PROBLEMS FACING STUDENTS WITH PHYSICAL DISABILITIES IN HIGHER LEARNING INSTITUTIONS IN TANZANIA

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CERTIFICATION

I, the undersigned, certify that I have read and hereby recommend for acceptance by the Open University of Tanzania, a dissertation entitled: **"Problems facing students with physical disabilities in higher learning institutions in Tanzania"** in fulfillment of the requirements for the degree of Master of Education, in Administration, Planning and Policy Studies in the Open University of Tanzania.

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Prof. Honoratha Mushi

Supervisor

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Date

DECLARATION

I, LYDIA G. KABUTA do hereby declare that this thesis is my own original work to the best of my knowledge and that it has been submitted to The Open University of Tanzania in partial fulfillment for the award of Master of Education in Administration Planning and Policy Studies (MED APPS) Degree. The dissertation has not been presented nor shall it be presented for any other award in any university or institution of higher learning.

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DEDICATION

My special dedication goes to Almighty God who gave me health, protection and blessings as well as my beloved husband, Professor Rudovick R. Kazwala, my son Clement and my daughters Victoria and Philomena for their love, care, blessing, inspiration and moral support.

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ABSTRACT

The main objective of the research was to examine problems facing students with physical disabilities in higher learning institutions in Tanzania. Its specific objectives included; (1) examinining infrastructural situations in higher learning institutions to determine whether they support students with physical disabilities to study and live comfortably or not, (2) examining academic, social and financial problems facing the physically disabled students as well as (5) assessing stakeholders' views on means they consider appropriate to address problems that face the physically disabled students at higher learning institutions. The study employed quantitative and qualitative research methods in collecting and analyzing data. Documentary review was used to examine infrastructure situations in 5 higher learning institutions. Questionnaires and interviews were also used to collect data from 12 physically disabled students. These techniques were further used to collected data from 5 heads of institutions, 21 tutors/lectures, 40 parents as well as 82 students without disabilities. Findings revealed that, 75 percent of higher education institutions' infrastructures were available but inadequate. Eight five percent (85%) of the infrastructure was accessible with difficult to students with physical disabilities whereby 35 percent and 25 percent of all infrastructure conditions were average and poor respectively. The study also found high inadequacy of teaching and learning materials as well as lack of special schemes, trained staff, funds and scholarship for students with physical disabilities. Hence it was recommended that government and other stakeholders should take special considerations and actions in order to accommodate students with physical disabilities in higher learning institutions.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Problem

Education is very important for every person regardless of his/her age, gender, race, economic status, as well as physical ability or disability. People, particularly students with physical disabilities are usually perceived by societies as disadvantaged groups (Block, 1992). Hence they are in a position of missing some economic, political and social benefits including the right to access equitable and quality education. This is in line with Mcleod (2014) who points out that, students with physical disabilities experience personal limitations in school environments that affect their social, psychological and academic spheres that may likely affect their academic performances at school. Some of the limitations can be alleviated with parental, community and government support.

People with physical disabilities have experienced narrow chances to enjoy school environments or practices due to fewer priorities given by educational providers to issues that may support the disabled especially in developing countries in areas such as curriculums, teaching and learning materials, infrastructure, special programs such as sports and games, environmental issues and the general quality of education. According to the Education For All (EFA) Global Monitoring Report 2010 reaching the marginalized children with disabilities remains one of the main problems leading to wide exclusion of the group from quality education (Macleod, 2014).

According to the U.S. Census Bureau (2011), the total population of the world is seven billion. Of this total, an estimated 15 percent of the population lives with a disability. Globally, according to the World Health Organization (WHO), "people with physical

disabilities are among the most marginalized groups in the world…. People with disabilities have poorer health outcomes, lower education achievements, less economic participation and higher rates of poverty than people without disabilities" (WHO, 2011a).

Regardless of existing challenges, the disabled, particularly the physically disabled children, have the right to primary, secondary and higher level education. Since the UN Universal Declaration on Human Rights was released in 1948, there have been legislations on providing education for all children. The Convention on the Rights of Persons with Disabilities, which entered into force in 2008 and which was ratified in UK 2009, has 145 signatories including all Public Service Agreement (PSA) countries except Afghanistan and Zimbabwe (DFID, 2012). The convention established that disability is not only a social welfare matter but also part of human rights.

DFID (2012) has further elaborated that; article 24 of the Convention on Education emphasized that State Parties shall ensure that persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of their disability. Persons with disabilities can access an inclusive, quality and free primary education, secondary and higher level education on an equal basis with others in communities where they live. However, this is possible only if reasonable accommodation of the individual's requirements are provided; persons with disabilities receive the support they require within the general education system to facilitate their effective education; and effective individualized support measures are provided in environments that maximize academic and social development, consistent with the set goal for ultimate full inclusion of all.

Many countries have also enacted progressive laws that guarantee the rights of people with disabilities to education specifically higher education and in other major areas of life. In the United States for example, the government has ensured services for students with disabilities through Public Law 93-112, Section 504 of Rehabilitation Act of 1973, now the Americans with Disabilities Act (ADA, 1990) and the ADA American Act (2008). This is also the same with many other countries around the world.

Despite the laws that are in favour of including persons with disabilities, when it comes to implementation of the recommendations on how to give equitable, accessible and quality education to physical disabled students especially in higher education levels, governments and stakeholders' priorities became a great determinant. Govinder (2009) argued that in developing countries, many out of school children are specifically those with physical disabilities. This may be due to factors such as poor budgets in financial years on financing education to the disabled.

Historically, persons with physical disabilities have been marginalized and denied equitable participation opportunities, including participation in higher education. They have been criminally victimized within the society's institutions mostly due to negative psychological factors such as negative attitudes, prejudices, stereotyping, and stigmas (Hughes, 2005).

In many sub-Saharan African countries, being disabled at least doubles the chance of having never attended school (UNESCO, 2010), and those who do start school are at increased risk of dropping out (Filmer, 2005). The problem is exacerbated in higher levels of education. In sub-Saharan Africa, it has been reported that access for disabled students to higher education or particular programmes can be formally blocked (Karangwa, 2008) or informally advised against. This is the world's largest minority and 80 percent of persons

with disabilities are believed to live in developing countries, according to the UNDP (UN ENABLE, 2010).

Research show that on average a student from the lowest socio-economic quintile with disability in sub-Saharan Africa has 15 less chance of entering a university than one from the highest quintile (Brossard and Foko, 2007). This implies that there are particularly strong correlations between poverty and disability in Sub-Saharan Africa and Tanzania in particular. Disabled people in Africa are among the poorest of the poor as a consequence of their exclusion from school benefits.

In Tanzania, data show that in 2011, only 0.35 percent of all children enrolled in primary schools were children with disabilities. In secondary schools, 0.3 percent of boys and 0.25 percent of girls have disabilities. These percentages are extremely low when compared with the estimated 7.8 percent of the population with disabilities in Tanzania and indicate that most children with disabilities are not enrolled (UNESCO 2012). This small number of disabled students enrolled in primary and secondary schools predicts very low enrollment rates at higher learning institutions in Tanzania. For those children with disabilities who are enrolled, regular attendance is often extremely difficult.

The major challenge among physical disabled students to access higher education in Tanzania is lack of accessible infrastructure. This involves unsupportive classrooms, laboratories, libraries, washrooms, dining halls/rooms, and sports and games' space. Lack of physical and social access for disabled young people to higher education is a major barrier to creating a pool of appropriately qualified students to enter higher education on equal basis (Croft, 2010). This feature of the sub-Saharan African education system combined with lack of accessible infrastructure prevents a good number of disabled students from entering higher education

In his research on inclusion of disabled students in higher education, Chataika, (2010) states that:-

> *For the disabled... the issue of the infrastructure limits enrolment of these students. Some qualified -very few qualified but like those people with physical disability look at the physical infrastructure and all along you say that they are not appropriate. So infrastructure development is also a limitation to accommodate some of these students.*

Buildings in most school environments are also not supportive to the physically disabled students in developing countries such as Tanzania as supported by Chataika's research. There are some clearly stated connections between the built environment and barriers to the learning of individuals with physical disabilities. A good example is shown in Figure 1 which shows that library, science laboratories and many classrooms were only accessible through stairs (www.dailymail.co.uk/news/article-2366260 2014) since there were no "lift" built in to assist people to move easily from one level of the building to another. Figure 2 shows physically disabled Student being assisted by fellow students during a University graduation procession at St. John University, in Tanzania (http://www.sjut.ac.tz/sjut_fundrising.php 2014).

The above observations on some difficulties encountered by disabled students in institutions of higher learning are supported by Chataika (2010) study which points out that

> *One of the big problems that we have here as students is that we need to study but the library has no access to books ...because library has upstairs that we have to climb. These restrict people with disabilities to access some books. Some students fail to attend lectures because lecture rooms are located upstairs and some disabled students fail to climb so as to attend their lectures.*

Figure 1: A Physically Disabled Person on a Wheelchair at the bottom of Stairs at the University of Utah, USA. Source: www.dailymail.co.uk/news/article-2366260	Figure 2: A Physically Disabled Student at St, John University of Tanzania, Dodoma, Tanzania, being assisted by his fellow graduates during graduation procession. http://www.sjut.ac.tz/sjut_fundrising.php

The physically disabled students are also faced with the problem of overcrowded classrooms, lack of seats, standing space and poor acoustics as revealed by Chataika. He argues that even during lectures, lecture rooms have so many students especially in education classes/theater rooms in such a way that when a disabled student comes late he/she decides to stay at the back of the class where it is very difficult to hear well from the teacher/lecturer. This is a difficult situation and it negatively impacts academic performance of the disabled students. A good example cited is in the study by Firmer (2005) which shows that more than sixty percent (60%) of students with physical disabilities studying under unconducive learning environment performed poorly in their studies due to the difficulties they faced. The difficulty they encountered included, among

others, long walking distances, limited access to learning materials and climbing building stairs.

Lack of information about support services to disabled students in high level education has been a constant theme in many studies in developing countries such as Ghana and Tanzania. Madriaga (2007) revealed that it was not always clear to disabled students as to who were the people responsible for analysing their needs. It was also not clear what facilities and entitlements (or rights) were available to them. This involved the legal notion of reasonable accommodation. In that way, the physically disabled students not only experience stress and anxiety, but they also have difficulty in preparing themselves for higher education study.

The conditions stated above constitute major obstacles for many physically disabled students to get access and registration to formal education systems in colleges and universities. Due to these factors, there could be very low physically disadvantaged students attendance, retention, survival and academic completion rates. According to Croft (2010), the physically disabled students in school environments are less favoured by the infrastructures and schooling environment in general.

It is from the researchers consideration of the situation explored above that the interest for this study was triggered. This study intends to explore the problems facing students with physical disabilities in higher learning institutions in Tanzania, using both qualitative and quantitative research methods or approaches with the aim of unearthing better solution against problems encountered by the physically disabled students and recommend appropriate strategies for the problem.

1.2 Statement of the Problem

The world is currently struggling for free, equitable and quality education for all people, starting with basic education, secondary and finally higher education through Education for All (EFA) goals. These goals have been adopted in many countries including Tanzania. The Universal Declaration for Human Right in 1948 declared education as an important right for every person including people with disabilities.

Physically disabled students as clearly stated in the Convention on the Rights of Persons with Disabilities which entered into force in 2008 and having 145 signatories including Tanzania, were given wider chances for accessing education which will be friendly to the disabled persons. This includes making available all necessary environments that are supportive to the physically disabled students including those in higher education level. Such support refers to things such as good and supportive classrooms, laboratories, libraries, dormitories, internet connectivity, washrooms, dinning, as well as sports and games' spaces.

However, implementation of the recommendations differs from one country to another and from one institution to another. The situation is bad in many developing countries. This can be a result of poverty among countries or unfocused priorities and considerations given to quality education among disabled students. As noted earlier, UNESCO (2010) argued that in African countries, being disabled at least doubles the chance of having never attended school and those who do start school are at increased risk of dropping out and the problem is worse in higher levels of education. In other words, for the physically disabled students in poor countries, the enrolment rates, survival rates and completion rates are very low, and good academic performances are unlikely.

The increasing number of the physically disabled out of school children and unfavorable learning environments for the physically disabled students in higher learning institutions in Tanzania increase the number of unskilled and illiterate citizens and youths who are not groomed for employment. Such students become dependent on others for their daily basic needs. Others engage in dangerous offenses as they seek for their earnings (Nakpodia, 2010). That was why the researcher was interested in investigating the problems facing the physically disabled students in high learning institutions in Morogoro municipal so as to ultimately suggest how to address the problems that the physically disabled students encounter in such environments. The investigation provided light on how to address the problem of effective engagement of the physically disabled students in higher education. As is commonly acknowledged education empowers individuals for social political and economic independence, hence those who miss education stand at disadvantage. The latter condition should be avoided as much as possible.

1.3 Purpose of the Study

The purpose of the study was to examine the problems facing students with physical disabilities in higher learning institutions in Tanzania using Morogoro Municipality as a case study.

1.4 Specific Objectives of the Study

Specifically the study intended to:

i) Examine infrastructural situations in higher learning institutions to determine whether the situations support students with physical disabilities to study and live comfortably.

ii) Examine academic problems facing students with physical disabilities in higher learning institutions in Morogoro Municipality.

iii) Examine social problems that students with physical disabilities encounter in higher learning institutions in Morogoro Municipality.

iv) Investigate financial problems that students with physical disabilities encounter in higher learning institutions in Morogoro Municipality.

v) Assess stakeholders' views on means through which the society can address problems that students with physical disabilities encounter in higher learning institutions in Morogoro Municipality.

1.5 Research Questions

This study was guided by the following questions that were grounded on the research objectives;

i) Do the infrastructural situations in higher learning institutions in Morogoro Municipality support students with physical disabilities?

ii) What academic problems do students with physical disabilities encounter in higher learning institutions in Morogoro municipality?

iii) What social problems do students with physical disabilities encounter in higher learning institutions in Morogoro Municipality?

iv) What are the financial problems that students with physical disabilities encounter in higher learning institutions in Morogoro Municipality?

v) What are the stakeholders' views on the means through which the society can address problems that are facing students with physical disabilities in higher learning institutions in Morogoro Municipality?

1.6 Significance of the Study

The results of the study have generated knowledge on the real situation of the physically disabled students in higher learning institutions in Morogoro Municipality and their major

challenges. Secondly, findings from the study are expected to assist in establishing a base for the government and other stakeholders to follow up how to provide accessible, quality and equitable higher education to people with physical disabilities. Thirdly, it is expected to help policy makers and education planners to review existing educational policies, plans and priorities so as to find out better ways of financing and supporting students with physical disabilities in higher education at the same time improving enrollment, survival, completion and performance rates of this group of students in higher learning institutions.

1.7 Conceptual Framework

Conceptual framework involves some imagination and some hypothetical thought (Omari, 2011). It is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Reichel and Ramey, 1987). It simplifies the research proposal preparation task as it gives the general focus of study. This study was guided by a model of three categories of variables. These categories included predicting variables, mediating variables and outcome variables. The major components of the overall conceptual framework are summarized in figure 3.

Figure 3: Conceptual Framework for the Study

Predictor Variable	Mediating Variable	Outcome Variable
• Education policies • National economic level • Educational Quality • Government priorities	• Infrastructure • Educational curriculum • School management • Social environment	• Enrollment rates • Academic performance rates • Dropping out rates • Labor market competition • Dependence Vs independence
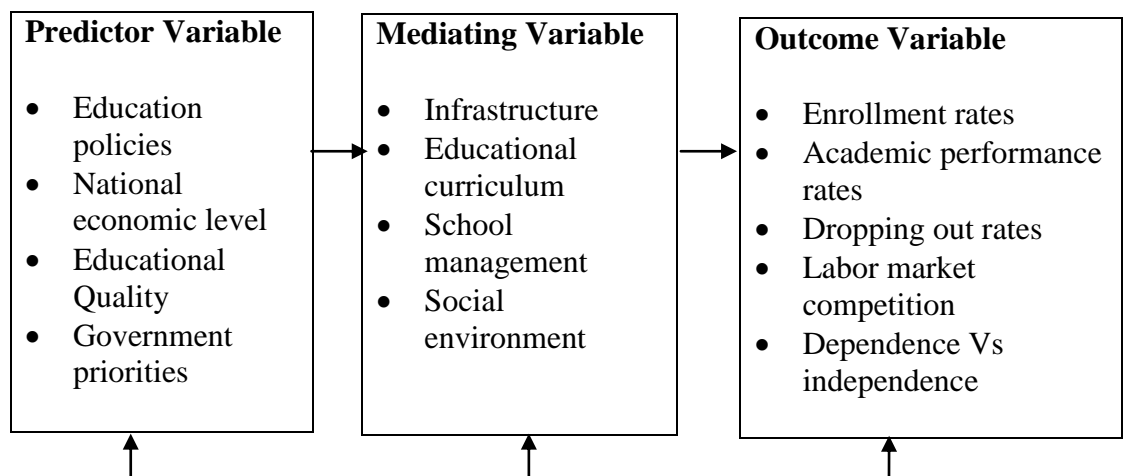
The predicting variables comprise of educational policies, National economic level, and quality of education system as well as government policies. Mediating variables are those characteristics, which emerge as a result of pressure from predicting variables that may condition a physically disabled student sooner or later in terms of attendance to school, academic performance and even before the decision is made to drop out of school/college. Mediating variables include school infrastructure, educational curriculum, school management and the social environment. The outcome variables include enrollment rates, academic performance, dropping out of school/college, labour market competition among physically disabled graduates as well as dependence versus independence among the physically disabled students.

The study was based on the assumption that, predicting variables determine mediating variables. Predicting variables include, among others, educational policies on people with disabilities, poverty at the national levels and at individual levels. Also poor quality of education provided as well as government policies on provision of better, quality and equitable education to people with physical disabilities among the predicting variables. On the other hand mediating variables involves school/college infrastructure that may or may not support physical disabled students, and irrelevant curriculum, school management as well as unsupportive social environment.

Mediating variables may negatively influenced outcome variables, this in turn could lead to low enrollment, poor performance and the decision of a student to drop out of college/university. When school infrastructure and the school/college environment in general are not conducive they may cause poor attendance, absenteeism and even dropping out from higher level education. School/college environment characterised by lack of

supportive classrooms, hostels, laboratories, libraries, dining areas, sports and games grounds, and effective school management may develop hopelessness and disappointment among students with physical disabilities. Poor academic performance among students, which may be influenced by poor quality of education provided, may also cause poor acquisition of skills and knowledge, failure to compete in labour markets or gaining self employment and finally falling into situation of individual's dependence that is not only burdening family members and society in general but also the government at large.

1.8 Delimitation of the Study

The study was restrained to the problems facing physically disabled students in higher learning institutions. The research was only involving higher learning institutions in Morogoro Urban District. The study also included heads of institutions, students with physical disabilities, teachers, educational officers and students to provide information on problems facing students with physical disabilities and alternative ways to be taken to address the issue. These factors were most likely to delimit the representativeness and generalizability of the study to the entire situation in all institutions of higher learning in Tanzania.

1.9 Limitations of the Study

This study encountered some limitations such as reluctances of some respondents to give their time for responding to the research questions. Time factor also limited the study processes due to the fact that, some higher learning institutions were scatted across Morogoro Urban District in the sense that they needed lot of time to visit and collect data for the study. The study also observed hardship in locating students with physical disabilities at higher learning institutions that were willing to contribute for study. Some of higher learning institutions in Morogoro Municipality had very strict rules and long

procedures to get permission for conducting a study; hence the researcher spent lot of time and money to get permission for collecting data.

1.10 Definition of Key Terms

i) Disability- is the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these. One disability could be a result of birth complications or it could develop along a life continuum as a consequence of a disease or accident.

ii) Physical Disability- is a limitation on a person's physical functioning, mobility, dexterity or stamina.

iii) Infrastructure - the basic physical systems of a country's or community's population, including roads, water, sewage, buildings, internet connectivity, learning facilities etc.

iv) Stairs - a series of steps that go from one level or floor to another in a building.

v) Curriculum – a planned interaction of pupils with instructional content, materials, resources, and processes for evaluating an attainment of educational objectives.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Overview

This chapter presented the view of literature related to the problem facing students with physical disabilities in higher learning institutions. It explores the concept of physical disability in general, historical overview of the problem as well as the empirical studies on the problem.

2.2 The Concept of Physical Disability

The term physical disability is broad and covers a range of disabilities and health issues, including both congenital and acquired disabilities (Mifflin 2003). People with physical disabilities, also known as disabled people or physically disabled people, have a physical impairment which has a substantial and long term effect on their ability to carry our day-to-day activities. Someone with a moderate physical disability would have mobility problems, for example, unable to manage stairs, and need aids or assistance to walk. Someone with a severe physical disability would be unable to walk and dependent on a care for mobility.

Siebers (2008) argued that many causes and conditions can impair mobility and movement. The inability to use legs, arms, or the body trunk effectively because of paralysis, stiffness, pain, or other impairments is common. It may be the result of birth defects, disease, age, or accidents. These disabilities may change from day to day. They may also contribute to other disabilities such as impaired speech, memory loss, short stature, and hearing loss.

People with mobility and movement impairments may find it difficult to participate when facing social and physical barriers. Quite often they are individuals of courage and

independence who have a desire to contribute to the fullest level of their ability. Some are totally independent, while others may need part- or full-time assistance (Johnstone, 2001).

2.3 Types of Physical Disabilities

Physical disabilities and health conditions are classified as either congenital or acquired. Students with congenital conditions either are born with physical difficulties or develop them soon after birth. Acquired disabilities are those developed through injury or disease while the child is developing normally.

Neads (1999) identified types of physical disabilities as follows: Paraplegia, Quadriplegia, Multiple sclerosis (MS), Hemiplegia, Cerebral palsy, Absent limb/reduced limb function Dystrophy and Polio. Paraplegia and Quadriplegia are what people first identify with a physical disability. Paraplegia results from injury to the spinal cord, occurring below the neck, while quadriplegia refers to damage to the spinal cord in the neck. Varying degrees of loss of limb and other mobility may result from either condition. Other forms of physical disability, such as polio (an acquired disease), cerebral palsy (damage to brain tissue during fetal stages) and some genetic conditions can result in loss of mobility.

2.4 Historical Overview of the Problems of Physical Disability to Students in Higher Learning

Higher education has been through a period of major change since the mid-1980s. A massive expansion in student numbers has been coupled with a reduction in funding and greater accountability. Within this demanding context, pressure has also been applied to institutions to improve accessibility for disabled people, most recently governments have been changing its higher education policies by putting more emphasis to students with physical disabilities.

According to HEFCE/HEFCW (1999) physical disabled students pose particular challenges to higher education not only in terms of gaining physical access to buildings, but also in relation to much wider access issues concerning the curriculum, teaching, learning and assessment.

The study done by Tinklin et al (2004) revealed that senior managers in institutions acknowledged that higher education has been through a period of great change, with reductions in funding, increased workloads brought about through the huge expansion in student numbers and greater accountability. In further education changes have focused on governance and funding with the creation of the Further Education Funding Councils and latterly the Learning and Skills Council. In this changing context, institutions have been under pressure through the publication of performance indicators, the introduction of premium funding allocated on the basis of the number of students from under-represented groups, including physical disabled people and the amendment to the Disability Discrimination Act to widen access to under-represented groups specifically students with physical disabilities in higher learning and to develop policy and provision for disabled students.

Despite the demands faced by institutions, there were definite signs of progress in provision for physical disabled students. HEFCW/W (1999) study revealed that some institutions had at least one designated disability officer and a senior manager with responsibility for disability issues. Where institutions did not fully meet the criteria established as 'base-level provision' for physical disabled students, as specified by the Higher Education Funding Councils for England and Wales, significant numbers reported partially meeting them. These criteria constitute a minimum level of provision and include,

for example, having adequate staffing, ensuring the needs of physical disabled students are considered in the design and refurbishment of the physical environment and having an institution-wide policy and procedure covering examinations and assessments, which addresses the needs of physical disabled students in higher learning institutions.

While all of these signs of progress were encouraging, the student case studies revealed gaps and showed that significant barriers remain to the participation of physical disabled students in higher education as revealed in the study by Teachability (2002) that most of the physical disabled students experienced barriers to accessing their education relating to the physical environment or teaching and learning (or both) at some point during their studies. In addition, the institution and course choice of some students was affected by physical access issues.

Teachability further revealed that some physical disabled students lack social networks and are uninvolved with extra-curricular activities such as sports and games, environmental issues, thus reducing opportunities for informal learning, which is an important aspect of the higher learning experience. This is particularly the case for those who lived at a distance from the institution and those with high support needs.

2.5 Empirical Findings

2.5.1 World Wide Empirical Studies

Riddell et al., (2002) study revealed the evident that Higher Education Institutions (HEIs) increasingly encourage and welcome international students' participation in higher learning. However, what is not evident is the ways in which these opportunities have been open to disabled students specifically physical disables, and how many have chosen to travel and live abroad countries such as UK.

Barnes, (1991) stated that historically, institutional discrimination against physical disabled people has been deeply ingrained, and a multitude of barriers to their full participation in everyday life, including education, has been created and perpetuated.

Docherty et al. (2004) argue that access to formal education has been conventionally based on the selection of the intellectually able and gifted. Thus the educational system has excluded those deemed to be educationally incompetent or not considered elite but not consideration in terms of physical ability or disability.

The study done by Field, (2003) showed that western educational structure itself is said to reproduce and disrupt existing social inequalities. The underlying selection procedures of this system, based on ability and class membership have created and sustained inequalities (Archer, 2003). Therefore, it could be safely argued that conventional learning and teaching has been geared towards serving the needs of those students perceived to be 'normal' in a given time and culture but not actually the group known as disabled specifically physical disabled students.

Riddell et al., (2005) done a research and stated that specifically, students with certain biological and physical characteristics have traditionally been excluded from accessing mainstream education, with the assumption that educational institutions such as universities were not the place for disabled students such as physical disables, but for "a narrow group of socially advantaged students in the richest parts of the world.

Research conducted by the Disability Rights Commission (DRC) (2002) into young disabled adults' lives, for instance, found that 30 per cent of those who had not progressed on to further education and/or high education felt that they were prevented from doing so for reasons relating to their impairments. Issues of concern centred on disability-related

support, transport and accommodation. Thus, disabled students' participation in high education is generally reported to be low (Riddell et al., 2005).

UK research by Riddell et al., (2002) indicates that even when disabled students start out with comparable qualifications to other students in the same university, they tend to encounter more barriers to learning and to achieve lower outcomes in terms of final degree classification. Hence, support for disabled students has been a subject of much inquiry. Support is often reported to be haphazard and serendipitous.

The study by Barnes, C. (1991) in Britain exposed that physical disabled students who manage to enter higher education often face various discriminatory social and environmental practices during their study period and there is still much work to do in the British higher learning sector. When disabled students enter higher learning, they take up a unique opportunity to develop both academically and socially, and more importantly feel empowered (Hurst, 1996). Yet, the empowering potential of higher learning education may be difficult for disabled students to achieve. This is particularly the case for disabled international students, who also have to contend with additional cultural, linguistic and funding difficulties in their English higher learning institutions.

Grenier (2006) study gave the fact that before the 1970s, many students with physical disabilities were excluded from U.S. public education. Prior to the passage of Public Law (PL) 94-142, the Education of All Handicapped Children Act of 1975, students with disabilities were usually isolated in either residential institutions or separate schools (example school for the physical disabled), and typically they did not receive physical education (Block, 1992). However since the mid-1970s advocacy, litigation, and legislative

acts have supported the rights of people with disabilities in United States and elsewhere (Grenier 2006).

2.5.2 African Empirical Studies

The study done by FOTIM (2011) in South Africa on disabled students in higher learning institutions found that for students with disabilities, inequalities in higher education begin with inequalities within the whole schooling system of South Africa. It further elaborated that historically there was a dominant mainstream system for "normal" learners and a secondary system of specialized education for learners with so-called special needs. In the latter system very often, however, the curricula was inappropriate to prepare learners for the world of work and only a very limited number offered tuition up to matriculation (now Grade 12) level effectively excluding many learners from higher education opportunities. Many learners especially those with physical disability were also totally excluded from the education system.

Howell (2000) study on disabled students and higher learning revealed that although the schooling system has the potential to support greater participation by persons with disabilities in higher education, barriers still remain. Traditional attitudes and stereotyping of the abilities of learners still lead to exclusion and reinforcement of the notion that learners with disabilities particularly physical disables do not have a future in higher education. Barriers are exacerbated by inequalities inherent in the higher education system. This includes the ways in which higher education institutions are structured and function, dominant attitudes that inform and shape the practices of such higher education institutions as well as the role that higher education plays within society as a whole.

The study by McLean et al (2003) stated that whilst facilities and assistive devices play an important role in supporting students with disabilities and have received much attention

from higher educational institutions, limited attention has been paid to the extent to which teaching and learning processes marginalize or exclude learners/students specifically with disabilities. A lack of curricula flexibility and a lack of inclusive teaching and learning methodologies remain important barriers within higher education that must be further interrogated.

In the research study done by CHE (2001) gave the evidence that the initiatives and structures in place at the various institutions vary considerably in what work they do and the services they offer. In many cases the higher learning institutions experience resource constraints that limit the nature and extent of services that they can offer. Most importantly, support services to students with disabilities, where they do exist, tend to operate separately from or have limited collaboration with broader teaching and learning support initiatives at the institutions. Where links do exist the collaboration is mostly with student counseling services rather than those dealing directly with teaching and learning. The structural separation of learning support for disabled students from other learning support is criticized and an integrated approach is seemingly preferred.

Chataika (2010) has conducted research on disabled students in Zimbabwe. This study found that although the University of Zimbabwe appears to be inclusive by accepting participation of disabled students from 1982 in some of its programmes, once entered, these students experience marginalisation and disempowerment. This included negative attitudes, problems with the admissions process and a built environment that was not inclusive.

Karangwa (2008) has written about inclusive higher education in Rwanda. The author reports how a team in the Kigali Institute of Education reviewed application and selection criteria and advised the Ministry about adjustments and equipment needed to assist

disabled students. The Ministry, with the National Examination Council and the National Federation of the Disabled, provided a list of applicants with various disabilities who had qualified but could not get into university. There were over 250. Now three Rwandan public universities have opened their doors to male and female students with visual and hearing impairments for the first time. Karangwa (2008:1) reports how:

> *The first few days in the university were shocking for the disabled students, and their non-disabled peers. Everyone knew from the media that these students would be enrolling. But sighted students were still surprised to see blind students on campus asking to share their notes, though many were eager to help.*

This account indicates how, in the absence of institutional support, disabled students were often dependent on their peers for basic services.

2.5.3 Tanzania Empirical Studies

Tinklin and Hall (1999) study in Tanzania identified obstacles in five areas in relation to higher education namely; entrance to higher education; access to information; the physical environment; assumptions of 'normality' as well as levels of awareness. One of the central findings from the study was the way in which the built environment was designed solely with persons without disabilities in mind. This created the obvious access barriers, and impeded independence, as disabled students had to rely on peer support in order to engage with their environment.

> *I am facing difficulties because of my condition. In our building there is no elevator lifts so whenever I have to use the computer rooms, they're up stairs, so I cannot go there. So the problem, I have to use some friends they have to go there and borrow books for me or ask them about computers. They're trying to bring then down in the ground floor so this is the first problem I have been facing. Other problem is the latrines. Latrines you can find some doors are very small, so I can never turn inside there. So there're challenges we've been facing possibly from last year till now*

Croft, (2010) study stated that lack of physical and social access for disabled young people to basic education was a major barrier to creating a pool of appropriately qualified students to enter higher education This feature of sub-Saharan African education combined with the lack of accessible infrastructure prevented disabled students from entering higher education (Chataika, 2010):

> *The disabled... the issue of the infrastructure may also limit enrolment of these students. Some qualified -very few qualified but like those people with physical disability look at the physical infrastructure and all along you say that they are not appropriate. So infrastructure development is also been a limitation to accommodate some of these students*

Morley (2010) found that without information to make informed choices, disabled students in his study not only experience stress and anxiety, but also difficulty in preparing themselves for higher education study. Lack of information about support services was a constant theme in the study of Ghana and Tanzania. It was not always clear to disabled students who were responsible for analysing needs and facilities or what entitlements or rights were available to them e.g. the legal notion of reasonable accommodation. The void was often filled by the students themselves:

> *But the environment of course is not good. It is good for the able-bodied but not for the people with disability… yah… And that because I was two years leader of disabled students most of the time they come with that problem… even myself I experience that but not much because myself I can walk…but others...*

2.6 Infrastructures and Students with Physical Disabilities

In the study done by National Council on Disabilities (2002) suggested that learning environment for people with disabilities requires buildings and facilities designed, constructed or altered with federal funds to meet federal physical accessibility standards such as reserved parking spaces and passenger-loading zones for vehicles carrying disabled

homeless clients are ample and well marked. Also entrances are protected from the weather by a canopy or roof overhang, buildings with stairwells have elevators, ramps or lifts, automatic door openers, and lowered counters for non-ambulatory persons. Barriers to entrances, hallways, restrooms, waiting areas and examination rooms are removed. Rooms are large enough to accommodate persons in wheelchairs and other assistive devices. Corridors are at least 36 inches wide for wheelchair mobility.

2.7 Enrolment and Completion Rates to Disabled Schooling

U.S. Dept. of Education, (2001) stated that graduation rates for students with disabilities have climbed steadily since 1993-94. In 1993-94 the graduation rate was 51.9 percent, this increased to 57.4 percent by 1998-99. Graduation rates for students age 14 and older with disabilities vary by disability category. Students with visual impairments graduated at the highest rate (75.1 percent), followed by students with traumatic brain injury (70.3 percent) and students with hearing impairments (69.4 percent). Graduation was least likely among students 14 and older who had mental retardation (41.7 percent) and emotional disturbance (41.9 percent). Graduation rates for students with disabilities ages 14 through 21 varied by racial/ethnic group, ranging from 63.4 percent among white students to 43.5 percent among black students. This data shows that the rates for students with disabilities is still very low and it interprets that this group of people still did not get a required education at a required rates.

Johnson and Thurlow (2003) in their study in U.S.A showed that 27 states either require or are in the process of requiring youth with disabilities to pass an exit exam in order to receive a high school diploma as enrolment criteria, up from 20 states reporting this practice in the 1999 survey. Approximately half the states (23 states) required students with and without disabilities to use the same test and passing score on exit exams (26 states did

not respond). 3 states (Massachusetts, Minnesota, and Wisconsin) use a variety of passing score options, including using the same tests but with different passing scores, and offering different tests, and/or different passing score options. This did not give favour to students with disabilities for the purpose of increasing their involvement in higher education.

Children's Defense Fund, (2002) reported that approximately 1 in 8 children in the United States never graduate from high school. Based on calculations per school day, one high school student drops out every nine seconds. This study reveals that students with disabilities are highly dropping out in a big rates to the extent they are not realizing their right to education regardless of their ability or disability.

2.8 Research Gap

Despite the fact that the review of literature found many studies which dealt with disabled students and their situation at schools, there are very few or not at all which are specifically revealing on problems that hinders physical disabled students in higher learning institutions in Morogoro Municipality to acquire quality and accessible higher learning education. To address this gap, this study will focus on investigating the problems that are facing physical disabled students in higher learning institutions in Morogoro Municipal.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research design and methodology for studying the problems facing students with physical disabilities in higher leaning institutions in Morogoro Municipality. It includes a description of the population and sampling procedures, area the of study, instruments for data collection and analysis.

3.2 Research Design

A research design is an arrangement of conditions for collection and analysis of data in a manner that aims at combining relevance of the research purpose with economy in procedures (Kothari, 2004). For the purpose of this study, both quantitative and qualitative approaches were employed in data collection and analysis. In this study quantitative approach was used to examine infrastructural and financial situations that students with physical disabilities encounter in higher learning institutions in Morogoro municipality. Qualitative research approach was used to examine academic, social and financial problems facing students with physical disabilities in higher learning institutions and assessment of stakeholders' views on means to solve problems that students with physical disabilities encounter.

3.3 Area of the Study

The area of the study was Morogoro Municipality, Tanzania. Morogoro Municipality covers an area of 260 square kilometers and is one of the six districts of Morogoro region. Other districts in Morogoro region include Kilombero, Kilosa, Ulanga, Mvomero and Morogoro rural. Morogoro Municipal district borders Morogoro rural to the eastern side. In

Southern side it borders Morogoro rural and Mvomero District. Mvomero District also borders west and northern sides. Morogoro Urban is located on the lower slopes of Uruguru Mountains. On the basis of the 2002 population and housing census, Morogoro urban has a population of 227,921 of whom 113,639 were males and 115,224 were females (URT 2003).

In Morogoro Municipal, mixed tribes reside in this district as it is highly urbanized although Waluguru are indigenous. Administratively, Morogoro urban has one division, 19 wards, and 275 streets.

Morogoro urban as supported by Sanga (2013, sighting URT 2007), has been purposively selected because, it is at the centre and strategically is located at the junction point of major roads from Dodoma and Iringa to Dar es Salaam and Arusha. It is also containing many higher learning institutions that will be relevant for the study.

3.4 Population, Sample, and Sampling Procedures

3.4.1 Population for the Study

Omari (2011), argued that population is the totality of any group of units which have one or more characteristics in common that are of interest to the researcher. It involves a larger group of people, institution or thing that has one or more characteristics in common on which a study focuses. It consists of all cases of individuals or elements that fit a certain specification (Kothari 2004). The target population for this study included all higher learning institutions in Morogoro Municipal including its unity of study as well as all physical disabled students in higher learning institutions in Morogoro Municipal.

3.4.2 The Sample of the Study

According to Ary et al (1996), a sample is a small group or subset of a population, which a researcher selects for the purpose of the study and from which generalization is made about the characteristics of the population. In this study sampling was made of higher learning institutions, physically disabled students in such institutions, heads of institutions, lecturers, students and parents.

3.4.2.1 Higher Learning Institutions

By 2014, Morogoro Municipality had a total of five (5) higher learning institutions. For this study, data was collected from all five (5) purposeful chosen higher learning institutions. This social sample unity as supported by Kothari (2004) includes members relevant for information particularly heads of institutions, teachers/tutors/lectures, parents and students. Table 1 shows higher learning institutions that were involved in the study.

Table 1: Sample of Higher Learning Institutions in Morogoro Municipal

	Higher Learning Institutions in Morogoro Municipal
1	Jordan University College
2	Morogoro Teachers College
3	Muslim University of Morogoro
4	Sokoine University of Agriculture
5	St. Joseph College

3.4.2.2 Sample of Physical Disabled Students

The study was designed to involve all physical disabled students in all sampled higher learning institutions in Morogoro Municipal. A list of names of physically disabled students was prepared from the admission registers that were available at admission offices. Physically disabled students who were currently admitted and study at higher learning institutions in Morogoro Municipality were directly involved as respondents and they were twelve (12) whereby their number depended on their availability and willingness to

participate in the study. This involved all physically disabled students pursuing non-degree programmes, bachelor degree programmes, master's degrees as well as doctorate students in order to reveal situations at all levels in higher learning institutions.

3.4.2.3 Heads of Institutions, Tutors/Lectures, Parents and Students

The study comprised a sample of heads of institutions, tutors/lectures as well as students to give out their experiences and views concerning the problems facing people with physical disabilities in higher learning institutions. In this study, all five (5) heads of institutions were involved depending on number of higher education institution sample, plus five (5) tutors/lectures from each sampled higher learning institutions as well as eight two (82) students without disabilities from all selected sampled higher learning institutions. Forty (40) parents were also involved to give their views on means to solve problems which physically disabled students encounter in higher learning institutions. The number designed for heads of institutions, tutors/lectures, parents and students was expected to be accessible, relevant and adequate in providing information on problems facing physically disabled students in higher learning institutions. Table 2 shows heads of institutions, tutors/lectures and students involved in the study from each five sampled higher learning institutions.

Table 2: Heads of Institutions, Tutors/Lectures, Parents and Students Sample

No	Sample Category	No. of respondents	No. of respondent used
1	Heads of Institutions	5	5
2	Tutors/Lectures	25	21
3	Parents	50	40
4	Students	100	82
5	Physically disabled students	12	12
	Total	**180**	**160**

 Source: Field Data, 2014

3.4.3 Sampling Techniques

Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). This study employed purposive sampling technique for the sampled higher learning institutions in which all its units of study such as all physically disabled students, heads of institutions, tutors/lectures, parents and students will be included. According to Omari (2011), purposive sampling techniques involve picking units most relevant or knowledgeable in the subject matter and study them.

3.5 Research Instruments

This section provides a description of the instruments to be used in the data gathering process. The study will use four data gathering techniques, for there is no single technique that is adequate in itself in collecting valid and reliable data on a particular problem (Patton, 1990). The study involved documentary reviews, questionnaire and interview.

3.5.1 Documentary Review Guide on Infrastructure Situation

This technique was used to trace the infrastructural situation in the selected higher learning institutions that support students with physical disabilities. In this study a list of all types of infrastructure needed to support students with physical disability in higher learning institutions (Appendix 1) was prepared for the purpose of analysing their conditions and accessibility to physically disabled students.

3.5.2 Questionnaire

The study was expected to use questionnaire to find out academic problems that physically disabled students encounter at higher learning institutions (Appendix 2) as well as gathering information from stakeholders which are, tutors/teachers, students and parents

(Appendix 3) on their views concerning the means to solve problems that are facing students with physical disabilities in higher learning institutions in Morogoro municipality for the reason that this group of people shares college/university and community life together with students with physical disabilities in different aspects hence they have ideas on means to solve problems of physical disabled students in higher learning institutions.

3.5.3 Semi-structured Interview

This technique was used to collect concise data from physically disabled students who will be admitted and registered at higher learning institutions. The technique collected data concerning the social and financial problems (Appendix 4) that students with physical disabilities encounter in learning environment in higher learning institutions. This technique was expected to give physically disabled students chance to give out their experience on problems associated with their life at colleges and universities. The total number of physically disabled students to be involved depended on their accessibility at higher learning institutions in Morogoro Municipality.

The technique was also used to gather information from heads of institutions (Appendix 5) especially on issues concerning financial support given to physically disabled students at institutional level and other non-financial support to enhance the conducive learning environment for the students with physical disabilities.

The validation of the instruments was done by conducting pilot testing and by seeking expert opinion from my supervisor who went through the documentary review guides, questionnaire and interview questions and make recommendations for improving the clarity of the instruments. The instruments were also pilot tested with ten participants from

Morogoro Teachers College in Morogoro Municipal. The quality of the data gathering instrument is dependent on whether the instrument can measure what it is supposed to measure and if items carry the same meaning for all respondents (Kerlinger, 1986). Pilot testing helped the researcher to identify ambiguities and unclear questions to answer for necessary corrections (Rea & Parker, 1997). The reliability of the instrument was determined by the results of the pilot testing where sources for response errors in the instrument were identified and corrected.

CHAPTER FOUR

4.0 THE RESEARCH   FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents analysis and presentation of the findings in relation to the purpose of the study, research objectives and research questions. Quantitative data analysis was done by using the Statistical Package for Social Science (SPSS) for window software package version 16.0. Frequencies were run to determine the percentage of responses for various items. Qualitative data on other hand was conducted through thematic analysis. The purpose of the study was to examine the academic, social and financial problems facing students with physical disabilities in higher learning institutions in Tanzania using Morogoro municipality as a case study, examining infrastructure situation as well as seeking for stakeholders' views on means through which society can address problems that are facing students with physical disabilities in higher learning institutions in Morogoro municipality.

4.2 Physically Disabled Students Background Information

The study collected information on gender, levels and programmes of study for the students with physical disabilities who were the main respondents, as the study wanted to explore problems that they faced at higher learning institutions in Morogoro Municipality. These are presented under items 4.2.1 and 4.2.2.

4.2.1 Physically Disabled Students by Gender

The information collected on gender of physically disabled students in higher learning institutions in Morogoro Municipality showed that, out of 12 physically disabled students

from five colleges and universities visited, eight (8) were males which were 66.7 percent of the total sample and four (4) were females which made 33.3 percent. Table 3 shows physically disabled students by gender and percentages more clearly.

Table 3: Physically Disabled Students by Gender and Percentage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Males	8	66.7	66.7	66.7
	Females	4	33.3	33.3	33.3
	Total	12	100.0	100.0	100.0

The researcher found out that, higher learning institutions in Morogoro Municipality enrolled more than half of males physically disabled students compared to female who were few in number. This means that female physically disabled students have had fewer or limited chances to join higher learning education. One of female respondents visited argued that she had experienced a lot of difficulties during her studies from primary education level to university which associated with gender and disability discriminations in various academic and social issues, wrong social perception of educating female disabled children as well as poverty. These challenges facilitated minimal chances for female disabled students to join higher level of education as many of them drops out of school before reaching their academic goals.

From that experience and information collected by a researcher from the field, extra measures should be taken by stakeholders such government, non-governmental organizations, educational institutions, parents and students to alleviate these wrong perceptions by educating the society concerning the importance giving equal chances of education to all children regardless their gender and physical condition.

However, as suggested by Johnstone (2001), it is important for the government and other stakeholders to create different opportunities such as introducing special programmes to enable physically disabled female students to be enrolled in higher learning institutions because their number is too minimal compared to physically disabled male students. This can be done by reducing entry points to join higher learning education, for example, 3.5 to 2.5 entry points. Special scholarship to those physically disabled female students can be offered for those students who scored higher marks at lower levels such as diploma or advanced levels. This strategy cannot only be used to motivate them but also to increase their number to join higher level of education.

4.2.2 Level and Programmes of Study

Regarding the levels and programmes which students with physical disabilities at higher learning institutions were studying, out of 12 physically disabled students, four (4) physically disabled students were pursuing non degree programmes, which amounted to 33.3 percent, seven (7) physically disabled students were taking bachelor's degree, which made 58.3 percent, one (1) physically disabled students pursued master degree, equivalent to 8.3 percent and there was no physically disabled student pursuing doctorate degree. Table 4 simplifies the results on levels and programmes of study for physically disabled students at higher learning institutions in Morogoro Municipality in numbers and percentages.

Table 4: Level and Programme of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Non Degree Programme	4	33.3	33.3	33.3
	Degree	7	58.3	58.3	91.7
	Master Degree	1	8.3	8.3	8.3
	Total	12	100.0	100.0	100.0

More than half of physically disabled students visited were studying in undergraduate degree level. Other higher levels of education such as masters and non degree programes occupied very few students with physical disabilities. However, there was no Ph.d (Doctor of Phylosophy) student with physical disability found at that level in higher learning institutions in Morogoro Municipality.

The right to education as has been declared clearly in DFID (2012) gave the right to every person regardless of his/her condition to get access to education. This associated directly with creating conducive environment for students with physical disabilities to study smoothly and reaching further education levels as much as they are able. However, due to the experience learned from the study, many physically disabled students had abilities and desire to reach at higher education levels such as doctors of phylosophy but they encounter a lot of limitations including poor environment in most of institutions as well as poor support they get from government or institutions and society at large.

The presence of good and long term plan, implementive policies should be used so as to create different means and strategies that will open chances for many physically disabled students to advance from lower level of education to higher level of education. It is quite conservable that, people with physical disabilities posses many potentialities. However, most of them are not getting chances to access higher education levels so that they can realize and utilize well their abilities, capacities and talents in different social, economic, cultural and political spheres of life. In order to ensure government reduces number of dependants and people who are not contributing to national income, government should make close follow-ups so as to achieve its objectives.

4.3 Infrastructure Situations at Higher Learning Institutions

The study traced infrastructure situations in contexts of availability, accessibility and condition in all sampled higher learning institutions in Morogoro Municipality to determine whether the situations support students with physical disabilities to study and live comfortably. The areas that the study examined included classrooms, dormitories, ICT laboratories/libraries, language/science laboratories, dining halls, administrative offices, wash rooms and play grounds. These are presented in item 4.3.1, 4.3.2 and 4.3.3.

4.3.1 Infrastructure Availability at Higher Learning Institutions

The study revealed that out of all infrastructural areas at sampled higher learning institutions visited, including classrooms, dormitories, ICT laboratories/libraries, language/science laboratories, dining halls, administrative offices, wash rooms and play grounds, about the average of 40 percent was available but highly inadequate. The researcher also found that an average of 35 percent of all infrastructure was available but inadequate while only 15 percent of all infrastructure were available and adequate. 10 percent of infrastructural areas at sampled higher learning institutions were totally not available. Table 5 simplifies the results of infrastructure availability at sampled higher learning institutions in Morogoro Municipality.

Table 5: Infrastructure Availability at Higher Learning Institutions in Morogoro Municipality

Infrastructure	Availability							
	Available and adequate		Available but inadequate		Available but highly inadequate		Not available	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Classrooms	1	20%	3	60%	1	20%	0	0%
Dormitories	1	20%	1	20%	2	40%	1	20%
ICT lab	0	0%	2	40%	3	60%	0	0%
Language lab	1	20%	3	60%	0	0%	1	20%
Dining halls	0	0%	1	20%	3	60%	1	20%
Administrative offices	3	60%	1	20%	1	20%	0	0%
Wash rooms	0	0%	2	40%	3	60%	0	0%
Play grounds	0	0%	1	20%	3	60%	1	20%
Total	6	15%	14	35%	16	40%	4	10%

Sourse: Field Data, 2014

According to these results from the study, necessary infrastructural areas largely seemed to be available but highly inadequate while very few higher learning institutions had available and adequate infrastructural systems necessary for physically disabled students. Areas which were highly associated with academic issues and knowledge acquisition at college/universities such as ICT lab and language/science laboratories seemed to be very inadequate comparing to number of enrolled students. This made the sense that students including disadvantageous such as physically disabled students needed to share learning resources such as sharing one computer among five to ten students that according Chataika (2010) leads to their poor competences and performances of those subjects.

This situation hinders the academic development of physically disabled students in the sense that it make them to depend on their fellow students hence leads them to learn more theoretically rather than practically due to their condition. The situation could be avoidable through ensuring that all necessary learning facilities are adequate and inclusive. Researcher experienced that many students especially physically disabled students relied on less practical studying material such as teachers handouts and notes while not exposed to competence-based learning materials which are found on unavailable infrastructure such as ICT labs.

Therefore, it is advisable that something must be done in order to make sure that at least all necessary teaching and learning materials are available so as all students, both able and disabled learn more practically. Learning practically will enable physically disabled students to acquire essential knowledge and skills that will not only help them to compete in job/labour market, but also engage themselves in self employment.

4.3.2 Infrastructure Accessibility at Higher Learning Institutions

Infrastructure accessibility at higher learning institutions which was a very sensitive area that touches the lives of the physically disabled students directly was also examined. Out of five higher learning institutions involved in the study, about an average of 85 percent of their infrastructure were accessible with difficulty to students with physical disabilities. It was only 7.5 percent of infrastructure that were easily accessible and 7.5 percent of all infrastructures from five higher learning institutions were not accessible at all for students with physical disabilities. More detailed findings are revealed in table 6.

Table 6: Infrastructure Accessibility at Higher Learning Institutions in Morogoro Municipality

Infrastructure	Accessibility					
	Easily accessible		Accessible with difficulty		Not accessible	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Classrooms	1	20%	4	80%	0	0%
Dormitories	0	0%	5	100%	0	0%
ICT lab	1	20%	4	80%	0	0%
Language lab	0	0%	4	80%	1	20%
Dining halls	0	0%	4	80%	1	20%
Administrative offices	1	20%	4	80%	0	0%
Wash rooms	0	0%	5	100%	0	0%
Play grounds	0	0%	4	80%	1	20%
Total	3	7.5%	34	85%	3	7.5%

Physically disabled students at higher learning institutions were facing very big problems on their infrastructural accessibility at most all colleges/universities visited. Many areas around college/universities such as classrooms, dormitories, ICT labs, language/science labs, dining halls, administrative offices, wash rooms as well as playgrounds were accessible with difficulties for the physically disabled students.

Regardless of their right to get higher level education the same as normal students, the physically disabled students have not been considered by higher level institutions whereby many infrastructural systems have got barriers such as stairs, narrow paths, higher tables in laboratories and classrooms, unsupportive toilets and bathrooms that are not friendly for them as shown in figure 6 and 8. Physically disabled students who were using wheel chairs and clutches encountered difficult to reach some places due to the nature of infrastructure which were unfriendly to them. Filmer (2005) argued that, those physically disabled

students who do start school, colleges and universities in those environments are at increased risk of dropping out.

As witnessed by a researcher, in most institutions the situation is not convincing at all, as many infrastructure are not accessible easily to students with physical disabilities. For example, one of the physically disabled male student in one of the institution exposed his experience to the researcher on how he suffered to access to washroom which was not designed to suit his condition. In parallel to that, the washroom was used by more than eight (8) other able students to the sense it was very dirty and worse enough that wash room was not accessible by wheel chair, and he had to crawl instead.

It is advisable that all higher learning institutions have plans that all buildings and infrastructure such as classrooms, dormitories, dining halls, toilets and play grounds by considering people with disabilities like putting slopes, lumps and lifts in higher buildings so that every student in spite of his/her condition could move and make the use of any environment that are comparable to their needs easily.

Figure 6: Unsupportive Infrastructures for Physically Disabled Students at Sampled Higher Learning Institutions in Morogoro Municipality.

Source: Field Data

The study also found long distances from one place to another within college/universities a very big barrier to students with physical disabilities. Many physically disabled students got trouble in moving from point to point due to long distances between one building and another or between one office and another in one building. For example, long distance from classrooms to ICT laboratories or dormitories and dining halls. Such long distances hinder physically disabled students to reach and get different services in time. Due to the nature of their disabilities physically disabled students spend much time walking comparing to "normal" students when seeking different services at the institutions such as lecture rooms. No extra time or remedial classes were provided in case the physically disabled students reached to classes late or when they miss class sessions.

Due to that situation it will be a good idea for planners in all higher learning institutions to consider distances between one building and another when designing. However, tutors and lecturers should be sensitive to students with physical disabilities by giving them academic priorities through providing extra time or remedial classes if there is need to do so.

4.3.3 Infrastructure Conditions at Higher Learning Institutions

The results of the study for infrastructural conditions at sampled higher learning institutions in Morogoro Municipality in areas of classrooms, dormitories, ICT labs/libraries, language/science laboratories, dining halls, administrative offices, wash rooms and play grounds showed that, 35 percent of total average infrastructures had good condition. The same 35 percent of total average of all infrastructures had average condition while 25 percent had very poor infrastructure condition. It was only 5 percent of all infrastructures at all higher learning institutions had very good conditions suitable for the physically disabled students. Table 7 shows detailed infrastructures condition at sampled higher learning institutions.

Table 7: Infrastructure Conditions at Sampled Higher Learning Institutions in Morogoro Municipality.

Infrastructure	Condition							
	Very good		Good		Average		Poor	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Classrooms	1	20%	1	20%	2	20%	1	20%
Dormitories	0	0%	2	40%	2	20%	1	20%
ICT lab	0	0%	3	60%	2	20%	0	0%
Language lab	0	0%	2	40%	2	20%	1	20%
Dining halls	0	0%	0	0%	4	80%	1	20%
Administrative offices	1	20%	4	80%	0	0%	0	0%
Wash rooms	0	0%	1	20%	1	20%	3	60%
Play grounds	0	0%	1	20%	1	20%	3	60%
Total	2	5%	14	35%	14	35%	10	25%

The study showed that infrastructure condition was good in administrative offices and ICT laboratories perhaps because administrative officers and lecturers were spending much of their time with those environments as shown in figure 7. But when it comes to other areas such as washroom, the infrastructure conditions were much worse especially to students with physical disabilities to the extent that their healthy was in danger. Some physically disabled students argued that they were living in a very hard time in using toilets which were unsupportive, dirty and publicly shared as revealed in figure 8. According to Croft (2010), the physically disabled students in school/college environments are less favored by the infrastructure and schooling environment in general.

As reported above that the condition is not convincing, therefore something must be done by head of institutions to consider physically disabled students by looking at their special needs and attend to them. This associate directly with ensuring conditions of all environment such as dormitories, classrooms and much enough washrooms are conducive. This will avoid unnecessary complexity and all students will feel inclusive and enjoy being at those environment.

Figure 7: Good and Supportive Infrastructures in Administrative Blocks and ICT labs at Sampled Higher Learning Institutions in Morogoro Municipality

Source: Field Data

Figure 8: Poor and Unsupportive Infrastructure in Students' Washroom Areas Used by Physically Disabled Students at Sampled Higher Learning Institutions

Source: Field Data

4.4 Academic Problems Facing Students with Physical Disabilities in Higher Learning Institutions in Morogoro Municipality

The study examined academic problems that were facing students with physical disabilities in higher learning institutions. The aim was to get experiences and challenges from physically disabled students on academic context and how they cope with the situations basing on their disability condition. The study visited physically disabled students in sampled higher learning institutions in Morogoro Municipality to get diverse responses and experiences basing on institutions they were studying. These are presented under 4.4.1 to 4.4.13 consecutively.

4.4.1 Teaching and Learning Materials Availability for Students with Physical Disabilities

The question drew attention to physically disabled students on whether or not teaching and learning materials were available for students with physical disabilities. Out of 12 physically disabled students visited in all sampled higher learning institutions, 10 physically disabled students, equivalent to 83.3 percent agreed that teaching and learning materials were available for them. Two (2) physically disabled students which counted for 16.7 percent did not agreed that teaching and learning materials were available for them. Table 8 summarizes the data that was obtained from physically disabled students at higher learning institutions in Morogoro Municipality.

Table 8: Teaching and Learning Materials Availability for Students with Physical Disabilities at Higher Learning Institutions

Are teaching and learning materials available for students with physical disabilities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	83.3	83.3	83.3
	No	2	16.7	16.7	100.0
	Total	12	100.0	100.0	

These results show that in most higher learning institutions there were enough teaching and learning materials for physically disabled students. Some physically disabled students argued that in academic context they were treated very equally with other students who are not physically disabled hence study materials such as books, handouts, pamphlets and all other academic materials were distributed equally to all students. However, many physically disabled students, who were sponsored by Higher Education Students' Loans Board (HESLB) declared to receive money on each year of study specifically for stationery purposes hence enabled them to purchase all necessary academic materials for their study.

The remaining two physically disabled students affirmed not to receive any financial assistance whether from government or non-government organizations instead they depended on family support which does not ensure accessibility to all teaching and learning material as their families were poor.

As the situation shown in the data, most of students are in the position of accessing teaching and learning material easily. However, the remaining number of students which were small and were not easily accessing teaching and learning material can be assisted by the institution itself or any other stakeholders to access those materials hence to make them

achieve their academic goals as others do. Also, it is much better if the institutions make extra efforts to ensure libraries are full equipped with all necessary study materials that suit the demands of the students basing on their course of study.

4.4.2 Accessibility of Teaching and Learning Materials

About 7 respondents equivalent to 58.3 percent disagreed that teaching and learning materials were accessible. Only five (5) physically disabled students which counted for 41 percent agreed that teaching and learning materials were accessible to students with physical disabilities as shown in table 9.

Table 9: Accessibility of Teaching and Learning Materials

Accessibility	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	5	41.7	41.7	41.7
No	7	58.3	58.3	58.3
Total	12	100.0	100.0	100.0

Many physically disabled students argued that teaching and learning materials were available but were not accessible or were accessible with difficult by considering their physical conditions. This was due to infrastructural barriers such as stairs, unnecessary steps and narrow through paths which they cannot use their wheel chairs and clutches to pass. The condition hindered them to reach libraries, language laboratories, science laboratories and ICT labs where most of teaching and learning materials were locating.

Teaching and learning materials were also not adequate in relation to the number of students. For example, in ICT studies, up to six students were to using a single computer (PC) for studying. Due to this factor, one physically disabled students said: "*I decided to*

change course from Hot Culture to Agriculture Economics and Agribusiness because the former course and its teaching and learning materials did not favor my disability condition".

Other physically disabled students expressed the problem of irregular cut-off of electricity as a major hindrance of using power point projectors during teaching and learning sessions. One student said learning materials such as teachers' handouts are only accessible through frequent follow-ups with the class representatives and friends.

This situation limited the rights of students specifically students with physical disabilities to access and utilize equally study materials and fulfill their academic dreams. However, tutors/lecturers and class representatives may work as a team to find out means through which teaching and learning materials became closer to physically disabled students or institutions to plans to install facilities such as wireless internet in all areas which can be accessible to all able and disabled students for example in lecture rooms, dormitories and dining halls.

4.4.3 The Qualities of Teaching and Learning Materials

Physically disabled students were also inquired to express their opinion on the qualities of teaching and learning materials that were being used by considering their effectiveness on providing inclusive education to students with physical disabilities. Six (6) physically disabled students who amounted to 50 percent said the qualities of teaching and learning materials was average. Four (4) physically disabled students who were equivalent to about 33.3 percent said the quality of teaching and learning materials were poor while only two (2) respondents equivalent to 16.7 percent said teaching and learning materials were of good quality.

Table 10: The Qualities of Teaching and Learning Materials

Extent of quality	Frequency	Percent	Valid Percent	Cumulative Percent
Good	2	16.7	16.7	16.7
Average	6	50.0	50.0	50.0
Poor	4	33.3	33.3	33.3
Total	12	100.0	100.0	100.0

As shown in table 10, more than half of all respondents agreed that the quality of teaching and learning materials ranged from average to good standard. That means teaching and learning materials were relevant basing on the respective courses that the students were taking. It was thus appropriate to interpret that the quality of teaching and learning materials were comprehensive enough to favor and suit the needs of students with and those without physical disabilities. Generally only four of the twelve (12) considered the materials to have poor quality. These findings imply that the quality of education provided in higher learning institution is good and its output and outcome were significant to solve various social and economic problems existing in the society at large.

Students, including those with physical disabilities who have got the chance to acquire quality education at higher levels are expected to increase their earning capacity comparing to those who are not educated at that level. In equivalent to that, as shown in the findings, students with quality education are in the position of producing more goods and services from family to national level and hence contribute largely to the national welfare.

Graduates acquire quality education will easily compete in job market in national and international level as well as being able to face challenges associated with the development of science and technology. The effort to decrease number of dependants, in which many of them are people with disabilities (Nakpodia 2010), will also be achieved through creating

more chances to join to higher learning education at the same time offering quality and relevant education that reflects problems and challenges facing many of African countries including Tanzania.

4.4.4 Relevance of Content or the Subject Matter

Respondents who were physically disabled students were asked to appraise the relevance of the content of the subject matter taught basing on the taught curriculum as reflected through the course modules. As shown in Table 11, six (6) respondents who counted for 50 percent argued that the content or subject matter taught were relevant to the needs of the students and to their communities. The same number six (6) respondents equivalent to 50 percent argued against their counterparts (peers) pointing out that the content or subject matter was not relevant to them and to their surrounding community.

Table 11: Relevance of Content or Subject Matter

Are content or subject matter relevant?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	6	50.0	50.0	50.0
No	6	50.0	50.0	50.0
Total	12	100.0	100.0	100.0

Some respondents argued that course contents was relevant because students were prepared to face social problems and to control their environment. One of the respondents said: "*the knowledge I gained through our curriculum is available to assist me in real life situations but how it helps me depends on extra measures and efforts that I will take when I complete my studies.*

Some of respondents did not agree on the relevance of subject matter. This group of respondents proclaimed that students learn from different things that they encounter at educational institutions. It is similar by saying they were given shallow study.

Content/subject matter became relevance once it serves the needs of the particular society (Croft 2010). African countries and Tanzania in particular, is facing challenges such as poverty, civil wars, corruption, unemployment, tropical diseases as well as power monger who do not want to step out of their leadership positions. Curriculum content should be designed to suit African environment in order to fight all challenges as mentioned above.

Irrelevant curriculum content provided at higher learning institutions may not help to meet national development goals because will still produce people who are incapable to employ themselves and to compete in labour market. It is advised that all curriculum content must be reviewed regularly, for example after every five years in order to meet the demands and challenges that occurs globally every day.

4.4.5 Inclusive Teaching and Learning Methods

The study intended to seek whether or not the teaching and learning methods/approaches used by teachers/tutors/lectures are inclusive thus consider physically disabled students and those without disabilities as equal. Out of 12 respondents visited as shown in table 12, eight (8) respondents who were amounted for 66.7 percent of the entire sample argued that teaching and learning methods/approaches used by teachers were not inclusive. The remaining four (4) respondents who were equivalent to 33.3 percent revealed that teaching and learning methods/approaches used by teachers were inclusive and extended equal treatment to both disabled and the rest of the students equally.

Table 12: Inclusive of Teaching and Learning Methods/Approaches

Responses relating to teaching and learning methods/approaches

Are teaching and learning methods inclusive?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	4	33.3	33.3	33.3
No	8	66.7	66.7	66.7
Total	12	100.0	100.0	100.0

Many physically disabled students seemed not to be included in the teaching and learning methods/approaches used by many of their teachers. One of the respondents argued that many teachers do not make consideration to students with special needs except through the effort made by individual himself/herself. However, other physically disabled students revealed that some teachers/lecturers acknowledge the presence of students with special needs but some tutors/lectures do not pay attention during teaching and learning processes and what approaches to use in order to favor all students. The study was also found that methods/approaches used by teachers in universities do not separate students with physical disabilities and during teaching and learning processes.

Consequently the level of academic performance among students especially those with physical disabilities are comparably low with those students without disabilities. As supported by Govinder (2009), these differences in academic performances create the gap among students and mislead the purpose of teaching and learning to acquire the intended knowledge and skills. Tutors/lecturers have to be sensitive and creative enough in finding appropriate teaching methods that suits all students both able and disabled.

4.4.6 Relevant and Adequate of Library Resources

The study intended to determine whether or not library resources were relevant and adequate and whether they satisfy both able and physically disabled students. As shown in

table 13, a total number of 10 respondents who constituted 83.3 percent of the sample

argued that library facilities were not adequate while only two (2) respondents, equivalent

to 16.67 percent argued that such facilities were adequate.

Table 13: Relevant and Adequate of Library Resources

Are library resources relevant and adequate?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	2	16.7	16.7	16.7
No	10	83.3	83.3	83.3
Total	12	100.0	100.0	100.0

The study found that library facilities are not adequate and supportive to students with

physically disabilities in most colleges and universities in Tanzania by taking Morogoro

Municipality as a sample. In addition, the study noticed that libraries infrastructure were

not friendly to physically disabled students because of stairs that hindered them to access

library materials. Furthermore, there was no supporting staff or library assistants to support

the physically disabled students. Some physically disabled students argued that, because of

poor infrastructure in the libraries they had to depend on their fellow students to be

supplied with such materials.

Therefore, it can be argued that most of university libraries had shortage of resources

compared to the number of students and thus, many students relies on reading teachers'

handouts and few available resource within or outside the respective university. This

situation is much worse to students with physical disabilities because they had to depend on

other fellow students and sometimes requires them to walk for long distances to search for

those library resources. In parallel to that, many students find themselves incompetent

because of absence and irrelevant of those materials. Government and other educational

stakeholders must ensure the supply of all necessary library resources to all colleges and universities consistently.

4.4.7 Accessibility of Library Facilities

The study aimed to find out whether or not the libraries and requisite text were accessible to the physically disabled students. Out of 12 respondents, eight (8) respondents (66.7%) said that library and facilities were not accessible while four (4) respondents (33.3%) argued that this was not the case as shown in Table 14.

Table 14: Accessibility of Library Facilities

Are library facilities accessible?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	4	33.3	33.3	33.3
No	8	66.7	66.7	66.7
Total	12	100.0	100.0	100.0

Physically disabled students exposed challenges that they were facing when accessing libraries and the major one was poor infrastructure of the libraries infrastructure, the stairs of the libraries were unfriendly to them because of they failed to climb due to their condition. Other libraries were located in upper floor of the library buildings hence the students with physical disabilities failed to access library materials using their wheel chairs or crutches. Moreover, setting of most libraries visited by a researcher was not accessible to physically disabled students since some books were arranged to the top shelves difficult to be reached by them. This condition as revealed by Howell (2000), imply that, people responsible to design libraries at most higher learning institutions did not considered the conditions of students with physical disabilities. Higher learning institutions hence are advised to restructure and rearrange their library buildings and infrastructures to the sense they suit needs of both able and disabled users.

In parallel to that, the researcher realized the big scarcity of library assistants at higher learning institutions to support students with physical disabilities. It could be better if government train many special librarians to assist students with special needs including students with physical disabilities.

4.4.8 Laboratory Facilities and their Conditions

The study was interested to uncover whether laboratory facilities and the conditions of the laboratories favored the needs of the physically disabled students. All 12 respondents who were interviewed revealed that laboratory facilities and their conditions did not favor the needs of the physically disabled students as shown in table 15. Thus 100 percents of all respondents argued that, laboratories and their facilities and conditions did not favor them and were not suited to their physically disabled conditions.

Table 15:   Laboratory Facilities and their Condition

Do laboratory facilities and their condition favors/suits your needs?	Frequency of responses	Percent of responses	Valid Percent	Cumulative Percent
No	12	100.0	100.0	100.0

The researcher realized that, in all higher learning institutions that were visited, there was no science laboratory and language laboratory that favored the conditions of students with physical disabilities. Parallel to absence of laboratories that suit needs of physically disabled students, the findings revealed that there were no special seats in the available laboratories for students with physical disabilities. Further, the paths lending to laboratories were narrow leading to the extent that the physically disabled students who use wheel chairs cannot pass through. Laboratory tables and benches were very high making it difficult for the physically disabled students to perform certain experiments. One of the

respondents argued that "*I faced difficulties in one of my exams due to poor facilities and arrangement in the science laboratory which made me perform poorly in my exam*"

Due to difficulties in using and accessing the higher education institutions' laboratories, some physically disabled students have been advised by their academic advisors to change courses from natural sciences to social sciences regardless of the rights that physically disabled students have to choose courses of their interests. A study by Firmer (2005) showed that more than sixty percent (60%) of students with physical disabilities studying under unconducive learning environment performed poorly in their studies due to the difficulties they faced.

Libraries are very significant places at higher learning institutions where various researches and experimental activities are taking places. Libraries are places where major world innovations are taking places. It is true that students at higher learning institutions taking science subjects are to spend most of their time in libraries to get the expected knowledge and skills. Unfortunately, the researcher found that majority of higher learning institutions has science and language laboratories which are not accessible and friendly to students with physical disabilities and hence isolate them. It is a duty for planners and decision makers at government and higher education institutional level to plan and budget for suitable and inclusive laboratories for able and disabled students.

4.4.9 Adequacy of ICT Facilities and Equipments

The researcher was interested to examine the adequacy of ICT facilities and equipments at higher learning institutions for students including those with physical disabilities. The issue was to determine whether or not ICT facilities and equipments satisfy the needs of

physically disabled students in accordance with students' number. As revealed in table 16, out of 12 respondents who were physically disabled students, 11 (91.7%) respondents informed that ICT facilities and equipments were not adequate at their colleges/universities. It was only one (1) respondent (8.3%) argued that ICT facilities and equipments were adequate at higher learning institutions.

Table 16: Adequacy of ICT Facilities and Equipment

Are ICT facilities and equipments adequate in your college/university?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1	8.3	8.3	8.3
No	11	91.7	91.7	91.7
Total	12	100.0	100.0	100.0

Majority of the physically disabled students declared the way ICT facilities and equipments were not enough and unsatisfactory on making use of them comparing to the number of students. Most universities teach ICT study as one of their core courses to all students regardless of degree programmes being pursued. Apart from its significance and compulsoriness, the researcher found out that universities have a big problem of purchasing adequacy of ICT facilities. This condition affects students with physical disabilities because such students experience difficultness in competing the little ICT facilities comparing to other "normal" students.

The findings revealed that universities had only one computer for more than five students during practical sessions. Moreover the ICT's infrastructures and settings were not friendly to students with physical disabilities because of having barriers such as steps which hindered mobility through wheel chairs. Teachability (2002) revealed that most of the physical disabled students experienced barriers to accessing their education due to the physical environment or teaching and learning facilities and ICT facilities are among the most limited. The major difficult experience to physically disabled students is when it

comes to the competition of scarce computers during learning processes. Due to their conditions, physically disabled students finds difficult to compete for few computers with "normal" students and hence they learn shallowly. For the sake of high development of science and technology, it is very vital for every higher learning institution to have adequate number of ICT facilities that corresponds with the number of students so that every student, including those with physical disabilities could have their own computes for study.

4.4.10 The Position of using the ICT facilities for Students with Physical Disabilities

The study was designed to find out whether students with physical disabilities at higher learning institutions were in a position of using ICT facilities as deemed necessary. Nine (9) respondents (75%) said they were not in the position of using ICT facilities due to different factors while three (3) respondents (25%) argued that they were in a position of using ICT facilities. Table 17 shows data for this finding.

Table 17: Position of ICT facilities Use for Students with Physical Disabilities at Higher Learning Institutions

Are you in a position of using the ICT facilities?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	3	25.0	25.0	25.0
No	9	75.0	75.0	75.0
Total	12	100.0	100.0	100.0

Many students with physical disabilities seemed to access ICT facilities with difficulties to the extent of becoming less competent in the ICT subject. This was due to reasons such as big size of the class comparing to available facilities as argued by several students with physical disabilities who were disadvantageous on accessing ICT facilities due to their disability conditions.

Higher learning institutions in collaboration with different stakeholders should make efforts on purchasing enough ICT facilities that corresponds to the number of students. Also, government should see the necessity of training and employing enough ICT teachers specializing in special education in order to solve problems and challenges which students with physical disabilities encounter when using ICT facilities.

4.4.11 Examinations and Other Assessment Procedures

The aim of study in this area as shown in table 18 was to examine whether examinations and other assessment procedures measure what they are suppose to measure in order to evaluate students' understanding including the understanding of students with physical disabilities. Eighty three point three (83.3%) of the physically disabled students were of the opinion that examinations and other assessment procedures measured what was intended. Only sixteen point seven (16.7%) of the students said the examinations and other assessment procedures were not measuring what was intended.

Table 18: Examinations and Other Assessment Procedures

Are the examinations and other assessment procedures valid?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	10	83.3	83.3	83.3
No	2	16.7	16.7	16.7
Total	12	100.0	100.0	100.0

On the side of examinations and other assessment procedures such as individual and groups assignments, timed tests, projects as well as final university examinations (UEs), majority of physically disabled students agreed that teachers/lecturers constructed valid examinations and other assessment procedures which tested their level of understanding. The students got enough time to prepare for their exams, test items measured what they learnt and marking of test items were fair. However, some of them showed dissatisfaction

to the curriculum and assessment procedures as supported by Karangwa (2008) that physical disabled students do not get the required knowledge and skills to encounter their challenges because of invalid assessment procedures for testing their understanding.

The researcher found that, many of lecturers at higher learning institutions except those who pursued teachers' education do not have the required teaching methodologies. That means they don't have specific skills on how to teach students on different environment such as in class of small or big number of students, how and when to use teaching medias as well as how to construct exams that measures all levels of understanding. As the result, some of teachers/lecturers who are not well trained employ their own ways of testing students which leads to invalid or unfairness.

In alternative to that, higher learning institutions should consider to hire lecturers who have specific teaching skills and methodologies rather than depending only on hiring lecturers with higher Grade Point Averages (GPAs) as the major criteria. Conversely, higher learning institutions should see the necessity of training frequently their lecturers especially those who do not have teaching skills so as to be equipped with specific techniques and skills on how to construct valid exams for fairly testing and measuring students' understanding.

4.4.12 Academic Support from Fellow Students

In assessment of whether or not students with physical disabilities got academic support from their fellow students, the study found out that all students with physical disabilities who responded to the research instruments 100% got academic support from their fellow students. Table 19 represents the results.

Table 19: Academic Support from Fellow Students

Do you get any academic support from your fellow students?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	12	100.0	100.0	100.0

Students with physical disabilities showed real acceptance and appreciation of fellow students' academic responsiveness and support to them. In academic issues like group works, discussions, seminar presentations and all academic activities, university students, without considering ability or disability of any one, were very supportive of each other. As evidenced in Madriaga (2007), university students were treating themselves and each others as equal in academic issues as well as supporting and appreciating each one's ability. All were generally friendly and fair. Students with physical disabilities expressed their satisfaction and valuable companionship with their fellow students. One of the physically disabled students said:

> *"I'm very free and comfortable when I participate together with my fellow students in various social activities including education. It was different when I was in primary and secondary education levels when some of students did not gave me full cooperation like I experience now"*

The research revealed good academic support given by "normal" students to students with physical disabilities. This shows big level of understanding and acceptance among university students towards their fellow students who are physically disabled. This has been facilitated by great exposure of students in higher learning education in which they study together with varieties of people with diverse in culture, family background, nationality and physical abilities as well. Tanzanians and other societies in general has to take a good example shown by university students' community on how they interact together in

different social and academic activities with their fellow students who are physically disabled without showing any kind of discrimination and isolation to them,

4.4.13 Tutors/Lecturers' Academic Support and Advices to Students with Physical Disabilities

Eleven (11) respondents who were physically disabled students at higher learning institutions, equivalent to 91.7 % acknowledged that they generally get academic support and advises from their tutors/lecturers. It was only one (8.3%) respondent indicated that he did not get academic support and advises from his/her tutors/lecturers.

Table 20: Frequency and Percentage of Academic Support and Advices to Students with Physical Disabilities

Are tutors/lecturers support and advice you academically?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	11	91.7	91.7	91.7
No	1	8.3	8.3	8.3
Total	12	100.0	100.0	100.0

Majority of students with physical disabilities who responded to the research question argued that they were supported academically by their tutors/lecturers whenever there was need. The study by Hurst, (1996) found that when disabled students enter higher learning institutions, they take up a unique opportunity to develop both academically and socially, and more importantly feel empowered. However, many of them showed the way they would like to be treated equally with other "normal" students. They do not expect exceptional favor. Nevertheless, many of their tutors/lecturers seemed to be sensitive on their condition and in some circumstances treated them favorably, rather than equally.

One of the physically disabled students at one of the sampled higher learning institution argued that he never tended to seek favor from his lecturers in various areas but sometimes he accepted exceptional support from lecturers. The researcher however realized that it was very rarely for physically disabled students to seek for teachers' support due to their condition although most of teachers were ready to support students with physical disabilities. In academic context however, every student, both able and disabled have the right for support and advice once needed. As observed in almost all higher learning institutions, there were academic advisors for all students who were responsible to advice students on their courses and how to study, their progress and challenges facing them. It is healthy for every higher learning institution to employ enough academic advisors to help and advice all students in academic matters and university life in general.

4.5 Social Problems facing Students with Physical Disabilities in Higher Learning Institutions

Regardless of academic issues as the major activity students are involved in, at higher learning institutions, social life is also a very vital experience. This type of involvement is specifically necessary for students with physical disabilities because they are social being in nature. Like other "normal" students, students with physical disabilities have shared social life and they sometimes encounter difficult, complex and challenging life at higher learning institutions in different circumstances and situations. They also have happy moments that they share with their peers as individuals or members working in a community of learning. These are presented under items 4.5.1 to 4.5.6.

4.5.1 Participation in Sports and Games to Students with Physical Disabilities

The study intended to examine if students with physical disabilities at higher learning institutions were participating in sports and games. Out of 12 respondents interviewed by the researcher, seven (7) respondents (58.3%) were involved in sports and games. Five (5)

respondents (41.7%) did not participate in sports and games due to various reasons including lack of tools and playgrounds special for physically disabled students. Table 21 presents frequency and percentage of involvement in sports and games.

Table 21: Participation in Sports and Games to Students with Physical Disabilities

Do you participate in sports and games?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	5	41.7	41.7	41.7
No	7	58.3	58.3	58.3
Total	12	100.0	100.0	100.0

Like other social activities, involvement in sports and games is associated with ones' interests, however, at higher learning institutions, it may also be involved with how colleges/universities are sensitive and invested in sports and games to ensure students needs and interests in sports and games are satisfied. This includes having accessible playgrounds, enough sports and games tools, not only for normal students, but also to students with physical disabilities who have also interests and talents in games like other normal students.

Many students with physical disabilities who declared to involve themselves in sports and games observed their fellow "normal" students at playgrounds playing but they do not directly participate. As argued by McLean *et al* (2003), it was quite possible that their passive involvement in sports and games have been caused by lack of playgrounds, and tools that are specifically suit their physical disability conditions, such as special wheel chairs.

In order to raise interest in sports and games for students with physical disabilities as one of important right to them, it is necessary for higher learning institutions to design playgrounds that suit conditions for students with physical disabilities but also purchasing sport tools to enable students with physical disabilities to participate. It is also important for

higher learning institutions to employ special staff for training and couching students both able and disabled in various sports and games to raise their talents and hobbies.

4.5.2 Freedom of Physically Disabled Students to Worship at Higher Learning Institutions

All (100%) physically disabled students at higher learning institutions who responded on this item affirmed that they had the freedom of worship at their institutions. It implies that was no university restrictions that interfered with their worship.

Researcher found out that there was no official prohibition for students to participate in spiritual matters at all higher learning intuitions. However, the experience from the field showed that if it happens that academic activities such as lecture sessions and tests conducted during worshiping hours to some religious believers, there were also special lecture sessions and tests given to those who did not attend.

Apart from freedom of worshiping, the study found that, some worshiping places were found outside colleges and universities whereby physically disabled students face challenge to reach those places due to their conditions. For example, one of the students with physical disability argued that "*due to location and long distance to the church, I have to use "bodaboda" or "bajaji", but if I don't have money I can't attend church service due to my condition.* Other students declared to get support or escort to reach worshiping places from their fellow students and friends.

The study suggest that, higher learning institutions may plan to have special venues for worshiping or to provide special areas/plots within the institution whereby religion members can build their permanent places for worship through their own effort such as

fund raising or support from donors. This plan will reduce the burden for physically disabled students to spend lot of time moving far distance to seek for that service.

4.5.3 Support from Health Services Department at Colleges/Universities to Students with Physical Disabilities

Half of the physically disabled students, (50%) agreed to get support from health service department while the same number of respondents equivalent to 50 percent argued to lack some support from health service department at their colleges/universities. More descriptions are shown in Table 23.

Table 23: Support from Health Services Department at Colleges/Universities to Students with Physical Disabilities

Do you get support from health services department at college/university?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	6	50.0	50.0	50.0
No	6	50.0	50.0	50.0
Total	12	100.0	100.0	100.0

Due to their conditions, some physically disabled students received special support from department associated with health related issues such as close attention and supervision when they seek. The study found that some universities provided free health services to students with special needs including those with physical disabilities and hence, they were not charged any fees for health services. However, it was different to other universities whereby all students regardless of their physical conditions were required to pay an estimation of 100,000 Tanzanian shillings in order to get admission into universities and being able to access health service. This was a burden to physically disabled students whose many of them were from families with poor economic backgrounds. Some of higher learning institutions charged 20 percent of 100,000 Tanzanian shillings for students with

their own health insurances and other institutions did not charge at all for students who have their own health insurances.

Due to its importance, health services at higher learning institutions needs enough funds to hire enough medical specialists and medical facilities that will cater the needs of all students despite their conditions and physical abilities. All these can be successful by involving all stakeholders in health sector so as to improve medical services in higher learning institutions (Hughes (2005). In parallel to that, there is need to improve medical facilities that will support students with physical disabilities and considering them when building medical facilities by building for example, ramps and paths that will enable them to move from one place to another without difficulty.

4.5.4 Satisfactions of Health Services Offered at Higher Learning Institution

Table 24 shows how physically disabled students were satisfied with health services offered at their colleges/universities, whereby 66.7 were totally not satisfied with health services provide by the higher learning institutions. It was only 33.3 percent of students with physical disabilities who satisfied with heath services offered at their institutions.

Table 24: Satisfactions of Health Services Offered at Higher Learning Institution

Are you satisfied with the health services offered at your institution?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	4	33.3	33.3	33.3
No	8	66.7	66.7	66.7
Total	12	100.0	100.0	100.0

The major concern which most of students with physical disabilities who were not satisfied with the health services provided at higher learning institutions was deficiency medications for some of diseases apart from contributing to that service. Some students with physical

disabilities were blaming on poor and unfriendly infrastructure such as narrow paths and stairs in health centers found within universities. Some higher learning institutions as revealed by the researcher did not have health centers to the extent that students, specifically those with physical disabilities were forced to go outside college/university campuses to seek for health services. This situation was very annoying and difficult due to their physical condition.

Due to that situation explored by a researcher, it is recommended that every higher learning institution should find ways to improve health services within their institution such as establishment of special fund that will be used to solve challenges arising in health section. It will also be important for higher learning institutions to provide free health services for all disabled students whenever possible in order to reduce the cost of living.

4.5.5 Participation and Interactions to Students with Physical Disabilities with Other Students at Higher Learning Institutions

The study was interested to investigate whether students with physical disabilities experienced difficulties in participating and interacting with their fellow students at higher learning institutions. As shown in table 25, 91.7 percents of students with physical disabilities did not experience any difficultness in participating and interacting with their fellow students. Only one student with physical disability, equivalent to 8.3 percent experienced some difficulties in interacting with his fellow students.

Table 25: Participation and Interactions to Students with Physical Disabilities with Other Students at Higher Learning Institutions

Do you experience any difficulties in participating and interacting with other students?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1	8.3	8.3	8.3
No	11	91.7	91.7	100.0
Total	12	100.0	100.0	

Majority of students with physical disabilities who were visited declared to live and interact with their friend and other students very freely and comfortably. "Normal" students at higher learning institutions treated students with disabilities as normal people and they were very free to each other in sharing academic and social experiences without any difficult. One of the physically disabled students argued that "*I do not face that much difficult because I do my level best to interact with my fellow students though sometimes it is hard due to distances and nature of meeting places*". Another physically disabled student declared that; "*I do interact with them although some of them who are not close friend to me are not free to ask me or share with me issues concern with my disability condition or my private life*".

Despite their physical condition, physically disabled students are suppose to be treated like any other human being because they feel, think, and behave similar to other normal people. In line with that, Morley (2010) argued that, without interaction and participation, physically disabled students will feel inferior and their life will be miserable. It is very important for students at higher learning institutions to interact and cooperate regardless of one's physical condition because academically and socially one has to depend on others in order to be successfully. For example, group discussion and assignments on the other hand make students to be familiar to each other and improves socialization among them.

4.5.6 Perceptions to Physical disability Condition at College/University

One of the research purposes was to find out how other "normal" students were perceiving students with physical disabilities at higher learning institutions. Majority of physical disabled students revealed to be perceived normal regardless of their physical condition. One of students with physical disability interviewed argued that; "*They perceive me normal, but it depends on the way one is familiar with me. Those who are close friends perceive me as normal person while others who are not close to me have got many questions to ask themselves about my condition and how I feel.*

Another physically disabled student revealed that: "*they perceive me normal. People are free to me, helps me and they give me support whenever I need, whether in classroom, dormitory, library and any other places*".

However, some few students had wrong perception to students with physical disabilities. One physically disabled student argued that; "*some students perceive me positively and they give me full cooperation in studies but few of them had negative perception that I might be incapable of doing certain things especially in academic matters.*" As other normal students, physically disabled students were participatory and cooperative in social and academic areas as they performed well in their examinations but also gave support to each other with normal students in academic related matters.

In fact, disability is just a condition which does not hinder or limit an individual to perform social activities. Some people believe that disabled people are dependent on each and every thing, this is totally wrong. The researcher examined that students with disabilities were confidence, talented, had leadership skills and positive relationship with others just like normal people do. It is better if Tanzanians and other societies be educated on the

importance of valuing, respecting and cooperating with people with disabilities because they deserve same treatment as other "normal" people.

4.6 Financial Problems Facing Students with Physical Disabilities at Higher Learning Institutions

One of the major concerns of this study was to trace financial problems on which students with physical disabilities encountered at higher learning institutions. Apart from direct costs of schooling paid directly at universities in order for students to be admitted and receive other university services, students, particularly those with physical disabilities have been exposed to expenses and challenging social and economic life at universities. Economic status among students especially those with physical disabilities in higher learning institutions was a very big determinant towards their successful admission, retention, survival and completion rates at colleges/universities. These are presented under items 4.6.1 to 4.6.13.

4.6.1 Educational Sponsorship to Students with Physical Disabilities

The study examined and analysed sources of financial support for students with physical disabilities for schooling purposes. Out of 12 respondents, Eight (8) physically disabled students (66.7%) were sponsored by government through Higher Education Students' Loans Board (HESLB), while, four (4) students with physical disabilities (33.3%) were sponsored by parents/family. There were neither Non-Governmental Organization (NGO) nor financial institutions or private individuals supported students with physical disabilities financially in academic issues. Table 27 describes the phenomenon.

Table 27: Educational Sponsorship to Students with Physical Disabilities

Who Sponsors your education?	Frequency	Percent	Valid Percent	Cumulative Percent
Government	8	66.7	66.7	66.7
Parents	4	33.3	33.3	33.3
Total	12	100.0	100.0	100.0

More than half of students with physical disabilities received loans instead of grants from government, however, the challenging moment was where they will be required to pay back those loans regardless of whether they will be under employment or not. In spite of their small in number comparing to other normal students, and the difficult and challenging life they face everyday due to their disabilities, government did not see the importance of giving full scholarship to students with physical disabilities. Many students with physical disabilities argued that they had to use money for meal and to pay for other expenses needed including the remaining amount of university fee.

The study suggests that, the government should identify all students with special needs including students with physical disabilities in higher learning institutions so as to assist them according to their needs. Similarly, the government should plan to give grants instead of loans through Higher Education Students' Loans Board for students with disabilities at higher learning institutions. The government should formulate laws addressing the issue of providing special support to students with disabilities including those with physical disabilities. Policies and plans from government to institutional levels concerning people with disabilities must be put into actions rather than remaining in writings.

4.6.2 Adequacy of Support to Meet Direct Costs of Schooling

Students with physical disabilities were asked if the support they get, either from government or parents were adequate to meet direct costs of schooling including tuition

fees, transport costs, meal costs, accommodation costs as well as stationery expenses. About 66.7 percent said the support given to them were adequate to meet direct costs of schooling, while, 33.3 percent did not received adequate support to finance direct university expenses. More detailed results are shown in table 28.

Table 28: Adequacy of Support to Meet Direct Costs of Schooling

Is the support adequate to meet direct cost of schooling?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	8	66.7	66.7	66.7
No	4	33.3	33.3	33.3
Total	12	100.0	100.0	100.0

More than half of students with physical disabilities who were able to pay for direct expenses argued that they were to sacrifice on other expenditures such as buying "mitumba" instead of new clothes, eating unbalanced diet only twice a day and sometimes live difficult life in order to pay school fees. Many of the physically disabled students wondered why government did not favor them as disabled students so as to give them full sponsorship because they are few in number in all higher learning institutions comparing to "normal" students. However, many students argued that the supports from government through students' loans were delaying to the extent they failed to meet their necessary requirements. The researcher suggested that, government should provide loans to all students on time to avoid unnecessary inconveniences and also think about giving full scholarship to all students with disabilities.

Despite of being able to afford cost for transport to some students with physical disabilities, most of them lacked necessary facilities such as wheel chairs and "bajaji" to enable them to move to different places. According to the nature of disabilities, students with physical disabilities suffered a lot when using public transport such as "daladala". One of physically

disabled students argued that, because of structure and size of his wheel chair, bus conductors denied him in their "daladala" because his wheel chair occupied big space in the "daladala". Hence he sometimes fails to go to different places like town to look for different services. In alternative to that problem facing most of students with physical disability, the study suggest that it is high time for the institutions to plan to have special transport for the disabled students because they have right to move in different places like other normal students.

As a basic need, university students particularly those with physical disabilities claimed to afford expenses for meals, however, in some circumstances, especially to those who were financed by the government, were enforced to use some of money for meal given by Higher Education Students' Loans Board (HESLB) to pay for other requirements including University fees and accommodation due to inadequacy of that support. One physically disabled student interviewed argued that he sometimes eats only twice a day due to inadequacy of money to buy his meal. The study proposed that the government should provide, if possible, a hundred percent grants to physically disabled students so as to reduce the cost of living at higher learning institutions.

Most of physically disabled students at higher learning institutions were given first priority in getting accommodation. Unfortunately, the accommodations were not friendly due to their conditions. The study observed that accommodation lacked necessary facilities to support students with physical disabilities such as stairs, narrow paths to pass through, poor, dirty and unsupportive wash rooms that were shared by a big number of students. Due to varieties of students with different needs the higher learning institutions are admitting (Neads, 1999), it is high time if institutions construct new buildings or renovate

old buildings in such a way that will accommodate all students despite their needs and conditions.

4.6.3 Waiver or Subsidy Given from Institution to Students with Physical Disabilities

The study was interested to know whether the higher learning institutions provided waiver or subsidy to students with physical disabilities. All physically disabled students interviewed (100%) revealed that there were no waivers or subsidies provided to them by higher learning institutions.

The study has revealed that, there was no any higher learning institution that had supported students with physical disabilities financially. As experienced by the researcher during data collection process, many students with physical disabilities came from poor economic backgrounds. Some physically disabled students experienced difficult life at higher learning institutions to the extent they failed to meet some of their basic needs such as meal expenses and stationery costs. Regardless of hardship life the physically disabled students encounter, no financial support was given to them by their institutions. The researcher argued that, it is more health if higher learning institutions recognize all students with physical disabilities as well as other students with special needs and support them financially in order to make their life easy. This will help them ease their psychological associated challenges caused by failure to meet basic needs and hence will improving their lives in general.

4.6.4 Institutional Schemes for the Physically Disabled Students at Higher Learning Institution

The study found out that, all higher learning institutions visited in Morogoro Municipality do not have institutional schemes for physically disabled students. Only one government

higher learning institution in Morogoro Municipality had plan of having special scheme for students with physical disabilities in the future, although the plan was not officially put into writings and actions. That was just an institutional idea. These findings interpreted that, there were less priorities and considerations to the needs of students with physical disabilities at higher learning institutions.

Higher learning institutions failed to have long plans that will ensure good environment to suit students with disabilities. One heads of institution declared that the institution do not have such kind of programme for physically disabled students.

> *we are thankful that you come to do such significant research in our institutions because it awaken us in many things including that of having special scholarship programme to support students with disabilities.*

While the world is now very sensitive to human rights such as the right to get education for all people including persons with disabilities (DFID, 2012), colleges and universities showed very little sensitivity in establishment of institutional schemes for creating conducive environment that will favor students with disabilities.

In 2012/2013 the government provided 26 million Tanzania shillings to one public higher learning institution in Morogoro Municipality to support students with disabilities, however since then, there was no more funds given by government to support those students. According to explanations from head of that institution, that financial support given to help students with disabilities happened once.

The study suggest that, institutions could plan on establishing special schemes to support students with special needs in areas associating with academic and social context such as special scholarship which will cover the costs such as university fee, medical services, accommodation and stationery.

4.6.5 Conducive Environment Created by Higher Learning Institutions to Support Students with Physical Disabilities

The study revealed that most of higher learning institutions in Morogoro Municipality do not have conducive environment prepared to suit needs of students with physical disabilities, instead they have plans to do so in the future. In other words, few higher learning institutions had environments that at least favor the needs of students with physical disabilities. This include the construction of buildings with lumps and wide paths to enable physically disabled students to path easily with wheel chairs and clutches.

One of the higher learning institution have plan to establish special office at ground floor for the aim of enabling physically disabled students to present matters concerning their academic and social issues to academic and administrative staffs. This special office will be used by lecturers and administrative officers to meet and solve different academic and social problems facing students with physical disabilities. The presence of this office will enable physically disabled students to access easily all necessary services offered by the university compared to those offices which are situated upstairs and far distant areas.

Another plan revealed by a researcher in one of the higher learning institutions was the plan to build lift in buildings with more than five floors to enable students with physical disabilities accessing office, lecture rooms and other services located upstairs. In one of the higher learning institutions, there was plan to build ramp from ground floors to upstairs which will enable physically disabled students who are using wheel chairs or clutches to access and reach upstairs.

One of the universities gave special chance to disabled students to pay their school fees by installment different from other normal students as the strategy to favor and support them.

This university saves as an example to other universities to do the same in creating supportive environment to physically disabled students.

4.6.6 Special Trained Staff for Supporting the Physically Disabled Students at Higher Learning Institutions

The research seeks also to examine if there were special trained staff for supporting students with physical disabilities. The results explained in table 37 showed that, among five (5) higher learning institutions in Morogoro Municipality, there was no any trained staff (100%) to assist and support students with physical disabilities.

Some heads of institutions interviewed gave the reasons for not having special trained staff to support students with physical disabilities that, the number of physically disabled students in their institutions were few comparing to students without disabilities; hence there was no need to have those special trained staffs. However, the study questioned on why those few students, with physical disabilities could not get rights of having trained staffs/assistances for supporting them. The answer was that; there was little consideration given to students with physical disabled students at higher education institutions. Madriaga (2007) supported the truth by arguing that it was not always clear to disabled students as to whom were the people responsible to take care of them.

Another reason raised from one of higher learning institution on why they do not have special trained staff to support students with disabilities was the nature of establishment of that institution. One head in institution argued that; "*we do not have special trained staff for the disabled students because of the nature of our institution. Our institution started as a major seminary where no disabled were expected to be admitted".*

Regardless of number of disabled students admitted in higher learning institutions, it is a good idea if extra effort will be taken by the government or institution itself to train

specialized staff that will be responsible to take care and help students with different disabilities. This is because some of the disability conditions are severe such that it will be difficult for a student with that severe condition to cope with the environment.

4.7 Stakeholders' Views on Means to Address Problems that Students with Physical Disabilities Encounter in Higher Learning Institutions in Morogoro Municipality.

The study examined views from students without disabilities, tutors/lecturers as well as parents on means to address problems that face students with physical disabilities at higher learning institutions in Morogoro Municipality. The study believed that students without disabilities, tutors/lectures and parents have great experience of living and interacting with physically disabled students, hence they had enough experience on how to address challenges and problems that face physically disabled students. This has been presented in items 4.7.1 to 4.7.4.

4.7.1 Stakeholders' Experiences Concerning the Life of Students with Physical Disabilities at College/University Environments

The study demanded different stakeholders to share their experiences on the lives of students with physical disabilities at college/university environments. Many stakeholders showed how students with physical disabilities suffered to cope with the environment. Most of them argued that, the lives of physically disabled students were challenging since the environment were not friendly at all. Due to that situation, physically disabled students do not enjoy their presence at colleges/universities environment. Students with disabilities normally face problems to access dining halls, lecture theaters, washrooms, playgrounds and dormitories especially when those services provided are far away.

Students with physical disabilities at colleges/universities experiences and felt inferior due to their physical conditions and sometimes segregated by few classmates as revealed by some of the students without disabilities. In addition to that, the study found that, some of students without disabilities were not familiar with the lives of students with physical disabilities such as being considered as incapable of doing things for example issues like academic, social and leadership. This is in line with Hughes, (2005) who argued that people with disabilities have been criminally victimized within the society's institutions mostly due to negative psychological factors such as negative attitudes, prejudices, stereotyping, and stigmas. Some few stakeholders however, argued to have little experiences concerning lives of people with physical disabilities in their communities and institutions.

Majority of stakeholders were also thought that, students with physical disabilities at colleges or universities environments lacked basic and important facilities such as wheel chairs, crutches, and special support from institutions. That means, they did not experience any effort from institutional levels to have special budget for solving problems facing students with different disabilities including those with physical disabilities.

Therefore, the researcher concluded that, it is very wrong to undermine students with disabilities because of their physical conditions. Students with physical disabilities are capable of doing many things like other normal students if given chance and support (Riddell *et al* 2002). Disabled students have got different talents and life skills in academic, social, political cultural as well as economic arena. Disabled students have potentials in our societies, so there is need for other normal students to respect and value their contributions whenever possible.

4.7.2 Major Problem Facing Students with Physical Disabilities at College/University Environments

The study aimed to examine stakeholders' experiences on problems and challenges facing students with physical disabilities at colleges and universities environments. Majority of stakeholders argued that, there were no adequate facilities and suitable environments for students with disabilities such as classrooms/lecture theaters, dormitories, dining halls, washrooms, administrative offices, ICT facilities, play grounds, as well as science and language laboratories.

Another problem in relation to that was long distance from one place to another within college/university (UNICEF 2012). This made students with physical disabilities to spend much of their time walking in search of their basic needs and services. Areas like classrooms, dormitories, dining halls and shops located far distance and scattered to the extent that students with physical disabilities face difficulties and spent much of their time to reach those areas. The study suggested that colleges/universities must provide adequate facilities, friendly environment and location of other necessary facilities that can be reached easily by physically disabled students.

Another problem revealed by many stakeholders was lack of funds to address problems facing students with disabilities. This was true because all head of institutions interviewed in all five higher learning institutions in Morogoro Municipality declared the absence of special funds allocated for students with disabilities.

Lack of clear policies and its poor implementation for solving problems facing students with disability was the issue raised by many stakeholders, including tutors, lecturers, and students without physical disabilities and parents who were visited by the researcher.

Stakeholders argued that, administrators and decision makers in government and institution level should see the importance of restructuring and implementing policies efficiently and effectively so as to guide provision of good and conducive environment for students with disabilities in higher learning institutions.

Through interviews conducted to different stakeholders, the issue of wrong perceptions to disabled students from normal students, tutors and lectures on matters concerning social and academic issues was also discussed. For example, some students without disabilities experienced that, for example, during group discussions, disabled students were given little chances and mistrusted to contribute their ideas or arguments because of their physical conditions. This is perception is totally wrong because students with disabilities are capable of doing anything including academic and social issues once given chance and support to do so (Croft 2010). Some of students with physical disabilities are more intelligent and talented than some of students without disabilities hence, they are supposed to be given chance to exercise and show their capabilities of doing things rather than undermining them.

Most of stakeholders interviewed, argued that there was lack of special trained staff to support students with physical disabilities in all colleges and universities visited by a researcher. Stakeholders suggested the importance of training special staff to deal and support students with disabilities. In all five higher learning institutions visited by the researcher, there was less concern in assisting students with physical disabilities in most cases. Physically disabled students are most assisted and depending on their fellow students in academic and social matters. The institutions are advised to employ few personnel who will be responsible to assist students with disabilities rather than depending totally on their fellow students.

4.7.3 Main Causes to Problems/Challenges that Face Students with Physical Disabilities in Higher Learning Institutions

Through interview with stakeholders, the study examined various causes of problems and challenges that face students with physical disabilities. Majority of stakeholders mentioned that many problems and challenges facing students with physical disabilities were caused by lack of clear guidelines and policies to direct colleges and universities on dealing and solving problems that face students with physical disabilities.

Another cause, as revealed by different stakeholders were inadequate of support from government, non-governmental organizations, financial institutions, private people and other stakeholders to the needs of students with physical disabilities. These challenges and problems facing physically disabled students as supported by Barnes (1991) can be solved by government and other stakeholders by providing and supporting them with facilities such as wheel chairs, crutches and improving infrastructure by enlarging paths and building ramps in order to enable them to pass through easily.

Some of stakeholders also suggested about the importance of having experts or trained staff to support students with physical disabilities. Small budget allocated to address the issues of disabilities as revealed by stakeholders' was also the cause to problems and challenges facing students with physical disabilities. This is in line with Johnstone (2001) who revealed that some physically disabled students are totally independent, while others may need part- or full-time assistance. As the matter of fact, trained staff to assist and support students with disabilities cannot be avoided.

Less sensitivity concerning the needs of students with disabilities from government, administrators, planners, fellow students and society at large was among the issue many

stakeholders revealed to be a cause for problems and challenges facing students with physical disabilities. Negative attitude to people with disabilities as well, was also termed as one of the contributing factor causing problems and challenges that face students with physical disabilities inside and outside colleges/universities. Riddell et al., (2005) stated that students with certain biological and physical characteristics have traditionally been excluded from accessing mainstream education, with the assumption that educational institutions such as universities were not the place for disabled students but for a narrow group of socially advantaged students in the richest parts of the world.

Government and other educational stakeholder should make sure that all students get equal accessibility to education as stated by Macleod (2014). It is the responsibility of each individual in the society to respect and value the presence of people with disabilities as normal people and have the right to access education and all other services.

4.7.4 Solutions to Address Each Challenge Facing the Physically Disabled Students in Higher Learning Institutions

The researcher seeks to explore on what should be done to address each challenge facing students with physical disabilities in higher learning institutions. Majority of stakeholders comment that, government and higher learning institutions must prepare special budget in order to accommodate students with physical disabilities. In parallel to that higher learning institutions should prepare plans according to its environment in order to favor and support students with physical disabilities.

Higher learning institutions were advised to plan to have special offices and desks to deal with matters pertaining students with physical disabilities. Infrastructures such as classrooms, dormitories, dining halls, washrooms and play grounds as advised by

stakeholders, should consider people with disabilities by building ramps and elevators in tall buildings so as to access different services in different locations.

Other stakeholders proposed that the government should identify all students with special needs including students with physical disabilities in higher learning institutions so as to assist them according to their needs. In similar to that, government was advised to provide grants instead of loans from Higher Education Students' Loans Board to students with disabilities as witnessed that most of them are coming from poor families.

Some respondents suggested on the need to formulate laws that students with disabilities including those with physical disabilities should have special care from primary education level to higher education level. Respondents added that, policies and plans from government to institutional levels concerning people with disabilities must be put into actions.

The study collected various ideas and suggestions including that of colleges and university boards in their meetings to put forward the issues of students with disabilities so as to provide necessary services accordingly. Higher learning institutions were also advised to have special days for fund raising as well as debating with stakeholders concerning challenges and ways to solve problems that students with disabilities encountered.

Apart from many suggestions and proposals from different stakeholders, government was also advised to train enough expertise to be used to assist and give support all students with disabilities from primary education level to higher level of education. Government was recommended as well to supply all necessary equipments to students with physical disabilities in higher learning institutions such as wheel chairs, computers, projectors,

sound systems and books so as to assist disabled students to reach their academic and social needs.

Advocacy on helping students with physical disabilities was also raised as a suggestion to address the issues of students with physical disabilities at higher learning institutions. Communities as argued by Chataika (2010), advised of being aware on the importance of treating equally each member within and outside the community with much love, care and support regardless of condition one has. Communities were also educated that people with disabilities are part and parcel of the community and we should provide them any necessary support when needed.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study

The main objective of the research was to examine problems facing students with physical disabilities in higher learning institutions in Tanzania. Its specific objectives include; (1) examining infrastructural situations at higher learning institutions to determine whether the situations support students with physical disabilities to study and live productively and comfortably, (2) examining academic problems facing students with physical disabilities in higher learning institutions in Morogoro municipal, (3) examining social problems that students with physical disabilities encounter in higher learning institutions, (4) investigating financial problems that students with physical disabilities encountered in higher learning institutions, as well as (5) assessing stakeholders' views on means to address problems that students with physical disabilities encountered in higher learning institutions in Morogoro Municipality.

The study employed quantitative and qualitative research methods in collecting and analyzing data where, documentary review guides were used to examine infrastructure situations in 5 higher learning institutions. Questionnaires were used to collect data from12 physically disabled students on academic, social and financial problems that faced them in higher learning institutions. Interview guides presented to respondents on the other hand were used to collect data to 21 tutors/lectures, 40 parents as well as 82 students without disabilities on their views on how to address problems and challenges facing students with physical disabilities. Five (5) heads of institutions were also included as respondents for the interview sessions. They responded to issues relating to institutional programmes for the physically disabled students.

Findings revealed that, 75 percent of the higher education institutions was available but highly inadequate. Eight five percent (85%) of the infrastructure was accessible with difficult for the students with physical disabilities whereby 60% of all infrastructure conditions were relating as ranging between average and poor. The study also found high inadequacy in the teaching and learning materials, library facilities, ICT facilities, science and language laboratories as well as lack of physical disability schemes, trained staff, funds and scholarship for students with physical disabilities. On the basis of the findings the researcher has made some conclusion in the next section of this report.

5.2 Conclusions of the Study

On the basis of the findings of this study, the researcher was able to conclude that; Infrastructures at higher learning institutions such as classrooms, dormitories, library and ICT facilities as well as science and language laboratories were available but highly inadequate to suit the needs of students with physical disabilities. Most of the infrastructures in higher learning institutions such as classrooms, dormitories, ICT, science and language laboratories, playgrounds and washrooms were accessible with difficult to students with physical disabilities

Infrastructure conditions especially those which students with physical disabilities spend much of their time such as dormitories, toilets and bath rooms were very poor in higher learning institutions in Morogoro Municipality and unattractive due to little care and consideration to students with physical disabilities studying at higher learning institutions. Teaching and learning methods/approaches used by teachers were not inclusive to students with physical disabilities.

Libraries and requisite texts were not adequate to students specifically those with physical disabilities who were highly affected academically by being unable to access necessary learning materials which are not corresponding to number of students. Students with physical disabilities got academic support and advises from their fellow sudents and tutors/lectures hence they enjoyed the social interaction and improved themselves academically.

Majority of the physically disabled students were not satisfied with the health services offered at their higher learning institutions because dispensaries at higher learning institutions did not have enough health specialists, instruments and medicines to the extent that they were obliged to travel outside universities to find for better health services.

Only government and parents (family) financially supported students with physical disabilities at higher learning institutions. Non-government organizations, financial institutions and private people showed little support for students with physical disabilities at higher learning institutions. There were no institutional schemes for supporting physically disabled students at higher learning institution. This could be a cause for little or no fund allocated to support needs of students with physical disabilities in higher learning institutions in Morogoro Municipality.

There was no special fund established for scholarship to the physically disabled students. These caused students with physical disabilities at higher learning institutions in Morogoro Municipality to be responsible to pay back loans given from Higher Education Students' Loans Board instead of being given grants as a special group. There was no special trained staff for supporting students with physical disabilities at higher learning institutional level.

This showed unawareness of universities to prepare conducive environment to students with physical disabilities.

5.3 Recommendations of the Study

Based on the research findings and the conclusions drawn in the preceding section, two categories of recommendations are made. These are presented under items 5.3.1 and 5.3.2.

5.3.1 Recommendation for Action

- The government and higher learning institutions must prepare special budgets in order to support or accommodate students with physical disabilities' needs.

- Higher learning institutions should prepare plans according to their environment in order to favor and support students with physical disabilities.

- Higher learning institutions should plan to have special offices and/or desk to deal with matters pertaining to students with physical disabilities.

- Buildings and infrastructures such as classrooms, dormitories, dinning halls, toilets and play grounds should consider people with disabilities. Institutions could put slopes, lumps and lifts in higher buildings in order for them to reach intellectual goals.

- The Tanzanian government should identify all students with special needs including students with physical disabilities in higher learning institutions so as to assist them according to their needs.

- The government should give grants instead of loans from Higher Education Students' Loans Board for students with disabilities at higher learning institutions.

- The government should formulate laws addressing the issue of providing special support to students with disabilities including those with physical disabilities.

- Policies and plans from government to institutional levels concerning people with disabilities must be put into actions;

- Colleges and university boards/councils must be aware about students with disabilities so as to allocate relevant services according to needs;

- Higher learning institutions should prepare special days for fund raising as well as talking to all stakeholders concerning challenges and ways forward to solve problems that students with disabilities are encountered;

- The government should plan to train enough expertise for every specific disability to be used from primary education level to higher level of education;

- The government should supply all necessary equipments to students with physical disabilities in higher learning institutions such as wheel chairs, computers, projectors, sound systems and books so as to assist disabled students to reach their academic and social needs;

- Communities should be aware of the importance of treating each member of within and outside the community with much love, care and support regardless of condition one has. Communities should understand that people with disabilities are part and parcel of the community and we should accord them all necessary support.

5.3.2 Recommendation for Further Studies

This study was specifically carried out in Morogoro Municipality to find out the problems facing students with physical disabilities in higher learning institutions in Tanzania. However, further studies are needed to find out means which were suggested by this study on how to address problems facing students with physical disabilities can be implemented and put into actions so as to enable creating conducive learning environments for all students at higher learning institutions.

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APPENDICES

APPENDIX 1

A Researcher's Guide in evaluating infrastructural Accessibility and Conditions for Students with Physical Disabilities at Higher Learning Institutions in Morogoro Municipality

Name of College/University……………………………

Please complete by put a tick to respective spaces.

Table 1

Infrastructure	Availability			
	Available and adequate	Available but inadequate	Available but highly inadequate	Not available
Classrooms				
Dormitories				
ICT lab				
Language lab				
Dining halls				
Administrative offices				
Wash rooms				
Play grounds				

Table 2

Infrastructure	Accessibility		
	Easily accessible	Accessible with difficulty	Not accessible
Classrooms			
Dormitories			
ICT lab			
Language lab			
Dining halls			
Administrative offices			
Wash rooms			
Play grounds			

Table 3

Infrastructure	Condition			
	Very good	Good	Average	Poor
Classrooms				
Dormitories				
ICT lab				
Language lab				
Dining halls				
Administrative offices				
Wash rooms				
Play grounds				

APPENDIX 2

Questionnaires to Physically Disabled Students on their School/College conditions

A: Introduction

Dear respondent, I am Lydia G. Kabuta, a Student at the Open University of Tanzania (OUT), pursuing Master's Degree of Education in Administration, Planning and Policy Studies (MED APPS) conducting a Research Titled **"Problems Facing Students with Physical Disabilities in Higher Learning Institutions in Tanzania".** I kindly request you to support me in attempting questions concerning this study. The information gathered in this questionnaire will form part of my Master's degree program [MA], but will also to help stakeholders to improve the provision of quality and accessible higher learning education to people with physical disabilities. All given information will be kept in confidential. Hence you need not provide your name or address.

B: Personal Information

Please put a tick (**V**) where you think it is appropriate.

1.   Sex: Male ☐ Female ☐

2.   Level and Programme of study: Non-Degree Programme ☐ Bachelor Degree ☐

Master's Degree ☐ PhD ☐

C: Your Educational Context and Experiences

In the items below, put a tick to respective spaces basing on your experience.

1.(a) Are teaching and learning materials available for students with physical disabilities?

Yes   No ☐ ☐

1.(b) If available, are they accessible? Yes ☐ No ☐

Briefly explain……………………………………………………………………………………

……………………………………………………………………………………………………

2. What are the qualities of teaching and learning materials? Good ☐   Poor ☐

3 .Are the contents or subject matters relevant to you and your community?

Yes ☐ No ☐

Briefly explain …………………………………………………………………………………

……………………………………………………………………………………………………

4 Are teaching and learning methods/approaches used by teachers inclusive? Yes ☐ No☐

Briefly explain the condition ……………………………………………………………

……………………………………………………………………………………………..

……………………………………………………………………………………………

5 (a) Are libraries and requisite texts adequate to the physically disabled students?

Yes ☐ No ☐

Briefly explain …………………………………………………………………………

……………………………………………………………………………………………

…………………………………………………………………………………………….

5 (b) Are libraries and requisite texts accessible? Yes ☐   No ☐

Briefly explain the situation …………………………………………………………

……………………………………………………………………………………………..

…………………………………………………………………………………………….

6 Do laboratory facilities/condition favors/suits your needs? Yes ☐   No ☐

Briefly explain …………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

7 (a) Are ICT facilities and equipment adequate in your college/university?

Yes ☐ No ☐

7 (b) Are you in a position of using the ICT facilities? Yes ☐ No ☐

Briefly explain …………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

8 Are the examinations and other assessment procedures valid? Yes ☐ No ☐

9 Do you get any academic support from your fellow students? Yes ☐ No ☐

10 Are tutors/lectures support and advice you academically? Yes ☐ No ☐

Thank You for Your Cooperation

APPENDIX 3

Interview Guides to Students without physical disabilities, Tutors/Lecturers and

Parents

1. What is your experience concerning the life of students with physical disabilities at college/university environments?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

2. What do you think are the major problems/challenges facing students with physical disabilities at college/university environments?

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…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

3. If there are problems/challenges to the physically disabled students, what do you consider to be the causes?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

4. What can be done to address each challenge facing the physically disabled students in higher learning institutions?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

APPENDIX 4

Interview guide for the Physically Disabled Students: - Social Problems/Challenges

Part A: Social Context

1. Do you participate in sports and games? Yes/No

1 (b) If not, what are the reasons?

2. Do you get freedom to worship? Yes/No

2 (a) If yes, how explain the situation briefly …………………………………………..

………………………………………………………………………………………………

……………………………………………………………………………………………..

2(b) If not, what are the reasons for not worshiping ……………………………………

……………………………………………………………………………………………….

………………………………………………………………………………………………

3. Do you get support from health services department at college/university? Yes/No

   3 (a) Are you satisfied with the health services offered at your institution? Yes/No

3(b) If not, what are the reasons? ………………………………………………………

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4. Do you experience any difficulties in participating and interacting with other students?

Yes/No

4 (a) If yes, what are the reasons? …………………………………………………………

………………………………………………………………………………………………

4(b) If no, what are the reasons? ………………………………………………………….

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5. How do you think others are at college/university perceive your physically disability condition?

…………………………………………………………………………………………..

…………………………………………………………………………………………

Part B: Financial Context

1. Who Sponsors your education? - Government/NGO/Parents or Guardian/Self

…………………………………………………………………………………………

…………………………………………………………………………………………..

2. Is the support adequate to meet direct costs of schooling?

- Yes/ No

  If no, how do you cope with the situation? Briefly explain

  …………………………………………………………………………………………

  ………………………………………………………………………………………

3. Have you ever been given waiver or subsidy from your institute? - Yes/No

3(a) If yes, to what extent?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………..

APPENDIX 5

Interview Guides to Heads of Institutions on Problems of Students with Physical Disabilities

1. What are some of institutional schemes for the physically disabled students in you institution? …………………………………………………………………………………

……………………………………………………………………………………………

………………………………………………………………………………………..

2. To what extent does the institution create conducive environment in order to support students with physical disabilities?

……………………………………………………………………………………………

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……………………………………………………………………………………………

3. Is there any special scholarship programmes for the physically disabled students at institutional level? Yes/No

3a). If yes, list such programmes below

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

4. Do you have special trained staff for supporting the physically disabled students at your institute? Yes/No

4 a). If yes, are they adequate?

……………………………………………………………………………………………

……………………………………………………………………………………………

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……………………………………

4 b) If no, what do you consider to be the reasons for not having the specialized staff in the area?

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5. Are there any remedial classes special for physically disabled students? Yes/No

6 a) If they are there list below

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7. What do you consider should be done to improve the conditions of the physically disabled students at higher learning institutions?

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……………………………………………………………………………………………………

……………………………………………………………………………………………………

8. Do you have any other information you want to present?

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