



**Theoretical and Conceptual Framework for Assessing of the Challenges
in Implementing Inclusive Education for learners with hearing
impairment in two Selected Secondary Schools of Kabwe District in**

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ABSTRACT

This manuscript is an extract of a theoretical framework and conceptual framework from a Master's an on-going study on an assessment of the challenges in implementation of inclusive education in two selected secondary schools of Kabwe district. The work is an attempt to identify the challenges in implementing inclusive education in Zambia. Among the challenges that can affect the implementation of inclusive education are such as stretching methods, skills of handling learners with hearing impairment, medium of communication, lack of acceptance by institutions, emotional life and teaching materials. It is argued that if these challenges are identified and addressed implementation inclusive education can be successful and learners with hearing impairment can benefit a lot from education under education system.

Keywords: Implementation, Challenges, Inclusive Education and Secondary Schools.

1. INTRODUCTION

Learners with hearing impairment are faced with a lot of challenges in the process of acquiring education under inclusive setting. This is supported by Chimeza, L and Petersen, N [2] who stated that, there is a risk of learners with hearing impairment being excluded from teaching and learning that goes on, unless measures are taken to make sure they are fully included. This is because they are problems associated with inclusive education which learners with hearing impairment are encountering.

Learners with hearing impairment are supported in various ways from the international level. For instance, in Spain UNESCO [13] organized the Salamanca conference and came up with the framework of action for special education concerning inclusive education. This action was for the benefit of learners with disabilities which included learners with hearing impairment. In addition, The IDEA

Act was passed in (1990) and renewed in 1997 and 2004, providing the first legal basis for inclusion for learners with disabilities with the inclusion of learners with hearing impairment. From the international level learners with hearing impairment have received legal support towards inclusive education. Despite the legal help given to learners with hearing impairment, the documents did not spell out the challenges that are faced by learners with hearing impairment learning under inclusive education.

In African countries there has been a lot of support towards learners with hearing impairment who are learning under inclusive settings. For example, in South Africa a growing number of learners with hearing loss are being granted access to higher education due to adoption of inclusive education policies Tucci, L. Stacey. Susan, R. Easter Brooks, and Amy, R.[12]. The support learners with hearing impairment receive in South Africa is in form of access to education. Although the study by Tucci, L. Stacey .Susan, R. Easter Brooks, and Amy, R. [12] did not highlight the challenges learners with hearing impairment face in inclusive schools.

In Zambia, learners with hearing impairment receive different kind of support concerning inclusive education. For instance, the Government of the Republic of Zambia in its national policy upholds equal access to education to all learners with disabilities which includes learners with hearing impairment Ministry of Education, [7]. Learners with hearing impairment in Zambia have received equal opportunity towards their education through the policy framework. However the document did not pay particular attention to the challenges that learners with hearing impairment face under inclusive education.

Despite what others have done at international level for example in Spain, in Africa with particular reference to south Africa and in Zambia to address the problem for learners with hearing impairment in order for them to learn better, it seems that there are still challenges faced in the implementation of inclusive education for learners with hearing impairment. Hence, this research is aimed at assessing the challenges in implementing inclusive education in two selected secondary schools of Kabwe district.

2. PROBLEM STATEMENT

Despite all the help learners are given to get an education through inclusive learning, the challenges of implementing inclusive education still exist. This research seeks to identify the challenges in implementing inclusive education for learners with hearing impairment in two selected secondary schools of Kabwe district.

2.1 Purpose of the Study

The purpose of this study will be to identify the challenges being faced by learners with hearing impairment while implementing inclusive education.

2.2 Significance of the Study

It is hoped that, the findings of this study will bring to light the challenges being faced with while implementing inclusive education for learners with hearing impairment. It is also therefore hoped that the findings may be added to the body of study concerning the challenges being faced with in implementing inclusive education.

2.3 Study Objectives

The proposed study tends to have the following objectives:

1. To Identify challenges in implement inclusive education in two selected schools in Kabwe district
2. To determine how these challenges impact on the learning of learners with hearing impairment
3. To suggest possible solutions to the challenges being faced in the process of implementing inclusive education for learners with hearing impairment

2.4 Research Questions

The following will be the research questions

- (i) What are the challenges faced with by learners with hearing impairment in the implementation of inclusive education in two selected school of Kabwe district?
- (ii) What impacts do these challenges learners with hearing impaired face have on their learning?
- (ii) How do these challenges faced in the implementation of inclusive education in two selected secondary schools of Kabwe district is addressed?

2.5 Limitations of the Study

The results for this study may not be generalized to other groups of children with similar needs in other locations because they will be meant for two selected schools of Kabwe district. However, if the situation is similar the results can also be generalized despite being in other location.

2.6 Delimitation of the Study

The study will be conducted in Kabwe District and two schools will be sampled within the study area due to the high population. The research will only focus on two secondary schools that are implementing inclusive education and will leave out other schools that are implementing inclusive education in other districts.

2.7 Theoretical Framework and Conceptual Framework

The following theoretical framework and conceptual framework would be used while investigating on the factors affecting learners with hearing impairment in an inclusive school in three selected schools.

3. LITERATURE SURVEY

3.1 Theoretical Framework

This study will be guided by social inclusion and exclusion model by Cunningham, A.R. and Flemming, V.C [3]. The understanding of the Social inclusion and exclusion model is that the individuals who are marginalized are excluded from meaningful and effective participation in their daily school activities. The model of social inclusion also entails that people with disabilities should be provided with the much needed support and social services within their own schools rather than providing them with services in special settings This model takes into account six aspects namely; teaching methods, skills of handling learners with hearing impairment, medium of communication, lack of acceptance by institutions, emotional life and learning materials as areas in which learners with hearing impairment face challenges in an inclusive setting.

The subsequent paragraphs therefore, try to explain how involving teaching methods, skills of handling learners with hearing impairment, medium of communication, lack of acceptance by institutions, emotional life and teaching materials can be used in identifying challenges that affect learners with hearing impairment in an inclusive school.

3.2 Teaching Methods

The understanding of the social inclusion and exclusion model concerning the issue of teaching methods is that social exclusion entails analyzing various factors that perpetuate the exclusion of people from the mainstream society such as teaching methods (Cunningham, A.R.R and Flemming, V.C. [3]. Teaching learners with hearing impairment entails that a teacher should use appropriate teaching methods if learners are to be included in the education system if not learners will be excluded. The appropriate teaching methods are for instance, individual teaching, role play, project method, group work, demonstration method. These methods will help a learner participate actively during learning and access academic information in various academic subjects and may not pose a challenge in these learners. Some of the methods that can pose a challenge for example, lecture method, question and answer because these methods do not allow the full participation of a learner during the learning process especially the lecture method.

3.3 Skills of Handling Learners with Hearing Impairment

The model of social inclusion and exclusion by Cunningham, A.R.R and Flemming, V.C [3] stipulated that skills of understanding learners with hearing impairment are the factors that ought to be examined in the education of learners with hearing impairment in order not to segregate and exclude this category of learners with hearing impairment from the education system. These factors are seen to form the core of education inclusion under social inclusion/exclusion model. The argument in the above statement implies that those handling learners with hearing impairment in the education system need to have appropriate skills if learners are to perform well academically. In the case where learners with hearing impairment are being handled by educators that do not have the skills on how to handle these learners, the learners face a lot of challenges in their academic work which eventually leads to poor performance.

The skills the educators need to poses include; allowing learners to lip read, the teacher should not wear a lot of make up in order to avoid learners from getting distracted, allowing learners to sit in front especially learners with hard of hearing in order for them to access information, allowing learners to sit where there is enough lighting in order for them to see what is on the board. The teacher should also speak louder in order for the hard of hearing learners to hear what the teacher is saying and not to hear information incorrectly. The teacher should encourage peers to support peers with hearing loss, the teacher should get the learners attention before speaking, the teacher should come to the point when teaching rather than waffling, the teacher should also make sure that learner as a listener understands the topic at the beginning of the lesson and it will be a good idea if the teacher can write the topic down, lastly, the teacher should not change the subject or topic without informing the learner because they will not distinguish between the previous topic and new topic. If these skills are used by educators in a classroom situation learners with hearing impairment may not face challenges but inclusion in the education system.

3.4 Medium of Communication

Lack of medium of communication in the education of learners with hearing impairment is understood by the social inclusion and exclusion model as exclusion of these learners in a lesson where even though they are present they are often not part of the lesson due to the absence of communication Cunningham, A.R.R and Flemming, V.C. [3]. To the learners with hearing impairment they only benefit from the education system or the lesson if only medium of instruction is taken into consideration if not learners face numerous challenges in their academic subjects. For instance, the learner may face the challenge of acquiring the academic knowledge, concepts and skills required for them to perform well academically. The appropriate

medium of communication for learners with hearing impairment is sign language, the use of total communication, gestures and finger spelling other nonverbal communication techniques that include facial expression, body language and posture. For instance, the educators should use sign language which is a system of communication using visual gestures and signs, as used by people with hearing impairment. The educator should also use total communication this is where the teacher will be talking and using sign language simultaneously. If the medium of communication is taken into consideration it can be one of the major indicators of including learners in the education system or the lesson which may lead to learners performing well academically.

3.5 Lack of Acceptance by institution

Social inclusion and exclusion models by Cunningham, A.R.R. and Flemming, V.C. [3] views Social exclusion as a means by which people are excluded from participating in certain activities it thus focuses on institutions that facilitate or hinder human interaction. The challenge towards inclusive education could emanate from lack of acceptance by teachers and administrators. Most teachers and administrators are resistant to change, thereby creating rigid school systems and learning for learners with hearing impairment. For instance, most teachers and administrators have not embraced the change from special education to inclusive education this makes it difficult for learners with hearing impairment to fit in inclusive setup because they are not included in most of the school programs and budgets. Other times some leaders of institutions literally reject these learners to enroll in their institutions. Therefore an institution has a bigger role to play in ensuring that learners with hearing impairment are included and excluded.

3.6 Emotional Life

According to the social inclusion model, human beings always have a relationship with society. Thus human beings by nature have a strong desire to form and maintain social relationships; if excluded from social activities, this causes psychological pain Cunningham, A.R.R, and Flemming, V.C. [3]. Therefore, if learners with hearing impairment are excluded from educational activities they exhibit certain behaviors such as outbursts of anger, low self-confidence and also frustration which can play a big part in poor academic performance of learners with hearing impairment. If a child is frustrated the result will be that he or she can become socially withdrawn, leading to unhappiness. At times they are emotional because they are unable to hear accurately what others are saying and because their communication is not fully understood by others. Teachers should therefore give a change to learners with hearing impairment to express their feelings freely so that their feeling and emotions will mature because their emotional life poses a great challenge in their academic life.

3.7 Teaching Materials

Cunningham, A.R.R. and Flemming, V.C.[3] stated that Presence entails sharing the same facilities at school in a non-segregated way. However, participation goes beyond merely being present to include a growing and valuable social network. Learners with hearing impairment should be given materials that will enable them to fit in an inclusive set up. If not given the appropriate materials, then they will just be present in class but will not participate and will not benefit much from what they are learning. Learners with hearing impairment should be provided with materials such as captioned videos, diagrams, handouts, computers; television sets projectors, and also use of equipment such as hearing aids for amplification of sounds and other visual aids which are useful instructional tools for learners with hearing impairment. Learners with hearing impairment often use vision as a primary means of receiving information so if the teacher uses these materials then learners will not face challenges in an inclusive setup.

This study will use social inclusion and exclusion model because it fits well with this research to be carried out which is an assessment of challenges in implementing inclusive education for learners hearing impairment because it will help the researcher in identifying the challenges learners with hearing impairment face in inclusive schools. This is because the social inclusion and exclusion model focuses on teaching methods, teaching materials, skills of handling learners with hearing impairment, medium of communication, lack of acceptance by institution and emotional life which will act as a framework for this study.

4. PROPOSED WORK

4.1 Conceptual Framework

a) Resource: researchers

This conceptual framework is on the understanding of inclusive education for learners with hearing impairment. The arrows show a reflective path that a researcher will adopt throughout the research process. The framework starts with assessment of challenges then followed by the explanations of two concepts and these are learners with hearing impairment and inclusive education. Thereafter, the framework ends with challenges learners with hearing impairment face and these are teaching methods, skills of handling learners with hearing impairment, medium of communication, lack of acceptance by institutions, emotional life and teaching materials.

b) Assessment of challenges

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what learners know,

understand, and can do with their knowledge as a result of their educational experiences. The process of assessment is important because the assessment results are used to improve learning of learners with hearing impairment Huba, M.E. and Freed, J.E. [5] The basic purpose of assessment of challenges is to stimulate individuals to think about problems, risks, and solutions.

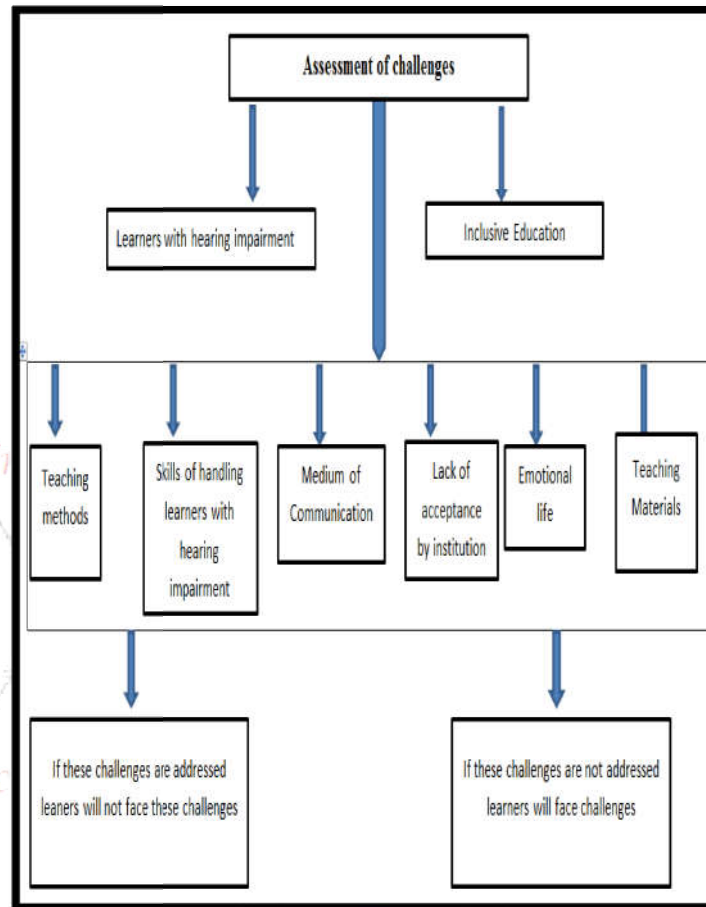


Figure 1.1: a diagrammatic representation conceptual framework of inclusive education for learners with hearing impairment

c) Learners with hearing impairment

Hearing impairment is the inability to perceive sound which calls for a special service and Learners with hearing impairment has a partial or total inability to hear Penda, A. [10]. Impairment in hearing, whether permanent or fluctuating, adversely affects a child's educational performance. Hearing problems can affect the ability to learn spoken language and it can create difficulties with social interaction Stephens, K. [11].

d) Inclusive education

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high quality instruction, interventions, and support that enable them to meet success in the core curriculum (Alquraini, T. and Gut, M. [1]). The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms and in the local school community. Much of the movement is related to legislation that students receive their education in the least restrictive environment (LRE). This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of first choice for all learners (Alquraini, T. and Gut, M. [1]).

The subsequent paragraphs therefore, try to explain how involving teaching methods, skills of handling learners with hearing impairment, medium of communication, lack of acceptance by institutions, emotional life and teaching materials can be used in identifying learners with albinism and how these learners are affected in an inclusive school.

4.2 Challenges learners with hearing impairment are faced with teaching Methods

The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Therefore, Choice of teaching method should depend on what fits or benefits the learner with hearing impairment (Hayes, J. [4]). A teaching method comprises of the principles and methods used by teachers to enable learning of learners. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about.

Example of teaching methods a teacher should know when teaching learners with hearing impairment are such as role play, group discussion, project method, individual teaching and demonstration while using total communication. If a teacher uses these methods while using total communication then he or she will demonstrate having skills of handling learners with hearing impairment.

4.3 Skills of Handling Learners with Hearing Impairment

A skill is the ability to carry out a task with determined results often within a given amount of time and energy. A skill is the ability to use one's knowledge effectively and readily in execution or performance. It is also a learned power of doing something competently. Skills for handling learners with hearing impairment need appropriate

knowledge and ability that would enable a teacher to teach these learners effectively. Skills are usually something that has been learned. So, in order for the teachers to teach learners with hearing impairment effectively they must be trained in special education so they we can develop required skills and transfer it to learners. Teachers need a broad range of skills in order to teach learners with hearing impairment. Some of these skills include lip-reading, signing, allowing learners to sit in front and speaking louder. If a teacher has these skills then the communication between the teacher and a hearing impaired learner will be effective Kapp, J.A. [6].

4.4 Medium of communication

This is a channel or system of communication or the means by which information is transmitted between a speaker and writer (the sender) and an audience (the receiver). The medium of communication in a class used to send a message may range from an individual's voice, writing, signs and body language Maxon, F. and Brackett, A. [8]. When a communication medium changes, the practices and experiences of communication of learners with hearing impairment also change. A medium serves as the means of communication. The medium of communication for learners with hearing impairment is through sign language and total communication.

4.5 Lack of acceptance by institution

Teachers and administrators play an important role in helping a child to develop positive self-esteem, self-confidence because this is part of making sure a child develops a healthy self-image. Teachers ought to understand how a child's hearing problem affect their ability to learn. Acceptance in this case means including the learners with hearing impairment in all the school programs and allowing them to participate so they can feel part and parcel of the school. Studies show that children with special needs are bullied more often than other learners, and it should not be tolerated. Therefore a school or classroom should be safe for learners with hearing impairment because if they are not accepted their emotional life is affected. This is because if their emotional life is affected they cannot do well academically Nziramasanga, C.T.[9].

4.6 Emotional life

Emotion is concerned with excess feelings. Victims are left with emotional problems that can last for life Vayrynen, B.S. [14]. Hearing impairment may, for some people, result in psychological disorders. By itself, a loss of hearing lowers the quality of life, and for most hearing impaired people the hearing loss has psychological, physical and social consequences. In some cases, however, hearing impairment may have more severe effects. The psychological effects of hearing impairment for learners can include increased outbursts of anger, low self-confidence, frustration, embarrassment

and depression. The learners may also feel more fatigued, as the struggle to hear and understanding can be physically exhausting. Therefore learners with hearing impairment have to be treated equally with those without hearing problems so that they don't get affected emotionally. The teacher should therefore train these learners to control their emotions.

4.7 Teaching materials

Teaching materials are the resources a teacher uses to deliver instruction. Each teacher requires a range of tools to draw upon in order to assist and support learners with hearing impairment. Such materials include; captioned videos, diagrams, handouts, computers, television sets, visual aids and projectors. These materials play a large role in making knowledge accessible to a learner with hearing impairment and can encourage a student to engage with knowledge in different ways (Vayrynen, 2000).

5. CONCLUSION

Based on the discussion, the paper concludes that social inclusion and exclusion model by Cunningham, A.R.R. and Flemming, V.C. [3] and conceptual-framework of inclusive education for learners with hearing impairment can be used as one of the model in identifying challenges affecting learners with hearing impairment in inclusive secondary schools in Zambia. It involves teaching methods, skills of handling learners with hearing impairment, medium of communication, lack of acceptance by institutions, emotional life and teaching materials. Thus the aspect of teaching methods will be a guide in identifying the teaching methods being used when teaching these learners hearing impairment. The aspect of skills of handling learners with hearing impairment will be a guide in identifying skills teachers poses especially those who will be teaching with learners with hearing impairment. Furthermore, the aspect of medium of communication will be a guide in identifying how teachers and pupils without hearing impairment communicate with these learners with hearing impairment. Then the aspect of lack of acceptance by institutions will be a guide in identifying if these learners will be discriminated by head-teachers and administrators. Furthermore, the aspect of emotional life will be a guide in identifying if these learners emotional life affect their academic performance. Finally, the aspect of teaching materials will be a guide in identifying if these learners are given the required materials while learning.

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