WHAT FACTORS CONTRIBUTE TO THE SUCCESS OF AMERICAN INDIAN PROFESSIONALS: A QUALITATIVE STUDY

LANE AZURE

Abstract

Purpose of the Project

The purpose of this qualitative study is to determine what factors influence American Indians with advanced degrees to achieve those degree and careers. The study proposes to explore what personal or cultural factors influence these professionals as well as what factors within the educational system have impacted these professionals and encouraged them to pursue advanced degrees.

Research Questions

1. Are the characteristics of those professionals during their elementary and secondary education indicative of a typical American Indian’s education? What factors contributed to the development of serious doubts about an educational system that disrupted their lives on the reservation and damaged them psychologically and emotionally?
2. How might the educational system be developed to provide educational opportunities in a way that mitigates the negative effects of assimilation?
3. Do these factors influence the traditional culture and language of the indigenous peoples or the experience of the education system?
4. Is there a common theme among those reflected in these studies?

Theoretical Model

The grounded theory approach to qualitative analysis should provide information on how to treat their returning tribal members who dressed, acted, and spoke like those they left home from school was commonplace for many. Those who remained home were not sure of how to treat those who completed the boarding school regimen. A formal education did not convey any emotional, mental, spiritual, and physical realms. Return to reservation life was disheartening to those who completed the boarding school regimen. A formal education did not convey any emotional, mental, spiritual, and physical realms. Return to reservation life was disheartening to those who completed the boarding school regimen. A formal education did not convey any emotional, mental, spiritual, and physical realms. Return to reservation life was disheartening to those who completed the boarding school regimen. A formal education did not convey any emotional, mental, spiritual, and physical realms. 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