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Educational and Community Issues Affecting Academic Achievements of Maasai Students with Visual Impairments: A Qualitative Case Study in Kenya

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EDUCATIONAL AND COMMUNITY ISSUES AFFECTING ACADEMIC
ACHIEVEMENTS OF MAASAI STUDENTS WITH VISUAL IMPAIRMENTS: A
QUALITATIVE CASE STUDY IN KENYA

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

Elizabeth Koirrag Kalu

Indiana University of Pennsylvania

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ABSTRACT

Title: Educational and Community Issues Affecting Academic Achievements of Maasai Students with Visual Impairments: A Qualitative Case Study in Kenya.

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The purpose of this qualitative case study was to examine educational and community issues affecting academic achievements of students with visual impairments among the Maasai tribe in Narok, Kenya. More specifically, this study described difficulties teachers and their students with visual impairments experience in the implementation of the curriculum in relation to visual and educational provisions that are relevant and necessary for their education. This knowledge is essential in the sense that, it gave insight into what students with visual impairments and their teachers experience while undertaking and implementing the curriculum. It would also help curriculum planners to know areas that require improvement to enhance elevated education performance for students with visual impairments. Purposeful sampling was used to select participants for the study. The target population consisted of parents of students with visual impairments from the Maasai community, teachers, the principal from Narok Integrated Program for the Visually Impaired, and the Educational assessment and Resource Center coordinator. Interviews that were conducted verbally for 30 minutes were audio-taped. Narrative analysis was deployed and the finding showed that there were indeed challenges facing students with visual impairments.