transition of this category of learners. Similarly, grade five learners were not focused on. The reviewed studies (Kirera, 2013; Macharia, 2018; Thacker, 2017) have tended to pay attention to factors that determine transition of learners from one grade to the other leaving out transition of learners with Low Vision. Similarly, transition from grade four to five were totally overlooked. These were the concerns that the current study sought to address.

2.3 Effects of Unadapted Classroom Evaluation on Grade Repetition

Grade repetition is the practice of holding a learner back to repeat a grade. Grade repetition is sometimes known as grade retention. This is whereby students are held in the same grade for an extra year rather than being promoted to a higher or the next grade along with their age peers. It is the practice of making learners who have not fully mastered the curriculum and are not able to reach the set academic standards repeat a year while their peers are promoted to the next grade. Grade retention represents an ill-advised system with policies that are increasingly based on misleading and demeaning advocacy that interferes with the learner. According to some school systems and administration, grade repetition is seen as a corrective measure that is valid for any academic failure achieved after an examination. Grade repetition has been extensively used by teachers as a remedial tool for learners who are low achievers.

Evaluation test results on children's learning report that approximately two thirds make poor academic progress when they repeat a grade (UNESCO, 2012). The application of grade repetition brings extra costs and long-term negative academic and social consequences. It has also been found that grade repetition that has no positive effect on improvement of students learning achievement (Andrew, 2012). Students who were non repeaters had positive attitude towards school than primary and secondary school repeaters. Research findings and the current practice of grade repetition in developing countries have shown that teachers have an important role in the repetition decision making. They are not aware of its long-term consequences and mainly prefer it as compared to any other intervention which in the long run may affect student's socio- emotional and academic development (UNESCO, 2012).

A study by Miyako & Garcia (2014) explores the mixed findings on grade retention (positives or negative effects) by examining how students' performance in reading when they are at the age of 15 differs when they repeat a grade. They also examine the role played by each

individual student's characteristics in the impact of retention on educational outcomes. These characteristics are incorporated to explore how the relationships between grade repetition and students' performance and attitudes towards school vary according to their background characteristics. Also, the relationships between repetition and performance/attitudes towards school may differ across countries, and the comparison of these relationships across countries may uncover relevant information for our understanding of the policy. For these purposes, the analyses of this paper are based on the OECD PISA 2009 dataset

Andrew (2014) carried out a study which evaluates evidence for grade retention effects on high school completion, college entry and completion. The researcher emphasized that Social forces is an empirically solid analysis on the harm of repeating a grade. It was found out that there was consistent evidence of a causal effect of early primary school grade retention on high school completion. The study concluded that children who repeat a year between kindergarten and fifth grade were less likely to graduate by 60% to high school than children with similar backgrounds or siblings from the same family. The survey population was 37,000 children in the USA from two older multi-year surveys done. About 10 % of the children had been held back at school. Andrews argues that being made to repeat is a one of the biggest negative events of a child's life. The students will often show a short-term increase in their grades and test scores, but after some time, this boost "disappears". Andrew asserts that it is so psychologically scarring making many students unable to regain their confidence in the long-term.

A study by Hughes, Chen, Thoemmes, and Kwok (2010) showed that in the Texas Assessment of Knowledge and Skills (TAKS), a sample of 769 students who were recruited into the study while in their first grade, 165 repeated and 604 were promoted to the next grade. The learning areas targeted in the assessment test were reading and math. The study investigated the association between grade retention in first grade and passing the third-grade state

accountability tests. There was positive association between retention and math scores which was significant while the association was marginally significant for reading scores. The effects of retention differ based on the degree to which the achievement measure is closely aligned with the curriculum, the use of same-grade length of follow up or the same-age group comparison.

Griffith, Loyd, Lane, & Tankersley (2010) stated that the limited empirical literature with regard to effects of grade repetition of learners in the primary school, psychosocial and academic adjustments suggests that learners who are retained struggled behaviourally and academically after leaving primary school. Findings revealed that learners in grade one who were retained and those promoted were assessed using the national standardized test in reading and mathematics at the end of grade 5. Moser, West and Hughes (2012) stated that the learners who were retained were average compared to their peers who were promoted. However, grade repetition as a practice is controversial due to the research findings that are contradicting on its harmful effects.

Studies carried out by Moser (2012) and Chen (2010) cite that, when a learner repeats for a year can be distrustful and does not improve the academic performance. The long-term effects of grade repetition made academic standards improvement trends to disappear, decrease or reverse. The affected learners when compared with their peers who were socially promoted were still demoralized. It has often been associated with lowering of self-esteem of learners (Martin, 2011) thereby increasing disruptive behaviour's and aggression and (Inglés, 2015).

Study conducted by Caputo (2015) retention program implementing an increased time-on-task teaching strategy for 6th and 7th Grade Students. The study was carried out in New York in a Small City School District in Orange County. Qualitative analysis within a quasi-experiment was used, pre-test, post-test design and data analysed to determine results through

ANOVA analysis. Results indicated that 6th grade learners had a significantly larger increase in NYS ELA scores from pre-test to post-test as compared to 7th graders. The sixth-grade students had statistically similar increases in DRP scores from pre-test to post-test as compared to seventh graders. Male students had statistically similar increases in NYS ELA scores from pre-test to post-test as compared to female students.

Andrew (2014) reiterates that events in the early educational career can leave lasting scars just as is the case for labour market careers. Retaining a child in early primary school reduces high school completion by about 60 percent in propensity score. It is however critical to note that the study by Hughes (2010) focused the Texas Assessment of Knowledge and Skills (TAKS). The study investigated the association between grade retention in first grade and passing the third-grade state accountability tests. TASK was administered to a sample of 769 students while they were in their first grade. 165 students had repeated the same grade due to poor performance in reading and math. There was positive association between retention and math scores which was significant while the association was marginally significant for reading scores. A Study conducted by Caputo (2015) on retention program implementing an increased time-on-task teaching strategy for 6th and 7th grade students. The study targeted grade 6 and 7 learners. Qualitative analysis was done within a quasi-experiment, pre-test and post-test designs were used. ANOVA analysis on the Archival data was used to determine results.

A study carried out by Flynn (2016) focused on proponents of grade repetition, promote it as a method to raise standards and promote academic, emotional, and social development. The comparison of students who repeated and those promoted indicated that the promoted students. Miyako & Garcia (2014) explored the mixed findings on grade retention by examining how students' performance in reading when they are at the age of 15 differs when they repeat a grade. The purpose of the study was analysed based on the OECD PISA 2009

dataset. The two studies are related to the current study as they all focus on grade repetition of learners due to academic performance. Miyako & Garcia (2014) focused on performance in reading while the current study focused on the effects of unadapted classroom evaluation tests on repetition among grade five learners with LV.

Sunny (2016) examined the risk factors for grade repetition and the extent to which age-for-grade heterogeneity contributes to subsequent grade repetition at early and later stages of school. Using data from a demographic surveillance site in Karonga district, northern Malawi, a cohort of 8174 respondents (ages 5–24 years) in primary school was followed in 2010 and subsequent grade repetition observed in 2011. After adjusting for other risk factors, boys and girls who were under-age at early stages were at least twice as likely to repeat a grade as those at the official age-for-grade (girls: adjusted OR 2.06 $p < 0.01$; boys: adjusted OR 2.37 $p < 0.01$); while those over-age at early stages were about 30% less likely to repeat (girls: adjusted OR 0.65 $p < 0.01$; boys: adjusted OR 0.72 $p < 0.01$). Being under/over-age at later grades (4–8) was not associated with subsequent repetition but being over-age was associated with dropout. Other risk factors identified that were associated with repetition included both family-level factors (living away from their mother, having young children in the household, lower paternal education) and school-level factors (higher student-teacher ratio, proportion of female teachers and schools without access to water).

Caputo (2015) focused on efficacy of an alternative grade retention program implementing an increased time-on-task teaching strategy for 6th and 7th Grade Students in order to increase student achievement. Qualitative analysis within a quasi-experiment was used, pre-test, post-test design and data analyzed to determine results through ANOVA analysis where data was analyzed to determine results. Results indicated that 6th grade learners had a significantly larger increase in NYS ELA scores from pre-test to post-test as compared to 7th graders. The sixth-grade students had statistically similar increases in DRP scores from pre-test to post-test

as compared to seventh graders. Male students had statistically similar increases in NYS ELA scores from pre-test to post-test as compared to female students. The cohorts used were Hispanic, African America and White students' students. The study is similar to the current study as it focused on grade repetition of learners and their performance achievement in terms of male and female.

However, the study focused on grade 6 and 7 learners and left out grade 5 learners especially those with low vision because at grade five, the learners often encounter challenges owing to the fact that more complex concepts were introduced in this grade. The contribution of unadapted classroom evaluation on repetition was left out too. The current study also used descriptive research design where qualitative and quantitative data was collected data using questionnaires for the class teachers, interview schedules for the head teachers, document analysis guide and Focus group discussion guide for learners with low vision in the selected schools as opposed to this study.

The population comprised of 20 head teachers, 40 class teachers and 100 standard five learners with low vision as opposed to the study which only used grade 6 and 7 learners. The findings indicated that Hispanic students had the largest increase in DRP scores from pre-test to post-test, African America students were second and had the largest increase, and White students' DRP scores were the last with the least increase while the current study focused on unadapted classroom evaluation and its contribution on grade repetition of learners with LV.

Mediavilla (2018) carried out a study on predictors and effects of grade repetition. The researcher aimed at answering policy issues with a focus on grade repetition as an effective measure for good academic performance and to find out the students who were at a high risk of grade repetition. The researcher used learners in grades 3, 4, 5 or 6 and a population of 78 boys and 54 girls who had repeated the grades while the population used in the current study

comprised of 20 head teachers, 40 class teachers and 100 standard five learners with low vision as opposed to the study. The study was similar to the current study as they both focused on grade repetition, found out about performance by getting data from the examination results, tracked records and collected data on learner repetition in the past and present year and used grade five learners in their population. However, the study left out learners with low vision in grade five and the effects of unadapted classroom evaluation on grade repetition. The study outcome was that factors like motivational and character variables which were non-intellectual had the possibility of affecting the outcome of repetition while the current study focused on grade five learners with LV and the contribution of unadapted classroom evaluation on grade repetition. Similarly, grade repetition of learners with LV from fourth to fifth grade tends to have received limited documentation.

Grade repetition therefore seems to have been adequately documented, going by the reviewed studies (Caputo, 2015; Flynn, 2016; Mediavilla, 2018; Miyako & Garcia, 2014; Sunny, 2016). Most of the studies have attributed grade repetition to high student teacher ratio and unavailability of adequate resources in school. However, the contribution of unadapted classroom evaluation towards grade repetition seems not to have been focused upon. Similarly, grade repetition of learners with LV from fourth to fifth grade tends to have received limited documentation. These are the areas the current study sought to find out.

2.4 Effects of Unadapted Classroom Evaluation on School Dropout Rates

School dropout is when a learner abandons or withdraws from a learning institution before completing their studies. Dropout rate is referring to the number of students who have left any learning institution before completing their course. Policies that are meant to improve school progression and reduce the numbers of children dropping out of school are critical if we are to comply with the expectation of Universal Primary Education (UPE). Children

enrolled in primary schools are in greater numbers although dropout rates are significant leading to low levels of primary school completion in many countries.

The global report by UNESCO, (2012) on education reported that in South and West Asia, 33 pupils left school before completing the last grade out of every 100 pupils who was admitted at the beginning of primary school. In Latin America and the Caribbean, pupils who leave school early are 17 per cent while in South Asian countries, 13.54 million pupils do not complete primary education. In Sub-Saharan Africa 42 per cent of its pupils do not complete school due to early school leaving with one out of six leaving before the 2nd grade.

Doll (2010) examined teachers' and administrators' perceptions of English language learner dropout antecedents at 95 secondary schools in Texas targeting two goals. First, perceptions of ninth-grade dropout were assessed to identify push, pull, or falling-out factors of dropout. Push factors include school-related consequences like attendance, performance or disciplinary infractions. Pull factors include out-of-school enticements like jobs and family. Finally, fall factors refer to student disconnection with school leading to dropout.

Singh & Mukherjee (2015) explored the factors affecting the completion of secondary education. Logistic regression analysis reveals that there are a multitude of factors, cutting across the household, individual, educational and socio-demographic domains. Gender continues to work as a barrier to secondary school completion for girls and the findings suggest that educational policy must ensure that children particularly girls and those living in rural locations, are provided with a good-quality education right from pre-school, and through primary schooling and beyond.

A study by Miyako & Garcia (2014) explores the mixed findings on grade retention (positives or negative effects) by examining how students' performance in reading when they are at the age of 15 differs when they repeat a grade. They also examine the role played by each

individual student's characteristics in the impact of retention on educational outcomes. These characteristics are incorporated to explore how the relationships between grade repetition and students' performance and attitudes towards school vary according to their background characteristics. Also, the relationships between repetition and performance/attitudes towards school may differ across countries, and the comparison of these relationships across countries may uncover relevant information for our understanding of the policy. For these purposes, the analyses of this paper are based on the OECD PISA 2009 dataset.

Sote (2014) investigated teacher perception on the influence of learning environment on drop out of learners with low vision in regular primary schools in Vihiga County using a population of 24 head teachers, 490 teachers, 117 learners with low vision in schools and 158 drop-outs from 24 regular primary schools in Vihiga County. The study findings revealed that poor performance, repeating of classes, lack of adapted learning resources, inadequate teaching staff and decrease in value of adaptation on curriculum or physical environment contributed to high drop out of learners with low vision. The study recommended that in order to control drop-out, there was need adaptation of curriculum and physical environment to meet the educational needs of learners with low vision.

Thiruane (2016) carried out a study where the purpose was to investigate the causes of pupils' dropout in public primary schools of Imenti North Sub-County. The objectives of the study were to determine the influence of socio-economic factors, school-based factors and pupil characteristics on dropout in public primary schools in Imenti North Sub-County. The study used descriptive survey design targeting 59 head teachers and 671 teachers from all the 59 public primary schools in Imenti North Sub-County. Stratified random sampling was used to select 18 schools, 18 head teachers and 108 teachers. The study used questionnaires on teachers and head teachers to collect information on dropout. The study determined the

influence of socio-economic factors, school-based factors and pupil characteristics on dropout in public primary schools.

Witte, Cabus, Thyssen & Groot (2013) reviewed the growing literature on early school leaving. It clarified what is at stake with early school leaving, and touch upon underlying problems and methodological issues raised in the literature. The paper investigated the levels, the methods and models with which the topic had been studied, and discussed potential (dis)advantages of each of those. It focused on early school leaving in all its complexity, and on the interplay of relevant (levels of) factors, rather than on just certain factors, typically located in individual students, schools or families. The findings in the literature are discussed and placed into perspective. Finally, a wide set of policy measures are discussed.

Witte (2013) reviewed the growing literature on early school leaving. The study laid focus on school dropout complexity, and the interplay of relevant (levels of) factors including the underlying challenges and methodological issues arising in the literature. The study related to the present study which also focuses on school dropout rates. However, the learner with Low Vision was not included in the studies therefore the need to focus on them in the present study which intended to examine the perceived effects of unadapted classroom evaluation on school dropout rates among grade five learners with LV where questionnaire was used as a tool for data collection which was also to the class teachers of grade four and five.

In Kenya the National Gross Enrolment Ratio (GER) at primary level increased from 92.5 % in 2008 to 92.9% in 2009. In 2010 it increased to 109.8% and despite this impressive performance, there still exists gender and regional disparities in access and participation in primary education level (MOE, 2012). There are many factors associated with drop out, some of which belong to the individual, such as poor health or malnutrition and motivation. Others emerge from children's household situations such as child labour and poverty. School level

factors also play a role in increasing pressures to drop out such as teacher's absenteeism, school location and poor-quality educational provision.

A study carried out by Tayyaba (2013) sought to find out different reasons that contributed to high dropout rate of students in Grade 5-6 at public schools of district Kashmore between 2010 and 2011. This involved an analysis of different possible factors and indicators that included social, geographical, political and economic in nature as gauged by their impact on school dropout. Thirty schools were targeted in Kashmore District where they were conveniently selected. Out of which 10 schools were chosen from each of the 3 Talukas of Kashmore. Data was collected through the administration of interviews schedules for the community members and parents while close ended questionnaires were for the teachers. Percentages of responses from the respondents were used for data analysis. The study concluded that non availability of books and learning materials, lack of basic facilities, lack of parents' interest due to irrelevant curricula, poverty, teachers' absenteeism, and case-based discrimination were the main reasons that contributed to high dropout rates tendency in district Kashmor.

A study carried out by Michubu (2012) aimed at investigating the causes of pupil dropout in public primary schools in Ndoileli division, Igembe North district. This study was carried out due to the allegations of high cases of increased pupil dropout rate that caused wastage and affected the quality of curriculum implementation. The targeted population was 107 pupils in class eight, 26 head teachers and 26 class teachers. A sample size of 107 pupils in class eight, 26 head teachers and 26 class teachers and was selected. Questionnaires were used to collect data from the pupils and the class teachers while interview guide was used to gather information from the head teachers. Descriptive statistics was used to analyse the data.

Moore (2017) carried out a study that used of 15 respondents drawn from an adult high school in East Tennessee. The researcher sought to find out more information about how preventative measures would be put in place to keep students from leaving. Qualitative research methodology was utilized where a one-on-one interview guide was used, phone call interviews were followed-up and observations.

Samuel (2017) sought to determine the factors that influence educational wastage in Kathiani Sub-county. The target population of the study was 31 principals, 59 form four class teachers, the Sub-county director of education, 10 drop outs and 10 repeaters of secondary level of education in Kathiani Sub County although learners with low vision were left out in the study. The current study used a population from primary schools where 20 Head teachers, 40 class teachers and 100 learners with LV from 20 public schools were selected. All 31 principals were purposefully selected and one class teacher in each school was randomly selected. The district education officer (D.E.O), 10 drop outs and 10 repeaters were also included in the study while saturated sampling was used for all the population categories in the current study where 18 head teachers, 36 class teachers and 90 learners with LV were used. Data was collected using interview schedules for drop outs and questionnaires for form four class teachers, repeaters, D.E.O and principals while the current study also used questionnaires but for the class teachers, interview schedules for the head teachers, and focus group discussion guide for learners with LV and document analysis. Data was analysed using both descriptive and inferential methods while the current study only used descriptive research design. From the findings, it was established that drop out, absenteeism and less than 100% cohort transition existed, school-based factors, home-based factors and student-related factors influence educational wastage in the sub-county.

Sote (2014) investigated teacher perception on the influence of learning environment on drop out of learners with low vision in regular primary schools in Vihiga County using a population

of 24 head teachers, 490 teachers, 117 learners with low vision in schools and 158 drop-outs from 24 regular primary schools in Vihiga County. The study was similar to the current study as the population used head teachers, learners with low vision and teachers although the current study specifically used the class teachers in grade four and five. The study findings revealed that poor performance, repeating of classes, lack of adapted learning resources, inadequate teaching staff and decrease in value of adaptation on curriculum or physical environment contributed to high drop out of learners with low vision while some of the findings similar to the current study were poor performance, repeating of classes. Learners with LV in grade five were focused on and dropout as a consequence of unadapted classroom evaluation was left out. The study recommended that in order to control drop-out, there was need adaptation of curriculum and physical environment to meet the educational needs of learners with low vision.

The foregoing studies (Doll, 2010; Moore, 2017; Thiruane, 2016; Singh & Mukherjee, 2015; Tayyaba, 2013; Sote 2014; Samuel 2017) focused on causes of dropout among learners both in primary and secondary schools. The studies left out grade five learners with low vision and the contribution of unadapted classroom evaluation on dropout rates. These were the areas which the current study intended to fulfil.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research design

The study used descriptive survey. Descriptive research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret data for the purpose of clarification (Orodho, 2010). This design intended to produce statistical information about aspects of the population that interest policy makers without manipulating any variables. Rahi (2017) defined descriptive survey as a research method that describes the characteristics of the phenomenon or population that is being studied. This method focuses mostly on the “what” of the research subject therefore the primary focus on describing the nature of a demographic segment.

The choice of descriptive research design was made based on the fact that it enabled the researcher to describe the relationship between classroom evaluation and socio- economic status of parents and the learners’ educational achievements without manipulation of the independent variables (Mugenda & Mugenda, 2003)

3.2 Study Area

This is the place where the research was carried out (Orodho, 2006). This study was carried out in public primary schools in Kisumu Central Sub County. It is one of the seven Sub Counties in Kisumu County. It has a geographical area of 565 Km² on land and 410 Km² under water of Lake Victoria. It lies between latitude 0,20°s and 0°, 50°s of equator and Longitude 33°,20° E and 35°, 20° E. It borders Kisumu West Sub County to the west, and Kisumu East to the East. The major physical features surrounding the area include Lake Victoria, Kano Plains, River Kibos, Kajulu Hills and Nandi Escapement. The Sub County is predominantly urban with a population of diverse backgrounds and tribes. The area was

selected for this study because of the prevalence rate of Learners with Low Vision standing at 25% which is high compared to the other Sub Counties.

3.3 Study Population

According to Mohammed (2019), a population is any group of objects, institutions, people, events or measurements that have common characteristics or features. The target population for this study consisted of 20 Head teachers, 40 teachers and 100 learners with LV in grade five learning in public primary schools in Kisumu Central Sub County. The study focused on grade five learners because they often encounter challenges when they transit from grade four owing to the fact that more complex concepts were introduced in this grade. Similarly, learners at this age (9-12) normally experience behavioural and emotional changes hence more academic work would result into bigger challenges.

3.4 Sampling and Sampling Techniques

Sampling is the process or technique of selecting a suitable sample or a representative part of a population, for the purpose of determining parameters or characteristics of the whole population. A sample therefore contains characteristics present in the target population. Saturated sampling technique was used as it ensured all participants took part in the study. Since the target population was small, the study included the entire population (Etikan, 2017). However, the researcher used ten percent (10%) of the study population for piloting. The sample size therefore comprised of 18 head teachers, 36 class teachers, and 90 learners with low vision. Table 4 presents the distribution of sample size.

Table 5: Sample Frame

Respondents	Target Population	Sample Size	Percent
Head teachers	20	18	90
Class Teachers	40	36	90
Learners with Low Vision	100	90	90
Total	160	144	100

3.5 Instruments of Data Collection

Data collection instruments used in this study included document analysis, interview schedules, questionnaire and Focus group discussion.

3.5.1 Document Analysis Guide

Documents analysed included;

Class registers for grade four and five which had records on attendance by the learners with low vision for the last and present year, end of year results when the learners with LV were in grade four and the academic results from the standardized tests for term one and two during the current year. The information there was be important in the study.

The researcher used the classroom attendance registers for the learners with low vision when they were in grade four to find out if they all attended class during the year. The information from the registers further helped in finding out those who dropped out of school before the end of the year and those who transited to grade five. The class attendance registers for grade five helped in getting information on transition and those who dropped out or repeated.

The end of year performance results for grade four and end of term Zonal Evaluation Test results while the learners with LV were in grade five were used. The merit lists had details on performance in all examinable subjects like Mathematics, English, Science, Kiswahili and Social Studies with the maximum score as 500 marks. (Appendix D and E)

3.5.2 Interview Schedule for the Head teachers

Interview Schedule was administered to the head teachers as they are the school administrators and also had an understanding of all the learners in the school. They had information of the school staffing position, school enrolment and records of learners with low vision. The Interview Schedule was used for the purpose of collecting primary quantitative data, collection of information from head teachers on how unadapted classroom evaluation affected the performance of grade five learners with low vision. (Appendix A)

3.5.3 Questionnaire for Teachers

The questionnaire was administered to the class teachers of grade four and five. The class teachers were important in the study as they worked with learners with low vision and understood them. They were critical because they gave information about the performance and level of class attendance by the learners and kept all records of the learners in their classes. The questionnaires were used because of their potential in reaching out to a large number of respondents within a short time, being able to give the respondents adequate time to respond to the items, offer a sense of security (confidentiality) to the respondent and its objective method since there was no biasness resulting from the personal characteristics (Picincu, 2018). The questionnaire was divided into the main areas of investigation except the first part which captured the demographic characteristics of the respondents. Other sections were organized according to the major research objectives. (Appendix B)

3.5.4 Focus Group Discussion Guide

Focus Group Discussion (FGD) guide used by the learners with Low Vision. Data and information regarding to unadapted classroom evaluation was collected from the learners with low vision through focus discussion groups. A school which had less than five learners with LV were merged with a nearby school that had more learners with LV. They discussed and shared their feelings concerning how unadapted classroom evaluation affected them in grade transition, repetition and dropout rates. (Appendix C)

3.6 Validity and Reliability of Instruments

3.6.1 Validity

According to Creswell (2015), instrument validity represents the extent to which the instrument measures what it purports to measure; it is the degree to which the analyzed data actually represents the phenomenon under study. To ensure face and content validity, the data collection instruments were appraised by experts from the department of Special Needs Education of Maseno University. The experts independently judged the instruments to ensure that the content on each test item addressed the specific research objectives. The experts then made recommendations. The ratings of these experts were then be compared in a session involving the researcher, before data collection commenced, and the necessary adjustments made.

3.6.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results after a repeated trial (Best & Kahn, 2014; Creswell, 2015). Test-Retest method was used to measure reliability of the questionnaires. The test-retest method involved the administration of the same test on the same individuals at two different times (Creswell, 2015). The test-

retest was conducted on the selected two head teachers, four class teachers, and 10 learners with LV. These respondents were not included in the main data collection for the study, and the researcher allowed a period of two weeks to elapse before conducting the second test. Data collected during pilot study was entered into SPSS version 22 for calculation of reliability whereby the researcher accepted a coefficient of 0.7 and above as sufficient and acceptable (Best & Kahn, 2014; Creswell, 2015; Dampson & Mensah, 2014) which implied that the study instruments were capable of yielding consistent responses from the sampled respondents. The reliability for the questionnaire for the class teachers was 0.80. Necessary corrections were made on the research instruments before being administered to the respondents. However, the population used for pilot study was not used in the actual study.

Reliability for interview schedule for the head teachers were determined by obtaining responses from the two interviews. Later they were counter checked thematically to ascertain consistency. The inadequacies and weaknesses of the research instruments identified during the pilot study were adjusted and corrected. Reliability of the Focus Group Discussion Guide was determined by obtaining responses from a session held with the 10 learners with LV. Later they were counter checked thematically to ascertain consistency. The weaknesses of the research instruments identified during the pilot study were adjusted and corrected.

3.7 Data Collection Procedure

Before data collection commenced, the researcher obtained a letter from the School of Post Graduate Studies at Maseno University, which was used to apply for a research permit from Maseno University Ethics and Research Committee (MUERC). The researcher took a copy of the letter to the County Director of Education, in Kisumu County and the Sub County Director of Education, Kisumu Central to obtain permission for collecting data in the selected public primary schools. Upon getting clearance, the researcher in person had a meeting with

the respondents to clarify the purpose of the research and assured confidentiality. The researcher then distributed the questionnaires to the class teachers of grade four and five, administered the interview schedules to the head teachers, collected information from the class registers and zonal examination results of grade four and five in the selected schools via document analysis guide. Focus group discussions for learners with LV in the selected schools was organized and schools with less than five learners with low vision were merged with a neighbouring school that had more learners whereby eight to 12 learners sat in a session which lasted 1 hour 30 minutes. The researcher used the Focus Group Discussion Guide. The Focus Group Discussion was used for the purpose of collecting primary qualitative data.

3.8 Methods of Data Analysis

Both quantitative and qualitative approaches were used for data analysis. Quantitative data from the questionnaire was coded and entered into the computer for computation of descriptive statistics using the Statistical Package for Social Sciences (SPSS version 22). A 5-point rating scale was used to gauge respondent's opinion on different issues. They were coded using score values with each of the five points on the rating scale being given score values as follows: Strongly Agree (SA) – 5, Agree (A) – 4, Somewhat Agree (SWA) – 3, Disagree (D) – 2, Strongly Disagree (SD) -1. Arithmetic mean was calculated for every element on the rating scale, thereafter an overall arithmetic mean of the elements was done. The tabulated information was converted into frequencies, percentages and relevant tables developed for presentation. On the other hand, qualitative data generated was categorized in themes in accordance with research objectives and reported in narrative form through triangulation along with results obtained from quantitative data.

For the first objective on perceived effects of unadapted classroom evaluation on grade transition among grade five learners with Low Vision, means and frequencies were used to assess perceived effects of classroom evaluation on transition among grade five learners with LV from the class teacher's questionnaire. A 5-point rating scale was used to gauge respondent's (teachers) opinion on different issues concerning grade transition were recorded and coded for analysis. Data and information were collected from student's performance in the unadapted classroom evaluation tests through class merit lists for grade four and five, class attendance registers for grade four and five, focus discussion group discussions and head teacher's interviews were recorded, coded and categorized in themes and reported in narrative form.

The second objective, means and frequencies were used to assess perceived effects of unadapted classroom evaluation on repetition among grade five learners with LV from the class teacher's questionnaire. A 5-point rating scale was used to gauge respondent's (teachers) opinion on different issues concerning grade repetition were recorded and coded for analysis. Data and information collected from student's performance in the unadapted classroom evaluation tests through class merit lists for grade four and five, class attendance registers for grade four and five, focus discussion group discussions and head teacher's interviews were recorded, coded and categorized in themes and reported in narrative form.

The third objective, means and frequencies were used to assess perceived effects of unadapted classroom evaluation on dropout rates among grade five learners with LV from the class teacher's questionnaire. A 5-point rating scale was used to gauge respondent's (teachers) opinion on different issues concerning dropout rates were recorded and coded for analysis. Data and information collected from class attendance registers for grade four and five, focus discussion group discussions and head teacher's interviews were recorded, coded and categorized in themes and reported in narrative form.

3.9 Ethical Considerations

Research ethics refers to the moral principles guiding research from its inception through to completion and publication of results, according to The British Psychological Society (2010). In this regard, the researcher considered it ethical to protect the rights of participant's dignity of persons, scientific value, and social responsibility by ensuring confidentiality. The respondents were assured of the confidentiality of information they gave and were informed that their views were only used for the purpose of research only. The researcher ensured autonomy and privacy by not capturing the respondent's names on the questionnaires. Conforming to the principle of voluntary, moral rights of consent, self-determination and personal liberty, the researcher disclosed the real purpose of the study and also gave the respondents a chance to willingly participate in the study.

Secondly, the researcher sought consent from parents of learners with Low Vision through the head teacher of respective schools before the research is done. Research was carried only on the learners with LV whose parents gave consent and were willing to participate in the research. Research permission was sought from Maseno University Ethics and Review Committee, MUERC as it assisted the researcher get permission to conduct research in various schools in the county.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The purpose of this study was to establish perceived effects of unadapted classroom evaluation on transition, repetition and dropout rates among grade five learners with low vision in public primary schools in Kisumu Central Sub County. The objectives were to establish perceived effects of unadapted classroom evaluation on grade transition; determine perceived effects of unadapted classroom evaluation on repetition and to establish perceived effects of unadapted classroom evaluation on school dropout rates among standard five learners with Low Vision in public primary schools in Kisumu Central Sub County, Kisumu County, Kenya. The researcher was able to collect data from all the sampled class teachers of grade four and five using the study questionnaire besides interviewing all the sampled head teachers. Similarly, the researcher conducted eight FGDs from the 20 schools each involving between eight and 12 learners with LV. A school that had less than five learners with LV was merged with the neighboring school that had more learners with LV. For the qualitative data, themes were developed which corresponded with the research objectives. The generated data were coded as HT₁ to HT₁₈ for head teachers' interview and FGDs₁ to FGDs₈ for focus group discussions.

4.1 Unadapted Classroom Evaluation and Grade Transition

The first objective of the study was to establish perceived effects of unadapted classroom evaluation on grade transition. In regard to this, the sampled teachers shared their views on statements that were related to unadapted classroom evaluation and how they felt about unadapted classroom evaluation effects on grade transition.

Table 6: Perceived Effects of Unadapted Classroom Evaluation on Grade Transition

Unadapted Classroom Evaluation and Grade Transition	5	4	3	2	1	M
	F (%)	F (%)	F (%)	F (%)	F (%)	
All evaluation tests administered were adapted and enhanced transition of learners with LV.	4(11.1)	7(19.4)	8(22.2)	00	17(47.3)	1.75
Unadapted evaluation tests made the learners with LV feel discouraged because they did not transit and never attained above 250 marks in the tests	6(16.7)	22(61.1)	8(22.2)	00	00	4.06
Interview test items administered to newly admitted learners with LV were adapted and this affected transition.	4(11.1)	7(19.4)	9(25)	8(22.2)	8(22.2)	1.25
Performance of learners with LV in the evaluation tests are used to enhance transition and individually counsel them	3(8.3)	13(36.1)	6(16.7)	9(25)	5(13.9)	3.53
The condition of LV is taken into account during planning to encourage transition, adapt teaching and testing by the teachers.	4(11.1)	8(22.2)	16(44.4)	6(16.7)	2(5.6)	3.58
Teachers are not able to adequately adapt evaluation tests, teaching methods so as to accommodate and encourage transition of learners with LV.	19(52.8)	9(25)	6(16.7)	2(5.6)	00	5.00
Teachers are using the same unadapted evaluation tests to monitor performance and transition of learners with LV and their sighted peers.	16(44.4)	17(47.7)	3(8.3)	00	00	3.64
Teachers do not have adequate skills to adapt the curriculum and promote transition of the learner with LV.	12(33.3)	19(52.8)	5(13.9)	00	00	4.81
Some learners with LV who did not transit did not come back to school.	15(41.7)	12(33.3)	7(19.4)	2(5.6)	00	4.89
The condition of low vision makes learners with LV not to transit to the next grade due to poor performance.	2(5.6)	17(47.7)	14(38.9)	2(5.6)	00	3.56
Overall mean						3.61

Interpretation Key:

5.00 – 4.51:	Strongly Agree
4.50 – 3.51:	Agree
3.50 – 2.51:	Somehow Agree
2.50 – 1.45:	Disagree
1.44 – 1.00:	Strongly Disagree

Table 6 illustrates that the respondents agreed that: the condition of low vision makes learners with LV not to transit to the next grade due to poor performance (M=3.56); Unadapted evaluation tests made the learners with LV feel discouraged because they did not transit and never attained above 250 marks in the tests (M=4.06); some learners with LV who did not transit did not come back to school (M=4.89); teachers do not have adequate skills to adapt the curriculum and promote transition of the learner with LV (M=4.81); teachers are not able to adequately adapt evaluation tests, teaching methods so as to accommodate and encourage transition of learners with LV (M=5.00); teachers are using the same unadapted evaluation tests to monitor performance and transition of learners with LV and their sighted peers (M=3.64). However, the sampled teachers strongly disagreed that all evaluation tests administered were adapted and enhanced transition of learners with LV (M=1.75); interview test items administered to newly admitted learners with LV were adapted and this promoted transition (M=1.25).

The sampled class teachers agreed (M=3.61) that unadapted classroom evaluation exercise has affected grade transition of learners with LV in the study area; teachers are using the same unadapted evaluation tests to monitor performance and transition of learners with LV and their sighted peers (M=3.64); the condition of low vision makes learners with LV not to transit to the next grade due to poor performance (M=3.56). This implies that the more the continuous

use of unadapted classroom evaluation, the more poorly grade transition of learners with Low Vision would occur.

It can thus be concluded that the use of unadapted classroom evaluation tests have negatively influenced grade transition and by far academic achievement of the learners. Unadapted evaluation tests made the learners with LV feel discouraged because they did not transit and never attained above 250 marks in the tests (M=4.06); teachers are using the same evaluation tests to monitor performance and transition of learners with LV and their sighted peers (M=3.64); teachers are not able to adequately adapt evaluation tests, teaching methods so as to accommodate and encourage transition of learners with LV. (M=5.00); teachers do not have adequate skills to adapt the curriculum and promote transition of the learner with LV (M=4.81); This is due to the fact that use of unadapted evaluations tests on learners with LV often erode them of self-esteem, thus leads to loss of concentration in classroom and consequently low achievement in test scores and grade transition. This concurs with a study done in Malaysia by Ishak (2010) who examined the students' self-concept among 16 and 17-year-old adolescents in secondary schools. They revealed that students often perceive of certain internal and external contextual factors that in turn have an impact on their self-concept and consequently influence their academic performance.

In addition to these findings, interview findings from the sampled head teachers highlighted the challenges faced by learners with LV during classroom lessons and more particular during classroom evaluation assessment tests. This was highlighted by head teacher interviewees who stated:

Learners with LV have to continuously seek the guidance and help of their peers during class lessons due to their conditions. This becomes work in the event that an evaluation test is taking place and it must be delivered in a specific time period. Learners with LV would often not finish the test in time like their peers. Very few teachers adapt the classroom evaluation tests for learners with LV (HT₂).

This finding indicates that learners with LV are placed at a disadvantage compared with their peers owing to their disabilities. This category of learners does not take in instructions at the same pace as their peers. This situation also extends to unadapted classroom evaluations which they (learners with LV) have recorded low performance thus affecting their grade transition as highlighted by one head teacher during interviews as:

Compared to their regular peers, learners with LV perform poorly in evaluations tests. They are often forced to repeat more than once so as to enable them improve in their test scores. Adapting the test items is very rare as it takes more of the teacher's time so they avoid it (HT₇).

Statement attributed to HT₇ seems to illustrate that achievement of test scores among learners with LV is poor and teachers don't find time to adapt the test items. This suggests that transition of this category of learners to the next grade based on test scores from unadapted classroom evaluation is problematic. This is confirmed by one interview with regard to the number of learners with LV who transited to grade five from grade four during 2018 -2019 period as stated by one head teacher:

During 2018, only two learners with LV transited from grade 4 to grade 5 in 2019 (HT₄).

This finding is a pointer to the fact that should unadapted classroom evaluation be continually used to inform grade transition for learners with LV, then academic achievement of this category of learners can be said to be poor. During FGDs with a section of learners with LV, it also emerged that they (learners with LV), find it hard to attend to class work on their own.

An outstanding statement that emerged from the discussions was:

Most of us seek help from our peers since we cannot see the blackboard well. Similarly, some of us cannot see lines in exercise books hence cannot write well and with sufficient speed (FGD₂).

It is emerging from FGD₂ that learners with LV seem to be unable to do class work without support. This therefore tends to explain the poor test scores associated with the learners with

LV revealed in Table 4.2. It is critical to note that transition to the next grade is pegged upon scores attained during end of year assessment tests. This came up during one discussion that:

The test scores the most of us attain is often below 220 marks which is less than the average required 250 marks, forcing most of us to repeat grades in an effort to improve our performance (FGD₅).

It is emerging from the statements by the FGD₅ that learners with LV face grade transition problem owing to inability to cope with class work on their own or without support. Such support is ostensibly, offered by peers who seem to be unavailable during classroom evaluations tests.

These findings are in line with those of Hughes (2010) in Texas association between grade retention in first grade and passing the third-grade state accountability tests. There was positive association between retention and math scores which was significant while the association was marginally significant for reading scores. It also concurs with Andrew (2014) who carried out a study which evaluates evidence for grade retention effects on high school completion, college entry and completion. It concluded that children who repeat a year between kindergarten and fifth grade were less likely to graduate by 60% to high school than children with similar backgrounds or siblings from the same family. Andrews argues that being made to repeat is a one of the biggest negative events of a child's life. It is also in line with a study by Mediavilla (2018) who analysed predictors and effects of grade repetition. It concluded that non-intellectual factors like motivational variables and character had the possibility of affecting the outcome of repetition.

4.2 Unadapted Classroom Evaluation and Grade Repetition

The second objective determined perceived effects of unadapted classroom evaluation on repetition among learners with LV. The sampled class teachers were requested to respond to statements presented in the study questionnaire as: 5=Strongly Agree; 4=Agree; 3=Somehow Agree; 2=Disagree; 1=Strongly Disagree. Table 7 presents the results of effects of unadapted classroom evaluation on repetition.

Table 7: Perceived Effects of Unadapted Classroom Evaluation on Repetition

Unadapted Classroom Evaluation and Grade Repetition	5 F (%)	4 F (%)	3 F (%)	2 F (%)	1 F (%)	M
Learners with Low Vision are made to repeat due to poor examination results emerging from evaluation tests that are not adapted.	13(36.1)	18(50.0)	5(13.9)	00	00	4.78
Pupils with low vision who have repeated do not accept their status.	9(25)	13(36.1)	6(16.7)	7(19.4)	1(2.8)	4.06
Teachers encourage repetition of learners with LV who have performed poorly in the evaluation tests in order to improve in their scores.	5(13.9)	15(41.7)	9(25)	5(13.9)	2(5.6)	3.56
Learners with LV who have repeated feel frustrated especially when given a task to perform individually without peer support.	17(47.2)	15(41.7)	3(8.3)	1(2.8)	00	4.67
Peer learners with LV influence each other to repeat a grade in order to improve on their performance in the class activities and evaluation tests.	7(19.4)	15(41.7)	11(30.6)	1(2.8)	2(5.6)	4.33
Learners with low vision who have repeated avoid coming to school as expected	12(33.3)	16(44.4)	8(22.2)	00	00	4.89
Learners with low vision who have repeated do not perform well in evaluation tests due to poor understanding.	15(41.7)	17(47.2)	4(11.1)	00	00	4.69
Learners with low vision who have repeated have low self-esteem and withdraw in school activities.	7(19.4)	15(41.7)	12(33.3)	2(5.6)	00	4.25
Some learners with low vision have repeated more than once due to poor performance in the evaluation tests.	15(41.7)	16(44.4)	3(8.3)	2(5.6)	00	4.78
Learners with Low Vision who have repeated are made to do the same evaluation tests with their peers.	10(27.8)	19(52.8)	6(16.7)	1(2.8)	00	4.94
Overall mean						4.00

According to Table 7, the respondents agreed that: learners with Low Vision who have repeated are made to do the same evaluation tests with their peers (M=4.94); learners with

low vision who have repeated avoid coming to school as expected (M=4.89; learners with Low Vision are made to repeat due to poor examination results emerging from evaluation tests that are not adapted (M=4.78); some learners with low vision have repeated more than once due to poor performance in the evaluation tests (M=4.78); learners with low vision who have repeated do not perform well in evaluation tests due to poor understanding (M=4.69); learners with LV who have repeated feel frustrated especially when given a task to perform individually without peer support (M=4.67);. The sampled class teachers agreed (M=4.00) that repetition is affected by classroom evaluation.

This finding justifies that although test scores achieved by learners with LV are low hence forcing them to repeat grades, this is not actually their desire. Grade repetition seems to be adopted as a solution to improving performance in the unadapted evaluation tests; peer learners with LV influence each other to repeat a grade in order to improve on their performance in the class activities and evaluation tests (M=4.33); learners with low vision who have repeated have low self-esteem and withdraw in school activities (M=4.25); teachers encourage repetition of learners with LV who have performed poorly in the evaluation tests in order to improve in their scores (M=3.56); pupils with low vision who have repeated do not accept their status (M=4.06). This is an indication that as unadapted classroom evaluation test continue to be administered, grade repetition would be on the increase.

Interviews conducted with the sampled head teachers from public primary schools in the area also alluded to the fact that most learners with LV are obliged to repeat grades so as to improve in their test scores. One of the statements that emerged from the interviews was:

Most learners with LV often perform poorly in end year evaluation tests. They are therefore forced to repeat grades so as to improve in their performance and compete well with their regular peers. This has enabled most of them to improve their successive test scores to more than 250, the average allowed for transition to the next grade (HT₁₃).

Findings attributed to the statement from (HT₁₃) tend to suggest that grade repetition, otherwise considered in the negativity with regard to learners' academic achievement, is necessary in aiding improvement in test scores. Indeed, grade repetition, in an effort to aid improvement in test scores, was revealed to be rampant among learners with LV by the interviews. One of the most common statements emerging the sampled head teachers' interview was:

In 2018, an average of four learners with LV repeated grade 4 while an average of five learners repeated grade 5 in the same period (HT₁₆)

This finding illustrates that the learners with LV among the sampled public schools are bound to repetition particularly in the fifth and fourth grade where more activities are added into the curriculum. In addition, it also seems evident that this category of learners is unable to cope with the demands of unadapted classroom evaluation on their own. These sentiments also emerged during FGD with the sampled pupils, with one outstanding statement being:

Most of us could only score an average of between 200 and 220 marks. This is far below the 250 marks required for one to proceed to the next grade hence we must repeat a grade to better our marks to pass the threshold of 250 (FGD₄).

The statement attributed to FGD₄ tends to suggest that one indicator of academic achievement of learners mostly affected by classroom evaluation is grade repetition. Learners in this category are obliged to repeat a class once or twice so as to put them in better positions to attain above 250 marks. This was clarified during one FGD₆ that:

During our fourth and fifth grade education, I and other learners with LV have repeated grades 3 times in grade four and 2 times in grade five. This is often in an effort to attain good marks in class evaluation (FGD₆).

It is thus emerging from FGD₆ that grade repetition is a routine event in the learning process of pupils with LV inspired by the urge to pass in unadapted classroom evaluation tests. Apparently, this act has been seen as the only panacea for progressing to the next grade, although this makes them to appear older than their classmates. This finding seems to concur

with Sunny (2016) who analyzed the risk factors for grade repetition in Malawi. They found that boys and girls who were under-age at early stages were at least twice as likely to repeat a grade as those at the official age-for-grade; while those over-age at early stages were about 30% less likely to repeat. Being under/over-age at later grades (4–8) was not associated with subsequent repetition but being over-age was associated with dropout. However, classroom evaluation was not found to be affecting grade repetition in a study done in Kenya by Macharia (2018). It found that distance, congested classrooms, lack of individualized attention, teacher workload, lack of trained staff in SNE, unmodified school infrastructure and inaccessible facilities like toilets and some of the class rooms pose major environmental impediments to transition. Therefore, school-based factors such as lack of adaptation of classroom evaluation tests and student related factors like LV are a major contributor to repetition among this category of learners.

4.3 Unadapted Classroom Evaluation and Drop Out rate

The last objective of the study sought to establish perceived effects of unadapted classroom evaluation on school dropout rates among learners with LV in public primary schools in Kisumu Central Sub County. The sampled class teachers were requested to respond to statements presented in the study questionnaire as: 5=Strongly Agree; 4=Agree; 3=Somehow Agree; 2=Disagree; 1=Strongly Disagree. Table 8 presents the results of effects of unadapted classroom evaluation on dropout rates.

Table 8: Perceived Effects of Unadapted Classroom Evaluation on Dropout Rates

Unadapted Classroom Evaluation and Dropout Rate	1	2	3	4	5	M
	F (%)	F(%)	F(%)	F(%)	F(%)	
Learners with LV drop out of school due to poor performance because the classroom evaluation tests are not adapted.	19(52.8)	13(36.1)	4(11.1)	00	00	4.78
Learners with LV drop out of school due fear of giving incorrect answers in their tests and assessments.	6(16.7)	20(55.6)	9(25)	1(2.8)	00	4.14
Learners with LV drop out of school because they repeated and continued to perform poorly in the evaluation tests.	13(36.1)	13(36.1)	9(25)	1(2.8)	00	4.94
Learners with LV drop out of school because they feel that what is taught in class is too much for them.	13(36.1)	15(41.7)	5(13.9)	3(8.3)	00	3.94
Learners with Low Vision drop out of school because they remain behind doing assignments as their peers do the next task.	12(33.3)	14(38.9)	9(25)	1(2.8)	00	4.97
Learners with Low Vision drop out of school because they repeated more than twice.	19(52.8)	14(38.9)	2(5.6)	1(2.8)	00	4.58
Learners with LV drop out of school because some are older than their peers in class	8(22.2)	13(36.1)	13(36.1)	2(5.6)	00	4.25
Learners with LV drop out of school due to fear of evaluation tests.	11(30.6)	12(33.3)	8(22.2)	00	00	4.90
Learners with low vision drop out of school due to guidance and counselling by teachers so as to improve on their performance.	6(16.7)	15(41.7)	9(25)	4(11.1)	2(5.6)	3.50
Teachers make a follow up of learners with LV who have dropped out of school due to poor performance.	16(44.4)	11(30.6)	6(16.7)	2(5.6)	00	4.83
Overall mean						4.48

Table 8 illustrates that the respondents particularly agreed that: learners with Low Vision drop out of school because they remain behind doing assignments as their peers do the next task

(M=4.97); learners with LV drop out of school because they repeated and continued to perform poorly in the evaluation tests (M=4.94); learners with LV drop out of school due to fear of evaluation tests (M=4.90); teachers make a follow up of learners with LV who have dropped out of school due to poor performance (M=4.83); learners with LV drop out of school due to poor performance because the classroom evaluation tests are not adapted (M=4.78); learners with Low Vision drop out of school because they repeated more than twice (M=4.58); learners with LV drop out of school because some are older than their peers in class (M=4.25); learners with LV drop out of school due fear of giving incorrect answers in their tests and assessments (M=4.14); learners with LV drop out of school because they feel that what is taught in class is too much for them (M=3.94). However, the respondents somehow agreed (M=3.50; 57.4%) learners with low vision drop out of school due to guidance and counselling by teachers so as to improve on their performance. The sampled teachers therefore agreed (M=4.48) that unadapted classroom evaluation affects dropout rates of learners of learners with LV.

The aforementioned findings tend to imply that due to matters related to unadapted classroom evaluation exercises especially at the end of academic year, this category of learners would rather leave school due to fear of performing poorly in the tests and owing to the fact that they are older than their peers hence find themselves in the odd place. Similarly, the finding also reveals that these learners seldom do not frequently attend school especially during the evaluation tests sessions despite teachers making a follow up of their performance.

This is an indication that as unadapted classroom evaluation tests continue to be administered, dropout rate would be on the increase. During interviews conducted with the sampled head teachers, it emerged that scoring of low marks during end of year unadapted evaluation tests contributed much to dropout rates. Learners with LV who perform poorly in unadapted

evaluations tests at the end of the year mostly failed to return to school at the beginning of the new academic year. This was articulated in one of the interviews as:

Those learners with low scores are ashamed of seeing their names in the evaluation performance list on the notice board. This shame makes them not to return to school at the beginning of the new academic year (HT₁₇).

Findings in the statement attributed to HT₁₇ seem to suggest that dropout among learners with LV is directly linked to performance in the unadapted evaluation tests which was especially administered at the end of the academic year. Alongside the fact this category of learners are older than their peers ostensibly due to continuous grade repetition and pinning merit lists showing their poor performance seems unbearable to them. The shame associated with poor performance in the evaluation tests among learners with LV extends even to discussing the same with parents as well as guardians. During some interviews, it emerged that:

Most learners who have attained below 250 marks are asked to report to school with their parents so that strategies of improving the performance can be discussed. However, most learners with LV fail to report back at the beginning of the new academic year (HT₁₀).

Based on the statement deduced from HT₁₀, unadapted classroom evaluation seems to be a source of learning problems compounding the difficulties associated with visual disabilities facing learners with LV. Having repeated almost each grade due to poor performance in unadapted evaluation tests, learners with LV, with ages older than their peers, feel ashamed to discuss their academic endeavors even with their parents. They rather leave school altogether than being faced with questions to do with their academic performance. Such sentiments emerged during FGDs with the learners, with outstanding statement being:

We generally have difficulties finishing task assignments without assistance from peers. Thus, most of us do not complete our work as other normal learners (FGD₁).

It is therefore emerging from FGD₁ that learners with LV rely very much on their peers for reading and writing due to their disabilities. This situation seems to be made worse when they

are of older age owing to the fact that they have repeated grades severally.

At times we miss school because we go to hospital for checkups or even operation. When we come back, we find when our classmates have been taught many things during the time we were absent (FGD3).

These learners miss school due to Low Vision complications and miss a lot in school. When they return back, they become demoralized as they are not able to catch up in most classroom assignments including writing their notes in some subjects. Other sentiments on unadapted evaluation tests were:

The tests we do at school is the one all pupils do. They don't consider our eye problems. Sometimes the writings are very small and you cannot see. Sometimes the teacher writes the tests on the blackboard which is far from our desk so we go near the blackboard to see the writings well. (FGD7).

These learners with LV find a challenge when taking their tests because of the learning materials used. They are forced to look for how they can adapt to the environment in the class so as to do their tests. The test items are unadapted and this kind of environment facilitates poor performance of the learner with LV so they therefore become weary of this situation and drop out of school altogether. However, findings from studies that have focused on drop out seem to contradict this factor. For instance, Singh and Mukherjee (2015) revealed in a study done in India that gender is the main cause of dropout among girls. Similarly, in a study done in Texas by Doll (2010), push factors include school-related consequences like attendance, performance or disciplinary infractions. Pull factors include out-of-school enticements like jobs and family. The findings, though, concur with results of a study done in Kenya by Samuel (2017) which analysed factors that determine educational wastage. It revealed that school-based factors, home-based factors and student-related factors influence educational wastage. Indeed, school-based factors such as unadapted classroom evaluation and student related factors like LV are a major contributor to waste among this category of learners.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of study findings, conclusions, recommendation on how unadapted classroom evaluation affected grade transition, repetition and dropout rates among grade five learners with Low Vision as well as recommendations for further research. These are presented in the sequence of the study objectives.

5.2 Summary of Findings

Based upon the data analysis, this study summarizes the study findings in the sequence of: perceived effects of unadapted classroom evaluation on grade transition; perceived effects of unadapted classroom evaluation on grade repetition and perceived effects of unadapted classroom evaluation on dropout rates among grade five learners with LV.

5.2.1 Perceived Effects of Unadapted Classroom Evaluation on Grade Transition

The respondents agreed that: the condition of low vision makes learners with LV not to transit to the next grade due to poor performance (M=3.56); Unadapted evaluation tests made the learners with LV feel discouraged because they did not transit and never attained above 250 marks in the tests (M=4.06); some learners with LV who did not transit did not come back to school (M=4.89); teachers do not have adequate skills to adapt the curriculum and promote transition of the learner with LV (M=4.81); teachers are not able to adequately adapt evaluation tests, teaching methods so as to accommodate and encourage transition of learners with LV (M=5.00); teachers are using the same unadapted evaluation tests to monitor performance and transition of learners with LV and their sighted peers (M=3.64). However, the sampled teachers strongly disagreed that all evaluation tests administered were adapted

and enhanced transition of learners with LV (M=1.75); interview test items administered to newly admitted learners with LV were adapted and this promoted transition (M=1.25).

The sampled class teachers agreed (M=3.61) that unadapted classroom evaluation exercise has affected grade transition of learners with LV in the study area; teachers are using the same unadapted evaluation tests to monitor performance and transition of learners with LV and their sighted peers (M=3.64); the condition of low vision makes learners with LV not to transit to the next grade due to poor performance (M=3.56). This implies that the more the continuous use of unadapted classroom evaluation, the more poorly grade transition of learners with LV would occur.

5.2.2. Perceived Effects of Unadapted Classroom Evaluation on Grade Repetition

The respondents agreed that: learners with Low Vision who have repeated are made to do the same evaluation tests with their peers (M=4.94); learners with low vision who have repeated avoid coming to school as expected (M=4.89; learners with Low Vision are made to repeat due to poor examination results emerging from evaluation tests that are not adapted (M=4.78); some learners with low vision have repeated more than once due to poor performance in the evaluation tests (M=4.78); learners with low vision who have repeated do not perform well in evaluation tests due to poor understanding (M=4.69); learners with LV who have repeated feel frustrated especially when given a task to perform individually without peer support (M=4.67); The sampled class teachers agreed (M=4.00) that repetition is affected by unadapted classroom evaluation.

This finding justifies that although test scores achieved by learners with LV are low hence forcing them to repeat grades. Grade repetition seems to be adopted as a solution to improving performance in the unadapted classroom evaluation tests; peer learners with LV influence each other to repeat a grade in order to improve on their performance in the class activities

and evaluation tests (M=4.33); learners with low vision who have repeated have low self-esteem and withdraw in school activities (M=4.25); teachers encourage repetition of learners with LV who have performed poorly in the evaluation tests in order to improve in their scores (M=3.56); pupils with low vision who have repeated do not accept their status (M=4.06). This is an indication that as unadapted classroom evaluation test continue to be administered, grade repetition would be on the increase.

5.2.3 Perceived Effects of Unadapted Classroom Evaluation on Dropout Rates

The respondents particularly agreed that: learners with Low Vision drop out of school because they remain behind doing assignments as their peers do the next task (M=4.97); learners with LV drop out of school because they repeated and continued to perform poorly in the evaluation tests (M=4.94); learners with LV drop out of school due to fear of evaluation tests (M=4.90); teachers make a follow up of learners with LV who have dropped out of school due to poor performance (M=4.83); learners with LV drop out of school due to poor performance because the classroom evaluation tests are not adapted (M=4.78); learners with Low Vision drop out of school because they repeated more than twice (M=4.58); learners with LV drop out of school because some are older than their peers in class (M=4.25); learners with LV drop out of school due fear of giving incorrect answers in their tests and assessments (M=4.14); learners with LV drop out of school because they feel that what is taught in class is too much for them (M=3.94). However, the respondents somehow agreed (M=3.50; 57.4%) learners with low vision drop out of school due to guidance and counselling by teachers so as to improve on their performance. The sampled teachers therefore agreed (M=4.48) that unadapted classroom evaluation affects dropout rates of learners of learners with LV.

The aforementioned findings tend to imply that due to matters related to unadapted classroom evaluation exercises especially at the end of academic year, this category of learners would

rather leave school due to fear of performing poorly in the tests and owing to the fact that they are older than their peers hence find themselves in the odd place. Similarly, the finding also reveals that these learners do not frequently attend school especially during the evaluation tests sessions despite teachers making a follow up of their performance.

This is an indication that as unadapted classroom evaluation tests continue to be administered, dropout rate would be on the increase. During interviews conducted with the sampled head teachers, it emerged that scoring of low marks during end year unadapted evaluation tests contributed much to dropout rates.

5.3 Conclusions

Based on the summary of the study findings, this study established and concluded that:

- I. Unadapted classroom evaluation exercise affected grade transition of learners with LV in the study area as it was used without adaptation to cater for their individual needs
- II. The test scores achieved by learners with LV are low hence forcing them to repeat grades due to the unadapted evaluation tests. Grade repetition seems to be adopted as a solution to improving performance.
- III. Due to matters related to unadapted classroom evaluation exercises especially at the end of academic year, this category of learners would rather leave school due to fear of performing poorly in the tests. Owing to the fact that they are older than their peers, they find themselves in the odd place.

5.4 Recommendations

Having drawn conclusions based on the study findings, the researcher provides recommendations for improving academic achievement of learners.

5.4.1 Recommendations for improving Academic Achievement

This study has revealed that classroom evaluation which is not adapted negatively affects the performance of learners with LV. For improvement in academic performance of learners with LV, the following recommendations are made:

The study recommends that

- i. Unadapted classroom evaluation test should be adapted to suit individual needs of learners with Low Vision.
- ii. Unadapted classroom evaluation test benchmark demands of 250 marks and above should be flexible and all-inclusive so as to cater for the learners with LV too. Learners with low vision should be tested individually and test results produced on individual so as to motivate them to improve on performance.
- iii. Unadapted classroom evaluation tests should be adapted in terms of the environment, learning materials, large prints for easy reading, use of reading stands be encouraged, addition of time during the evaluation tests, encourage use of prescribed reading glasses so as to facilitate their performance. Constant follow ups and performance counseling should continuously be done by teachers to learners with LV so as to curb dropout rates.

5.4.2 Suggestions for Further Research

To enrich the body of knowledge regarding academic achievement of learners with LV in public primary schools, new areas for further research are recommended by the study.

- i. Effects of classroom support and assistive device provision and maintenance to strengthen academic achievement among learners with LV in primary schools.

- ii. Effects of an individualized mode of testing learner's academic achievement among learners with LV in public primary schools.
- iii. Effects of continuous follow ups and performance counseling on academic achievement among learners with LV in primary schools.

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APPENDIX B; QUESTION TO THE HEAD TEACHERS AND TEACHERS

Dear respondent,

I am a student in Maseno University carrying out an academic research on the topic, “Perceived effects of classroom evaluation on transition, repetition and dropout rates among Standard Five Learners with Low Vision in public primary schools in Kisumu Central Sub-County, Kenya”.

You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: Do not write your name anywhere on this paper.

A) Personal information

(i) Gender (tick where applicable)

Male	Female

(ii) Age bracket

18-25	26-35	36 and above

(iii) Educational level

Certificate P1	Diploma	Degree	Masters	PHD

Section A; -Grade Transition

Please put a tick (√) where applicable

A	Perceived Effects of Unadapted Classroom Evaluation on Grade Transition	Strongly Agree	Agree	Somehow agree	Disagree	Strongly disagree
1	All evaluation tests administered were adapted and enhanced transition of learners with LV.					
2	Learners with LV were discouraged because they did not transit and never attained above 250 marks in the tests.					
3	Interview test items administered to newly admitted learners with LV were adapted and this affected transition.					
4	Performance of learners with LV in the evaluation tests are used to enhance transition and individually counsel them.					
5	The condition of LV is taken into account during planning to encourage transition, adapt teaching and testing by the teachers.					
6	Teachers are not able to adequately adapt evaluation tests, teaching methods so as to accommodate and encourage transition of learners with LV.					
7	Teachers are using the same evaluation tests to monitor performance and transition of learners with LV and their sighted peers.					
8	Teachers do not have adequate skills to adapt the curriculum and promote transition of the learner with LV.					
9	Some learners with LV who did not transit did not come back to school.					
10	The condition of low vision makes learners with LV not to transit to the next grade due to poor performance.					

Section B; -Grade Repetition

Put a tick (✓) where applicable

B	Perceived Effects of Unadapted Classroom Evaluation on Grade Repetition	Strongly Agree	Agree	Somehow agree	Disagree	Strongly disagree
11	Learners with Low Vision are made to repeat due to poor examination results emerging from evaluation tests that are not adapted.					
12	Pupils with low vision who have repeated do not accept their status.					
13	Teachers encourage repetition of learners with LV who have performed poorly in the evaluation tests in order to improve in their scores.					
14	Learners with LV who have repeated feel frustrated especially when given a task to perform individually without peer support.					
15	Peer learners with LV influence each other to repeat a grade in order to improve on their performance in the class activities and evaluation tests.					
16	Learners with low vision who have repeated avoid coming to school as expected					
17	Learners with low vision who have repeated do not perform well in evaluation tests due to poor understanding.					
18	Learners with low vision who have repeated have low self-esteem and withdraw in school activities.					
19	Some learners with low vision have repeated more than once due to poor performance in the evaluation tests.					
20	Learners with Low Vision who have repeated are made to do the same evaluation tests with their peers.					

Section C; School Drop out

Put a tick (✓) where applicable

C	Perceived Effects of Unadapted Classroom Evaluation on Dropout Rates	Strongly agree	Agree	Somehow agree	Disagree	Strongly disagree
21	Learners with LV drop out of school due to poor performance because the classroom evaluation tests are not adapted.					
22	Learners with LV drop out of school due fear of giving incorrect answers in their tests and assessments.					
23	Learners with LV drop out of school because they repeated and continued to perform poorly in the evaluation tests.					
24	Learners with LV drop out of school because they feel that what is taught in class is too much for them.					
25	Learners with Low Vision drop out of school because they remain behind doing assignments as their peers do the next task.					
26	Learners with Low Vision drop out of school because they repeated more than twice.					
27	Learners with LV drop out of school because some are older than their peers in class					
28	Learners with LV drop out of school due to fear of evaluation tests.					
29	Learners with low vision drop out of school due to guidance and counselling by teachers so as to improve on their performance.					
30	Teachers make a follow up of learners with LV who have dropped out of school due to poor performance.					

**APPENDIX C; INTERVIEW SCHEDULE FOR THE LEARNERS WITH LOW
VISION**

1. How does Low Vision affect your class work?
(Probe for more information)

2. How many times have you repeated the class?
(Probe for more information)

3. Do you think Low Vision affects your academic performance?
(Probe for more information)

4. How does of Low Vision affect your attendance in the class?
(Probe for more information)

5. How does Low Vision affect your participation in group work?
(Probe for more information)

6. How does Low Vision affect your participation in classroom evaluation tests given in your class?
(Probe for more information)

APPENDIX D; DOCUMENT ANALYSIS

Document Analysis Guide

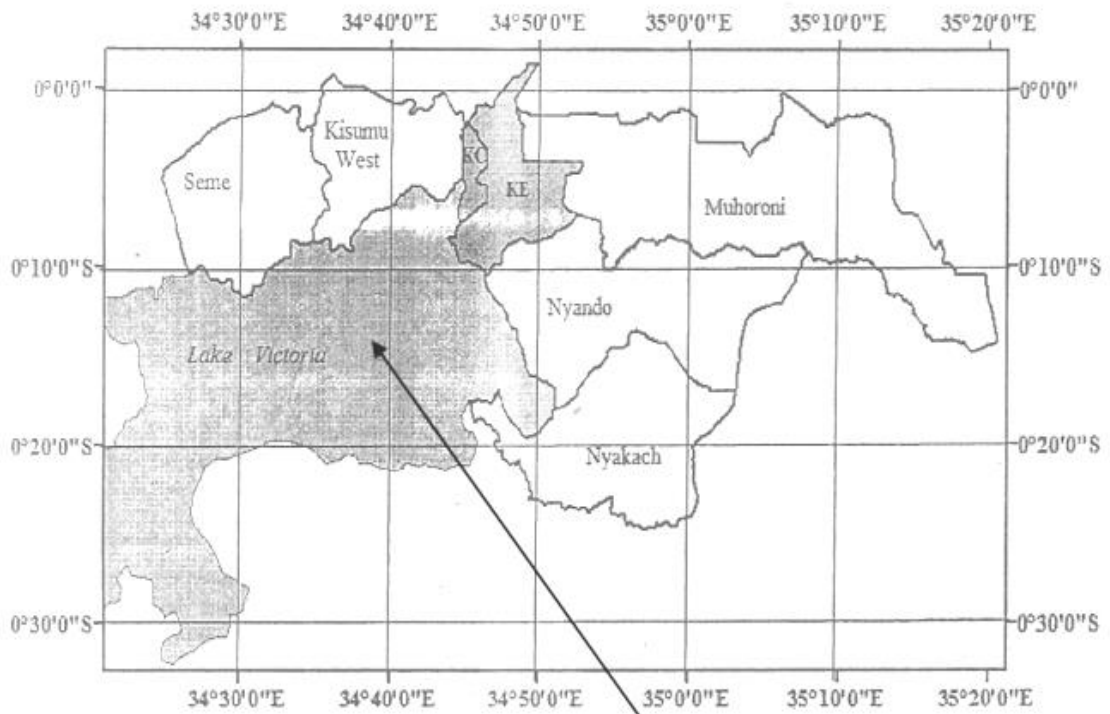
	School documents	Comments
1.	Zonal Evaluation Test Merit lists	
2.	Classroom Attendance Registers	

APPENDIX E; DOCUMENT ANALYSIS GUIDE




SCHOOL _____

	No. of learners with low vision in standard 4 in 2018	No. of learners with low vision who repeated standard 4 in 2018	No. of learners with low vision who transited to standard 5 in 2019	No. of learners who dropped out of school in 2018 in standard 4	No. of learners who dropped out of school in 2019 in standard 5

APPENDIX F; MAP OF KISUMU CENTRAL SUB COUNTY



LEGEND

-  Study Area
- KE: Kisumu East Sub-county
- KC: Kisumu Central Sub-county
-  Water Body
-  Sub-county Boundary

0 25 Kilometers

Kisumu Central Sub County



APPENDIX G: PROPOSAL WORK PLAN

1.0 Schedule of Activities

Table Three: Schedule of activities for the study

S/No.	Activity	Time-frame
1.	Proposal writing	August – September 2019
2.	Presenting and discussing with supervisors	September – October 2019
3.	Presenting and defense of proposal at Department Of SNE & R -Maseno University	October – November 2019
4.	Presentation and defense of proposal at the Faculty/ School Of Education – Maseno University	November 2019
5.	Presentation and defense of proposal at Graduate School- Maseno University	February-March 2020
6.	Getting reliability of Study Instruments	November - December 2020
7.	Data collection	January- February 2021
8.	Data analysis	March-2021
9.	Report writing	April-May 2021
10.	Report/ Thesis submission	May 2021
11.	Report/ Thesis defense	June 2021

APPENDIX H: NACOSTI RESEARCH PERMIT

Ref No: 892228 **Date of Issue: 04/February/2021**


RESEARCH LICENSE



This is to Certify that Ms. Sarah Lilian Akinyi Omolo of Maseno University, has been licensed to conduct research in Kisumu on the topic: PERCEIVED EFFECTS OF CLASSROOM EVALUATION ON TRANSITION, REPETITION AND DROP OUT RATES AMONG STANDARD FIVE LEARNERS WITH LOW VISION IN PUBLIC PRIMARY SCHOOLS IN KISUMU CENTRAL SUB COUNTY, KENYA for the period ending : 04/February/2022.


License No: NACOSTI/P/21/8756

892228
 Applicant Identification Number



Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX I: RESEARCH BUDGET

ACTIVITY/ITEM	UNIT COST (KSH)	TOTAL COST (KSH)
Travelling		
Travelling to research sites	5 days@1000	5,000
Pilot Study	40 days @ 1000	40,000
Actual Study	4x10 days @ 300	12,000
	Assistants (Allowances)	
Subtotal		57,000
Stationery		
Full scaps	1 realm @ 500x2	1,000
Files	5pc @ 50	250
Pens	10pc@ 20	200
Field Note books	5 pc @100	500
Subtotal		1,950
Typing Services		
Printing	1000 pages @ 10	10,000
Photocopying Proposals	50 pages @ 3x 50	150
Photocopying Thesis	100 pages @ 3x 100	300
Binding Thesis	5 copies @300	1,500
Computer Services	1 computer @ 40000	40,000
Internet Services		8,000
Subtotal		59,950
Subsistence		
Subsistence Allowance	40 days @300	12,000
Total budget		130,900

APPENDIX J: MASENO UNIVERSITY ETHICS REVIEW COMMITTEE



MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya
Email: muerc-secretariate@maseno.ac.ke

REF: MSU/DRPI/MUERC/00869/20

Date: 21st December, 2020

TO: Sarah Akinyi Omolo
PG/MED/00103/2011
Department of Special Needs Education
School of Education, Maseno University
P. O. Box, Private Bag, Maseno, Kenya

Dear Madam,

RE: Perceived Effects of Classroom Evaluation on Transition, Repetition and Drop Out Rates among Standard Five Learners with Low Vision in Public Primary Schools in Kisumu Central Sub County, Kenya

This is to inform you that **Maseno University Ethics Review Committee (MUERC)** has reviewed and approved your above research proposal. Your application approval number is MUERC/00869/20. The approval period is 21st December, 2020 – 20th December, 2021.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by Maseno University Ethics Review Committee (MUERC).
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to Maseno University Ethics Review Committee (MUERC) within 24 hours of notification.
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to Maseno University Ethics Review Committee (MUERC) within 24 hours.
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to Maseno University Ethics Review Committee (MUERC).

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely

Prof. Philip O. Owuor, PhD, FAAS, FKNAS
Chairman, MUERC



MASENO UNIVERSITY IS ISO 9001:2008 CERTIFIED



**APPENDIX K: AUTHORIZATION LETTER FROM THE COUNTY
COMMISSIONER**



THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: Kisumu 2022219/Fax: 2022219
Email: ckisumucounty@gmail.com

COUNTY COMMISSIONER
KISUMU COUNTY
P.O. BOX 1912-40100
KISUMU.

Ref: CC/KC/ RES/1/3/VOL IV/98

Date: 3rd March, 2021

All Deputy County Commissioners
KISUMU COUNTY

RE: RESEARCH AUTHORIZATION: SARAH LILIAN AKINYI OMOLO

Reference is made to a letter from the National Commission for Science, Technology and Innovation no. NACOSTI/P/21/8756 of 4th February, 2021 on the above underlined subject matter.

The above named is from Maseno University. She has been authorized to carry out a research on "***Perceived Effects of Classroom Evaluation on Transition, Repetition and Drop Out Rates Among Standard Five Learners with Low Vision in Public Primary Schools in Kisumu Central Sub County, Kenya***". The research period ends on 4th February, 2022.

Kindly accord her the necessary assistance.

**JOSEPHINE OUKO
COUNTY COMMISSIONER
KISUMU COUNTY.**

Copy to:
Sarah Lilian Akinyi Omolo
Maseno University
Private Bag

**APPENDIX L: AUTHORIZATION LETTER FROM THE MINISTRY OF
EDUCATION**



REPUBLIC OF KENYA

**MINISTRY OF EDUCATION
State Department of Early Learning & Basic Education**

Telegrams: "schooling", Kisumu
Telephone: Kisumu 057 - 2024599
Email: countyeducation.kisumu@gmail.com

COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY
PROVINCIAL HEADQUARTERS NYANZA
3RD FLOOR
P.O. BOX 575 - 40100
KISUMU

When replying please quote

REF: CDE/KSM/GA/3/24/ (155)

2nd March, 2021

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION
SARAH AKINYI OMOLO - NACOSTI/P/21/8756**

The above named is from Maseno University.

This is to certify that she has been granted authority to carry out research on "*Perceived Effects of Classroom Evaluation on Transition, Repetition and Dropout Rates Among Standard Five Learners with Low Vision in Public Primary Schools in Kisumu Central Sub County, Kisumu County, Kenya*" for the period ending 4th February, 2022.

Any assistance accorded to her to accomplish the assignment will be highly appreciated.

ORINA NYANKIRA
For: COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY