

THE PERCEPTION OF BLIND LEARNERS ON FAMILY AND TEACHERS'
SUPPORT IN THEIR LEARNING: A CASE OF THIKA HIGH SCHOOL FOR THE
BLIND, KENYA

by

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APPROVAL

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DECLARATION

THE PERCEPTIONS OF BLIND LEARNERS ON FAMILY AND TEACHERS'
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BLIND, KENYA

I declare that this thesis is my original work and has not been submitted to any other college or university for academic credit.

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LIST OF ABBREVIATIONS AND ACRONYMNS

WHO	World Health Organisation
IAPB	The International Agency for the Prevention of Blindness
UDHR	United Nations Universal Declaration of Human Rights
UN	United Nations
PWDs	Persons With Disabilities
OAU	Organisation of African Unity
KNSPWD	Kenya National Survey for Persons with Disabilities
KSB	Kenya Society of the Blind
APDK	Association for the Physically Disabled of Kenya
KSMA	Kenya Society for the Mentally Handicapped
KSDC	Kenya Society for the Deaf Children
KUB	Kenya Union of the Blind
AMREF	African Medical Research Foundation
VSO	Voluntary Service Overseas
FGD	Focused Group Discussions
KII	Key Informants Interview
IDI	In-depth interview
TCDD	Texas Council for Developmental Disabilities

ABSTRACT

The phenomenon of the academic and social challenges facing blind learners has been a subject of study from a broad spectrum of scholars. This study investigated the perceptions of blind learners on family and teachers' support in their learning. The objectives were to investigate the perceptions of blind learners on family support in their learning at Thika High School for the Blind, describe the perceptions of blind learners towards teacher support at Thika High School for the Blind, analyze the academic and social challenges blind learners experience both at school and home, and establish the intervention measures that can increase better support systems for the blind learners from both the family the school levels. Thika High School for the Blind in Kiambu County was the study site. The study utilized a qualitative case study design and selected a sample of 25 through purposive sampling. The sample comprised 20 blind students, 4 class teachers, and the school principal. The study data was collected through in-depth interviews, key informant interviews, and focused group discussions, and it was subjected to transcription and thematic analysis, with the results being presented in accordance with themes, categories, and direct quotes. The study established that although some learners said their parents supported them, some said this was not the case. Further, respondents intimated that their teachers were supportive both academically and morally. Some of the challenges noted were isolation and segregation of the learners by some of their family members and the lack or insufficient supply of scholastic materials. Part of the suggested intervention measures include government involvement by providing scholastic resources, parental involvement in the studies of the blind learners, and sensitization of family members to accept the learners.