



WWJMRD 2019; 5(4): 19-26  
www.wwjmr.com  
International Journal  
Peer Reviewed Journal  
Refereed Journal  
Indexed Journal  
Impact Factor MJIF: 4.25  
E-ISSN: 2454-6615

**Emma Kaayo**  
Kwame Nkrumah University  
P. O. Box 80404, Kabwe –  
Zambia

**Penda Annie**  
Kwame Nkrumah University P.  
O. Box 80404, Kabwe –Zambia

## Theoretical Framework and Conceptual Framework for Factors Affecting the Learners with Hearing Impairment in Obtaining Quality Education.

**Emma Kaayo, Penda Annie**

### Abstract

This manuscript is an extract of a theoretical framework and conceptual framework from a Master's an on-going study of assessment into factors affecting the learners with hearing impairment in obtaining quality education: a case of Chilengwa secondary school in Ndola district and Mpelembe secondary school in Luanshya district in Zambia. The work is an attempt of identifying the factors affecting learners with hearing impairment in schools in Zambia. Among the factors that can affect these learners are such as educational policies, curriculum, institutional design and strategy, institutional leadership, learners profile, open system thinking and change, qualified teachers, learner's motivation and multiple disabilities. It is argued that if these factors are identified and addressed learners with hearing impairment can obtain quality education.

**Keywords:** Hearing Impairment, Quality Education, Assessment, Factors and Affecting

### Introduction

#### 1.1 Background of the Study

Learners with hearing impairment are affected in terms of obtaining quality education. This is supported by Richardson et al (1991) who stated that "students with hearing loss obtained scores that were low as compared to other student who were not disabled"

At international level support is given to learners with hearing impairment in various ways. For instance a study was conducted by Prakash (2012) in India with a form of support of providing inclusive education to learners with hearing impairment and it supported the learners socially and academically. However, the study did not indicate whether quality education was obtained by learners with hearing impairment through inclusive education.

In Africa it is also found that there are various ways of supporting learners with hearing impairment. For example in Nigeria a study was conducted by Abua (2016) who stated that there was availability of staff support towards learners with hearing impairment from the government. This study did not highlight that by getting staff support learners receive quality education

In Zambia the study conducted by Chibuye (2001) reviewed that there is emphasis by the Ministry of General Education on teachers who teach learners with hearing impairment to engage as many classroom techniques such as sign language, voice amplification, finger spelling, lip-reading, writing, gesture, visual imagery and body language as possible. The ministry has even gone a step further by making it mandatory for each and every lesson to have talking walls and visual aids. Despite this support learners with hearing impairment receive in Zambia there is no report indicating that learners with hearing impairment receive quality education in the study by chibuye.

There has been various support towards learners with hearing impairment for instance from India, Nigeria and Zambia. Regardless of the support received by learners with hearing impairment. It is not certain if learners with hearing impairment receive quality education. This is the reason why the researcher will embark on the study to carry out an assessment into the factors affecting the learners with hearing impairment in obtaining quality education.

**Correspondence:**  
**Emma Kaayo**  
Kwame Nkrumah University  
P. O. Box 80404, Kabwe –  
Zambia

## 1.2. Statement of the Problem

There has been various support towards learners with hearing impairment for instance from India, Nigeria and Zambia. Regardless of the support received by learners with hearing impairment it is not certain if learners with hearing impairment receive quality education. Thus the ongoing study will aim at assessing factors affecting learners with hearing impairment in obtaining quality education.

## 1.3. Purpose of the Study

The main purpose of the ongoing study is to identify factors that affect the provision of quality education to learners with hearing impairment

## 1.4. Research Objectives

The ongoing study will be undertaken to:

1. To identify factors that has affected learners with hearing impairments in obtaining quality education.
2. To determine the classroom environment on how it contributes to quality education being provided to learners with hearing impairment.
3. To develop measures of improving the provision of quality education to learners with hearing impairment.

## 1.5 Research Questions

The ongoing study will be answer the following questions

1. What factors affect the learning of learners with hearing impairment in obtaining quality education?
2. How classroom environment affects the provision of quality education to learners with hearing impairment?
3. Which measures can be put in place so as to promote the provision of quality education to learners with hearing impairment?

## 1.6 Significance of the Study

The ongoing study is significant in that it is hoped that it will identify factors affecting learners with hearing impairment in obtaining quality education. It is also hoped that the findings of this study will be added to the already existing body of knowledge on the factors affecting the quality education of learners with hearing impairment. Last but not least, the findings of the study may stimulate further research in finding means and ways of improving the education of learners with hearing impairment.

## 1.7 Study Sites

The study will be carried at Chilengwa Secondary School in Ndola and Mpelembe Secondary School in Luanshya Districts. The sites have been chosen because pupils with hearing impairment are taught there.

## 1.8 Limitation of the Study

The ongoing study will be limited in that the researcher will use the questionnaire to gather the data of which not all participants may answer the questions accurately. However, the researcher will use triangulation of instruments these are questionnaire, interviews and observations. The limitation will addressed because a gap in the questionnaire will be covered in other instruments like interviews and observations.

## 1.9 Delimitation

The study will be conducted at Chilengwa secondary school in Ndola district and Mpelembe secondary school in

Luanshya district because these schools have the learners with hearing impairment. The sample will be comprised of teachers and head teachers because they are directly working with the learners with hearing impairment and they are implementers of quality education. The study will be limited in that only the views of teachers teaching learners with hearing impairment and the head teachers at the same schools will be taken into consideration while the views of other stakeholders will be left out.

## 10. Theoretical Framework and Conceptual Framework

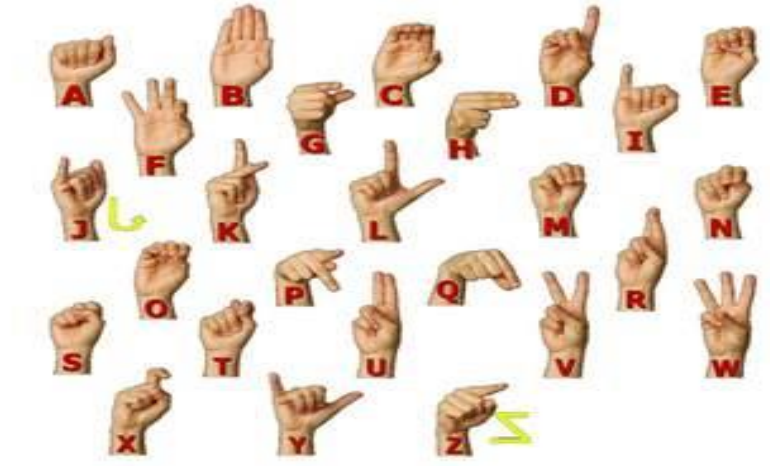
The following theoretical framework and conceptual framework would be used while assessing factors affecting the learners with hearing impairment in obtaining quality education at Chilengwa secondary school in Ndola district and Mpelembe secondary school in Luanshya district in Zambia.

### 10.1 Theoretical Framework

The ongoing study will be guided by the parameters of quality in higher education theoretical framework by Sajida and Rashidi (2013). This model was developed with the aim of promoting quality education among learners and it uses parameters. Parameters are limits, guidelines, or assumptions from within which an activity is carried out. The parameters will be based on the following issues; educational policies, curriculum, institutional design and strategy, institutional leadership, learners profile, open system thinking and change, qualified teachers, learner's motivation and multiple disabilities which need to be identified and readdressed.

The subsequent paragraphs therefore, try to explain how the parameters can be used in identifying factors affecting the learners with hearing impairment in obtaining quality education.

To begin with the first parameter according to Sajida and Rashidi (2013) is educational policy which focus on quality as the ultimate objective and should ensure that the policy and practice is governed by quality standards. For example when teaching learners with hearing impairment this education policy may include sign language, voice amplification, finger spelling, lip-reading, writing, gesture, visual imagery and body language as shown in the figures below. For instance figure 1 shows the alphabet in sign language. Figure 1.2 shows a man communicating using sign language and 1.3 shows the teacher and pupils communicating in sign language. Therefore if it becomes a policy in the educational policy of using sign language when teaching learners with hearing impairment quality education might be attained.



Source: Shutterstock (2018)



**Fig.1.1** Shows alphabet in sign language  
Source: Shutterstock (2018)



**Figur. 1.3** Teacher and in sign language learners communicating

Source: Researcher

On the other hand if Educational Policy does not focus on quality as the ultimate objective and practice which is governed by quality standards for learners with hearing impairment quality education may not be realized by these learners.

The other parameter according to Sajida and Rashidi (2013) is curriculum which is the road map which identifies the direction in which the journey has to be made and also ensures the manner in which it has to be completed. In this case the curriculum should have objectives and outcomes, contents and grades, materials and methods, assessment and audio-visual aids. The curriculum content is what should be taught in the school setting. For example the curriculum for learners with hearing impairment should contain academic subjects such as Mathematics, English, civic Education, Chemistry, Physics, Biology, History, Geography, Religious Education, Agricultural Science Commercial subjects and Zambian Languages. Other aspects that can be part of the

curriculum are the extra neuro-activities such as sports and clubs. The aspect of the teacher in the curriculum entails that the teacher should use different methods like the use of a projector when teaching and the use of visual aids. Teachers should teach learners with hearing impairment as individuals and should prepare an individualized education program which is tailored to their needs. When assessing learners with hearing impairment, the curriculum should stipulate options such as learners being assessed like their fellow peers, secondly being assessed with modification and lastly taking achievement assessment such as life skills, instead of academic assessment in order for them to obtain better grades such as 100-75 as distinction, 74-65 merit, 64-55 credit and not obtaining grades such as 44-39 pass and 39-9 fail. Figure 1.5 shows the teacher teaching a learner using the charts which are visual aids, figure 1.6 shows learners in class surrounded with visual teaching aids and figure 1.7 shows learners in class surrounded by teaching aids in class.



**Fig.1.5** shows a learner using the the teacher teaching charts  
Source: Shutterstock (2018)



**Fig.1.6** shows learners in class surrounded with visual teaching aids  
Source: Shutterstock (2018)





**Fig.1.7** shows learners in class surrounded by teaching aids in class.

Source: Shutterstock (2018)

Teacher experience and qualification is another parameter. Rueda and Monzo (2002) suggested that when learners with hearing impairment are taught by qualified teachers they would be able to learn the content and understand the concepts and the instructional process that is being used. When teachers who are trained teach learners with hearing impairment they are able to use their expertise which in turn helps learners to obtain quality education. On the other hand if learners with hearing impairment are not taught by trained teachers quality education may not be achieved.

The other parameter to be discussed is learner motivation according to Sajida and Rashidi (2013) motivation is intrinsic, where learners are interested in the subject content, or extrinsic, where learners are interested in earning a better

grade. When using this parameter, for it to be achieved there is need to make a positive impression if learners with hearing impairment are to be motivated. The motivators should be worth to be listened to and should be passionate about what they are teaching. This can be done by being vocal and the need to have an opinion which should be submitted at an appropriate time. Motivation can be one of the parameters that can lead to quality towards the education of learners with hearing impairment because they will be seen having interest, such as working hard on their own academically without being pushed. Extrinsic motivation can come from the teacher for example Figure 1.4 shows a teacher being passionate about the subject as he is teaching resulting in having a smile on the learners faces which meant that learners had been motivated by the teacher.



**Fig.1.4** Teacher being passionate

Source: Porter (2002)

However, if motivation is not promoted learners with hearing impairment may lack interest in the subjects and might result in not having quality education. Lastly institutional leadership is another parameter. Leadership according Sajida and Rashidi (2013) is a distinct trait exhibited through special characteristics of the

individuals, and the kinds of activities they expect and carry out for leading their organization and the people who are to follow them. House et al. (1999) defined leadership as “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization. A leader who prioritizes quality education

in academic institution for learners with hearing impairment will guide and give direction objectively and would achieve quality education as stipulated in the policies and this in turn will make learners achieve quality education because leadership is a key to any success in an institution. However, if the leaders do not prioritize quality education in academic institution for learners with hearing impairment quality education can be compromised.

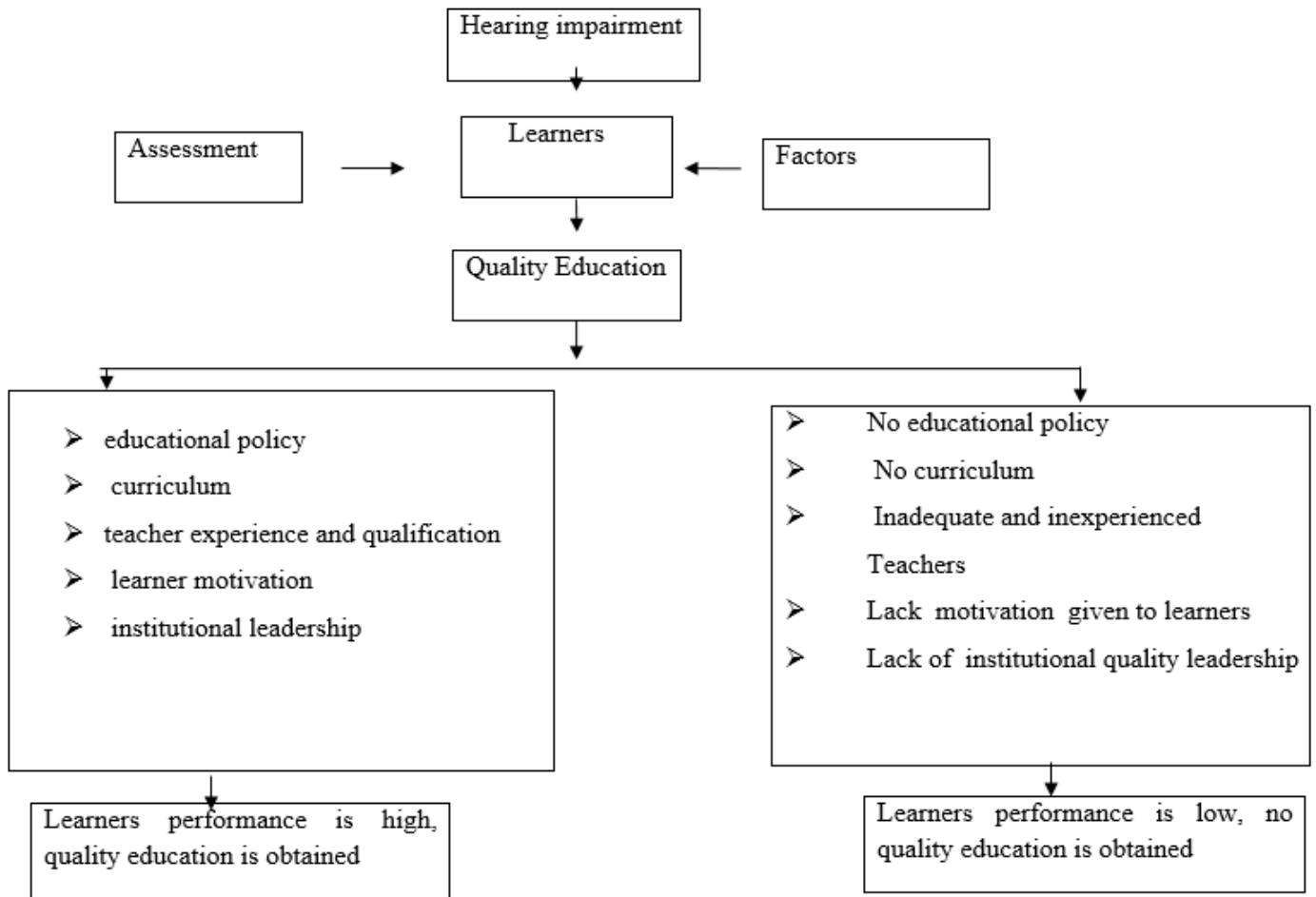
Therefore this ongoing study adopted the parameters of quality in higher education model because it focuses on educational policy, curriculum, teacher experience and qualification, learner motivation and institutional leadership which might be identified as some of the major aspects for

the promotion of quality education among learner with hearing impairment

**10.2. Conceptual Framework**

**Figure 1.5 A diagrammatic representation of conceptual framework of factors affecting learners with hearing impairment in obtaining quality education.**

This conceptual framework is on understanding of the factors that affect the learners with hearing impairment in obtaining quality education. The concepts are hearing impairment, factors, assessment, quality education, learners and learner performance.



**Source: Researchers**

According to this conceptual framework the arrows shows a reflective path that researchers adopted throughout the research process. The framework starts with explaining the meaning of a as learner, hearing impairment, assessment, factors and quality education then it will end by explaining the five aspects that contributes to quality education being obtained by learners with hearing impairment and these are educational policy, curriculum, teacher experience and qualification, learner motivation and institutional leadership. The subsequent paragraphs therefore, try to explain how involving concepts such as educational policy, curriculum, teacher experience and qualification, learner motivation and institutional leadership can be used in identifying factors affecting the learners with hearing impairment in obtaining quality education. To start with the following paragraphs will explain the meaning of concepts such as learner, hearing

impairment, assessment, factors and quality education.

**Learner**

The term learner implies someone who is learning about a particular subject or on how to do something and this can include people such as a student and a pupil and a learner need to be productive. A learner with hearing impairment is a learner who is unable to access sound or will partially access it. Assessment means critically analyzing the positive and negative performance of a learner. Factors are aspects which lead to good or poor performance. A *good quality education is one that provides all learners with capabilities which are needed to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.* According to [Slade](#) (2017) *Quality education is one that*

*focuses on the development of the whole child socially, emotionally, mentally, physically, and cognitively. The development of each child need to be upheld regardless of gender, being disabled or not, race, ethnicity, socioeconomic status, or geographic location. Quality education prepares the child for life, not just for testing. Quality education is supported by five key pillars namely educational policy, curriculum, teacher experience and qualification, learner motivation and institutional leadership.*

### **Educational policy**

Nasiforo (2015) stipulated that “education policy are the principles for governing and it a collection of rules that govern the operation of education systems”. Educational policy can directly affect people engage in the education system. If educational policy objectives being designed focuses on quality education it will result in learners with hearing impairment obtaining quality education. However, if these educational policy objectives are not designed with a focus on quality education learners with hearing impairment may not obtain quality education or may obtain low quality education. Educational Policy is required to be enshrined in the curriculum content in order to uphold the needs of learners with hearing impairment.

### **Curriculum**

In the United Kingdom, the [government states](#) that curriculum is a total guided learning experiences designed to facilitate learners learning for establishing quality relationship between what is learnt and what operates outside the school ([Clements, 2008](#)). Therefore the curriculum for learners with hearing impairment has to be set out with the programmes of study and attainment targets for all subjects. In this way learners with hearing impairment can obtain quality education. This is because the curriculum which will be available will be supported by necessary resources and will be implemented in line with what should be taught, and tested.

Quality education to be achieved by learners with hearing impairment there is need for designed curriculum to be taught by experienced and qualified teachers.

### **Experienced and Qualified Teachers**

A highly qualified and experienced teacher knows what to teach, how to teach, and has a full understanding of the subject matter being taught. Rueda et al (2002) suggested that when hearing impaired pupils are taught by experienced and qualified teachers they would be able to learn the content and understand the concept and the instructional process that is being used. If learners with hearing impairment are taught by experienced and qualified quality education will be attained. If learners with hearing impairment are not taught by experienced and qualified teachers there will be no or low quality education.

There is need for experienced and qualified teachers for learners with hearing impairment to motivate learners.

### **Learner motivation**

Motivation enhances performance. Motivated learners which include learners with hearing impairment perform better and make choices that are thoughtful and focused. Motivation according to Sajida and Rashidi (2013) is intrinsic, where learners are interested in the subject content, or extrinsic, where learners are motivated by the teacher or

fellow learners. In order for learners with hearing impairment to obtain quality education there is need to motivate them so that they will be able to study on their own without being pushed around. If learners are not motivated the outcome of quality education will be a challenge and will be low or no quality at all. Learner motivation can be promoted through quality leadership at the school.

### **Leadership**

House et al. (1999) defined leadership as “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization”. As a leader of a school, the head-teacher need to focus on building an environment conducive to better teaching and learning of learners with hearing impairment thereby enabling quality education being obtained by fostering productive relations within and outside their schools. The way a person exercises leadership can be identified as a series of actions which are directed towards a particular objective which is to see to it that the learners with hearing impairment obtain quality education. On the other hand, if the leader fails to prioritize quality education in academic institution for learners with hearing impairment which would guide and give direction objectively as stipulated in the policies, this in turn would make learners achieve no quality education or obtain low quality education.

### **Conclusion**

Based on the discussion, the paper concludes that the conceptual-framework of the factors that affect the learners with hearing impairment in obtaining quality education and parameters of quality in higher education theoretical framework can be used as one of the model in identifying factors affecting with learners with hearing impairment in schools in Zambia because it focuses on educational policy, curriculum, teacher experience and qualification, learner motivation and institutional leadership. Thus the aspect of educational policy will be a guide in identifying the factor which affects these learners in obtaining quality education. The aspect of the curriculum will be a guide in identifying how the curriculum for learners with hearing impairment has to be set out with the programs of study and attainment targets for all subjects.. Furthermore, the aspect of teacher experience and qualification will be a guide in identifying if hearing impaired pupils are taught by experienced and qualified teachers with these learners. Then the aspect of learner motivation will be a guide in identifying if these learners will exhibit intrinsic and extrinsic motivation towards their education in various subjects. Finally, the aspect of institutional leadership will be a guide in identifying if leaders in institutes focus on building an environment conducive to better teaching and learning of learners with hearing impairment in order for them to obtain quality education.

### **References**

1. Abua J.E (2016). An Evaluation of existing service provisions for students with hearing impairment and the conditions necessary for effective implementation of inclusive education progress in Nigeria: Palacky University
2. Chibuye L. (2001). Factors contributing to low achievement levels in mathematics among learners with hearing impairment. Lusaka: Zambia.

3. Clements H.D (2008). A comparison: The Effects of a logical foundation vs a number skills curriculum on young children's learning of number and logical. India: University of Denver:
4. [House R.J](#), [Ruiz-Quintanilla A](#), [Dorfman W.P](#) and Paul H (1999). Cultural influences on leadership and organizations. New Lexington: Project GLOBE San Francisco.
5. [Lewis D](#), [Lasak J](#), [Mallen P](#), and (2014). Hearing loss: diagnosis and management. United states of America: Elsevier Inc:
6. Nasiforo, B.M (2015). Academic Impediments Students with Visual Impairments Encounter. In the Rwanda: Colleges of University of Rwanda.
7. Porter T. (2002). Visual aids for classroom, pinterest: California.
8. Prakash, S.S (2012). Inclusion of Children with Hearing Impairment in Schools: A Survey on Teachers' Attitudes. India: Ali Yavar Jung National Institute for Hearing.
9. Richardson J.T.E, Long L.G and Foster B.S, (1999). Academic Engagement in Students with a Hearing Loss in Distance Education. United Kingdom: Milton Keynes.
10. Sajida Z and Rashidi (2013). Parameters of Quality in Higher Education: A Theoretical Framework. International Journal of Social Science & Education. 3(4) p 1098-1105.
11. Rueda, R. and Monzo, L.D. (2002). Apprenticeship for teaching: professional development issues surrounding the collaborative relationship between teachers and para-educators, Teaching and Teacher Education England: University of Brighton
12. Senge, P.M. (1990). The Fifth Discipline: The Art and Practice of the Learning Organizations. New York: Doubleday.
13. Shutter stock (2018), Teaching images, stock pictures and vectors. Newyork city: Shutterstock Inc.
14. Slade S. (2017). What do we mean by a quality education? Wilmington: Global outreach.
15. Thomas A. (1995). American Association for higher learning. United States of America: Kent state University.