



Original Article

## Challenges Faced by Learners with Multiple Disabilities ('deafness and dumbness') During Teaching and Learning in Regular Primary Schools: Case of Morogoro Municipality

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Article DOI: <https://doi.org/10.37284/eajes.5.4.956>

Date Published: **ABSTRACT**

14 November 2022

**Keywords:**

Challenges,  
Multiple  
Disabilities,  
Deafness,  
Dumbness,  
Teaching,  
Learning and  
Regular School.

The purpose of this study was to investigate what challenges faced by learners with Multiple Disabilities ('deafness and dumbness') during the teaching and learning process in regular primary schools in Morogoro Municipality. This study was anticipated to deal with four specific research objectives; firstly; to assess respondents' awareness of Special Needs Education (SNE) and Multiple Disabilities ('deafness and dumbness') in regular primary schools in Morogoro municipality, secondly; to identify challenges faced by learners with Multiple Disabilities ('deafness and dumbness') during teaching and learning in regular primary schools, thirdly; to exploring how these challenges affect their learning activities and finally; to obtaining possible solutions suggestion to the identified challenges for improving the learning process. A sample of 25 purposively randomly selected respondents included regular primary school teachers and learners with multiple (Deafness & Dumbness). A Descriptive survey design was used to collect data from the respondents using interviews and observation that were administered to teachers without disabilities and learners with disabilities, particularly 'deafness and dumbness' in regular primary schools. Both qualitative and quantitative approaches were used to strip respondents' individual views and straightforward percentages from the numerous responses for descriptive purposes. The IBM SPSS V22.0 version was used for data analysis to improve decision-making through numbers. The study indicated that there were several challenges faced by learners with disabilities, particularly 'deafness and dumbness' in multiple within the regular schools. The study recommended modifications and adaptations in curriculum, policy, and implementation to favour the learners with 'deafness and dumbness' within regular situations.

### APA CITATION

Gwandimus, E. Z. & Wandela, E. (2022). Challenges Faced by Learners with Multiple Disabilities ('deafness and dumbness') During Teaching and Learning in Regular Primary Schools: Case of Morogoro Municipality *East African Journal of Education Studies*, 5(4), 31-50. <https://doi.org/10.37284/eajes.5.4.956>.

#### CHICAGO CITATION

Gwandimus, Elimwema Zacharia and Eugenia Wandela 2022. "Challenges Faced by Learners with Multiple Disabilities ('deafness and dumbness') During Teaching and Learning in Regular Primary Schools: Case of Morogoro Municipality". *East African Journal of Education Studies* 5 (4), 31-50. <https://doi.org/10.37284/eajes.5.4.956>

#### HARVARD CITATION

Gwandimus, E. Z. & Wandela, E. (2022) "Challenges to Attainment of Secondary Education Curriculum Objectives in Preparing Students for Industrialisation in Nyamagana District, Mwanza, Tanzania", *East African Journal of Education Studies*, 5(4), pp. 31-50. doi: 10.37284/eajes.5.4.956.

#### IEEE CITATION

E. Z. Gwandimus, & E. Wandela. "Challenges Faced by Learners with Multiple Disabilities ('deafness and dumbness') During Teaching and Learning in Regular Primary Schools: Case of Morogoro Municipality", *EAJES*, vol. 5, no. 4, pp. 31-50, Nov. 2022.

#### MLA CITATION

Gwandimus, Elimwema Zacharia & Eugenia Wandela "Challenges Faced by Learners with Multiple Disabilities ('deafness and dumbness') During Teaching and Learning in Regular Primary Schools: Case of Morogoro Municipality". *East African Journal of Education Studies*, Vol. 5, no. 4, Nov. 2022, pp. 31-50, doi:10.37284/eajes.5.4.956

## INTRODUCTION

Multiple disabilities are a concomitant impairment (such as mental retardation-blindness, mental retardation-orthopaedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness (IDEA as cited by World Health Organization World Bank, 2011). Many combinations of disabilities are possible. For example, one child with multiple disabilities may have an intellectual disability and deafness or deafness and Speech and language disorder (dumbness); another can have cerebral palsy and autism (NAAC, 2015).

Multiple disabilities, especially 'deafness' and 'dumbness' have been a foremost disabilities challenge worldwide and are measured as a hazard to quality education in developing nations like Tanzania. According to BERA (2020), 'deafness and dumbness' are inter-relating disorders; neonatal septicaemia, prematurity, low birth weight, consanguinity, and birth asphyxia as the most common risk factor for deafness in children.

## Research Objectives

The objectives of the study were to investigate challenges faced by learners with Multiple Disabilities ('deafness and dumbness') during the teaching and learning process in regular primary schools.

- To assess respondents' awareness of Special Needs Education (SNE) and Multiple Disabilities ('deafness and dumbness') in regular primary schools in Morogoro municipality.
- To identify challenges faced by learners with Multiple Disabilities ('deafness and dumbness') during teaching and learning in regular primary schools.
- To explore how these challenges affect their learning activities.
- To obtain possible solutions and suggestions to the identified challenges for improving the learning process.

## LITERATURE REVIEW

### Challenges Associated with Educational Policy Changes and Curriculum Reforms

The rapid and unexpected policy changes caused a couple of troubles in implementing the educational practicum. The policy changes that have occurred recently have put teachers out of the learning context in regard to special needs education. It is more challenging, especially when they are handling pupils with a wide range of disabilities, learning difficulties, and extremely challenging behaviours like attention deficit hyperactivity disorder (Berryman, 2009). There are significant information gaps between teaching practice and the stated policies of educational bodies (Eraclides, 2001). Other authors perpetuated that the assessment is often unfair and does not assess these children according to their capabilities (Oketch et al. 2009).

### **Challenges Associated with Teaching and Learning Activities**

Polloway et al. (2013) stated that teachers seeking to educate all learners are faced with the challenge of meeting their instructional needs to prepare them for a competitive world. This is due to many issues, such as a lack of teaching and learning resources. According to Emvula (2007), assistive technologies for learners with visual impairments are more expensive than any other type of technology. The same to hearing devices and audio-verbal training machines, for instance, if the school buys its own materials, it can drain the total grant that it receives from the government. Other resources, such as hearing devices and talkback screen computers, are rare, which places learners with multiple disabilities at a disadvantage. Learners with hearing loss and speech impairment (‘deafness and dumbness’) will not be supported much in the absence of the teaching materials/possessions and this has a negative influence on their academic practice.

### **Challenges Associated with Classroom Setting Environment Support**

Landsberg et al. (2011) suggest that there is a need for assistant teachers in classrooms, especially in

classes where a diversity of learners is accommodated. Learners with multiple disabilities can benefit from this initiative. Currently, a teacher who single-handedly handles all aspects of his or her assigned classroom duties may be overwhelmed, and this could result in him or her not paying individual attention to specific learners in a supportive classroom environment full of devices and supportive materials. The outcome will be that learners with fewer complex need to benefit from learning activities and progress, while those who require additional support will be excluded by default. To prepare the task for learners with multiple disabilities can be discouraging for teachers as these learners need extreme educational care. The inability of schools to meet these multi-layered needs of learners with multiple disabilities could result in these learners not attaining their extreme potential, thus leading to their segregation from education access. The planning and preparation process of lessons and activities should be a multidisciplinary process, including teachers, physical therapists, assistive technology teachers, and a number of support staff (National Dissemination Centre for Students with Disabilities, 2012, p. 5). Although this is recommended in the Sector policy for inclusive education 2013, it is yet to be implemented in Namibian schools. Clark and Shore (1998) found that it is not realistic to integrate special needs students in huge classes with more than fifty children as it reduces teacher-pupil contact and makes the selection of suitable teaching methods impossible.

### **Inadequate Expert Teachers in Special Needs Education**

The UN (2019) reports on disability suggested that countries should “Provide training to teachers and other education specialists to gain knowledge and experience in inclusive education for persons with disabilities” A study conducted by Mpofu and Shumba (2012) in Tanzania teachers teaching learners with disability are completely inadequate

compared to the needs of the society and number of people with disabilities.

### **Challenges Associated with Social-cultural and Economic Challenges**

The ‘disabled’ child is unable to access meaningful education because society is organised to meet the needs of non-disabled people, as manifested by the negative attitude that hampers their efforts to lead ordinary lives (UNESCO, 2003). Religion also makes a negative treatment of the people within the religious neighbourhood and its treatment; in the Old Testament, people with disabilities were stigmatised. This is witnessed in the book Leviticus 21:16 – 21, 23 this is the segregation towards people with disabilities

The Holy Bible in Leviticus 21:16 – 21, 23 says;

*16. The LORD commanded Moses*

*17. to tell Aaron, “None of your descendants who has any physical defects may present a food offering to me. This applies for all time to come. 18. no man with any physical defects may make the offering: no one who is blind, lame, disfigured, or deformed; 19. no one with crippled hand or foot; 20. no one who is hunchback or a dwarf; no one with any eye or skin disease; and no eunuch. 21. No descendant of Aaron the priest who has any physical defects may present food offering to me.*

*23. but because he has a physical defect, he shall not come near the sacred curtain or approach the altar. He must not profane these holy things, because I am the LORD and I make them holy”.*

In Africa, traditionally, disabilities are associated with bad luck, witchcraft, and curse, more still, the negative attitude to CWDs of both teachers and Peers has affected the retention of CWDs in schools (Nabasa, 2004), Often disability is associated with

witchcraft and promiscuity during pregnancy and punishment by ancestral spirits (Florien, 2008).

The high levels of poverty among the parents of pupils in special education schools have left so many children without a midday bite; a whole day without a meal is a big challenge to the survival and completion rates of learners in special education needs (Parisner, 2003). Nations, “poverty is fundamentally a denial of choices and opportunities, and a violation of human dignity. It means a lack of basic capacity to participate effectively in society. It means not having enough to feed and clothe a family, not having a school or clinic to go to, not having the land on which to grow one’s food or a job to earn one’s living, and not having access to credit. It means insecurity, powerlessness, and exclusion of individuals, households, and communities. It means susceptibility to violence, and it often implies living in marginal or fragile environments without access to clean water or sanitation” (The World Bank 2008, as cited by Mutugi, 2018).

### **METHODOLOGY**

According to Chamwali (2006), a research design is an arrangement of conditions for the collection and analysis of data in such a way that aims to combine relevance with the research purpose with economy or is a plan for doing research. The Descriptive research design is favoured by the researchers because of its capability to fix and report things the way they are, and this type of research design is flexible within its other research design and can attach itself indirectly. A descriptive survey, according to Mugenda and Mugenda (1999) describes and determines a current situation.

### **Area of the Study**

This study was conducted in Morogoro Region, on Tanzania’s Mainland. Geographically, the Morogoro region has an area of 70799 square kilometres with a population total of 2,218,492; among them, males are 1,093,302, and females are

1,125,190. (NBS, 2012). The locality of Morogoro fits the study for a couple of different reasons to fulfil the research or objectives of the study. Morogoro Region has diverse administrative units; the researcher selected Morogoro municipality to be the area of study. The Morogoro municipality was used as a location of the study for the aim of providing a foundation for making actual sampling of the study to shelter all remains areas in the Morogoro region as guided by a time-limited frame and the presence of biological essence in a targeted group of learners.

**Population of the Study**

Population refers to an aggregate of people or things that a researcher has in mind from which one can obtain information and draw conclusions (Kothari, 2004). The target population was all learners with multiple disabilities (‘deafness and dumbness’) and their teachers teaching in regular primary schools in total 25 respondents, 20 learners with multiple disabilities (‘deafness and dumbness’) and 5 teachers in Morogoro municipality.

**Table 1: Summary of Sample**

Teachers		Learners with Disabilities			Total
Gender	Males	Females	Males	Females	
Size	2	3	12	8	25
Percentage	8%	12%	48%	32%	100%

**Source:** Field Data, 2022

This study hired purposive sampling study for the nature of the respondent, teachers are class masters and mistresses, or subject teachers and learners are those with disabilities regardless of the severity of disabilities they have. Purposive sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with the phenomenon of interest (Creswell, 2003).

**Data Collection**

The raw data sources were collected through observation checklist and structured interview methods for learners with moderate-severe, severe, or profound. The observation method was employed during class sessions to see those criteria of assessment and interview were used for class masters, mistress, and subject masters and mistress who are academic advisors and class teachers of those learners together with those learners who are in standard six and seven by considering their severity of a disability.

**Data Collection Procedure**

The researcher acquires ethical consent documentation from the Ethical Review of Jordan University College and a research permit from the administrative system of Morogoro Municipality before the administration of the research instruments. This was the reason that the study concerned observing and interviewing the learners with multiple disabilities and their teachers. Comprehensive letters clearing up the information on the research to be conducted sent to the heads of the selected schools. The researcher conducted the interviews one-by-one with the learners with multiple disabilities (Deafness & Dumbness) of standards 6 & 7 in a total of 5 and 5 teachers for at least 15-30 minutes, while observation was employed during class sessions for 15 learners of standard 1 to 5 for 20-40 minutes.

**Data Analysis and Procedures**

Data Analysis, Qualitative data analysis can be defined as asserting that meaning-making can refer to subjective or social meanings (Hesse-Biber,

2010). Refer to the classification and interpretation of linguistic or visual materials to make statements about implicit and explicit dimensions and structure of meaning-making in the material and what is presented in it (Flick, 2013). The study hires content analysis in data obtained from the research field. Data analysis is the analysis of empirical data that aims to make sense of massive amounts of data, reduce the volume of information, identify

significant patterns, and construct a framework for communicating the essence of what the data reveal (Creswell, 2003). According to Cohen (2000), content analysis is a systematic procedure to examine and analyse recorded information. The analysis was based on recorded information from the field of the study.

**RESULT AND DISCUSSION**

**Table 2: Challenges Faced by Learners with Multiple Disabilities**

Response	Teacher	LWD	%
Unfair treatment toward learners with disabilities	0	1	4%
Psychological and Physical Torture	1	6	28%
Challenges associated with curriculum	1	3	16%
Negative Perceptions from society	1	3	16%
Incompetence in pronunciation	0	2	8%
Disfluency and speech blocking	0	3	12%
Difficulties in exclusion within the inclusion	1	2	12%
Personal interest	1	0	4%
Total	5	20	100%

*Key: T=Teachers, LWD= Learners with disabilities*

Source: Field Data 2022

**Absence of Equity**

The findings from the data collected from the novice sources evidenced that there are absences of equity within the classroom during teaching and learning. Equity-based on treating someone according to his or her condition or severity of the disability. In regular schools setting, that can be a daydream, teachers are not aware of the way to treat their clients even though they know they have problems with their bodies. This is evidenced by the respondent who said;

*“Sometimes, for me, it is difficult to take time with them for a long time. I cannot help them because I have a lot of work to teach others, so it is better to go to special schools here. I think they are wasting their time”* (Teacher 4).

Another respondent articulated that;

*“These learners need to be trained in a proper and appropriate way and their assessment as well as evaluation should be done based on their condition....., in our regular schools, there is absolutely no chance to assess and evaluate the result based on their severity of the disability. So sometimes we punish them by giving them low marks or poor results while the problem is their disability”* (Teacher 1).

Another respondent during interview state that;

*“Here, the teachers during lessons teach us together with our colleagues without disabilities or hearing and speech impaired, when those without disabilities understand teachers, they assume the whole class has understood, but I can understand when the teacher is maybe teaching slowly, loudly and*

*repeatedly so that I can fully understand and pass my exams” (Learner 3).*

Oketch et al. (2009) noted that the assessment is often unfair and does not assess these children according to their capabilities. The study finding discovered that there are difficulties in sustaining equity as respondents exposed what is in their school setting and the challenges they are facing. Literature insists that there is a need to maintain equity in all classrooms with learners with special needs in order to revamp those with disabilities. In regular schools setting, the majority of teachers are not aware of the case of equity; they are aware of maintaining equality (to treat equally) rather than equity (to treat someone according to condition).

### **Absence of Equality**

Apart from the absence of equity, the study discovered that there is an absence of equality within classroom society and school at large. Some of the learners with disabilities are oppressed in different ways, according to the respondents’ testimonies. Respondents testify about things they face during teaching and learning in the classroom. Some of the challenges are from teachers, and some are from their peers in their classrooms. Respondent articulated that;

*“The teacher prefers more those without disabilities such as ‘deafness and dumbness’ in answering questions and being given a lot of tasks than us with disabilities, but we have nothing to do teacher decides” (Learner 1)*

The high cost of instructional materials for CWDs further makes access to all-inclusive education services a challenge as they compete unfavourably with those of normal children (Kavale, 2002). In addition, the Tanzania Persons with Disabilities Act of 2010 insist on “Equality”. The Act state that;

Act no. 9 Section 6

*(a) Ensure that all persons with disabilities are equal and are fully entitled without any discrimination to the equal protection and benefits of this Act.*

*(c) For purposes of promoting equality and elimination of all forms of discrimination, take all appropriate*

The Act perishes all kinds of discrimination and oppression towards persons with disability. In regular school settings, teachers, students, and all people within that environment have to maintain equality within their school community.

### **Psychological and Physical Torture**

#### ***Derision from School Community***

The findings in *Table 4.6* indicate that 5 out of 25 respondents comment that there is derision from other peers during interaction within the classroom; they ridiculed the learners with disabilities by offending them for the reason of being disabled. One of the respondents during the interview with the researcher exposed that;

*“They are often ridiculed by their peers, others laugh at them....., others stigmatise them and even exclude them from sitting, they were pushing them away, so they become helpless” (Teacher 2).*

Other respondents state the challenges faced by the school community during class hours;

*“I feel bad because sometimes they laugh at me..... My fellow students insulting me and calling me bad names such as Kiziwi, weweusiyesikia, kipongo means that unable to hear” (Learner 1).*

*“Yes, others they playing with me, but others do not play with me because I am deaf .... teacher sticks me when I fail to respond to his question to me .... my fellow students chase me out of the desk because of my disability (Learner 3).*

The Tanzania Persons with Disabilities Act of 2010 outlaws any form of ridicule towards persons with disabilities. The Act illegalises all types of ridicule no matter is joking or in seriousness, but it is prohibited for a person to perform that derision.

### **Stigmatisation and Discrimination**

The findings from the field revealed that there is a kind of stigmatisation during teaching and learning or school hours within the school setting; the stigmatisation, discrimination, and isolation can be from their peers or teachers or other people within the school or classroom setting. During interview and observation, some findings were obtained; one of the respondents said;

*“It poses a challenge for them when they are in class, but they are isolated from their peers because they feel like they are delaying them to complete certain sessions and teachers see that they are upset when those learners complain that they have not heard and understood and they are interpreted as disruptive in the classroom”* (Teacher 2).

Another respondent during interview state that;

*“Because we cannot communicate or interact with other people in the schools’ society, they consider us as insolent, sinful, and bad luck persons or even say we are just problems to society* (Learner 2).

The study relies on different literature to make emphasis the issue of challenges faced by learners with disabilities. The Tanzania Persons with Disabilities Act of 2010 outlaws any kind of stigmatisation, discrimination, and isolation of persons with disabilities of all ages and gender. The law state that;

Act no. 9 Section 6

*(c) For purposes of promoting equality and elimination of all forms of discrimination, take all appropriate measures to ensure that*

*reasonable changes are provided to persons with disabilities of all ages and gender.*

### **Segregation**

From classroom observation and interviews, the findings confirm that the case of segregation within regular schools or classrooms is high. The learners with disabilities, especially ‘deafness and dumbness’, are much segregated from their peers who are not disabled, sometimes teachers also and the school community at large. The respondent condemned that;

*“I separate myself from them because they segregate me, they do not love me and when I am alone, am not being attacked or to be laughed at”* (Student 2).

Another respondent complained that;

*“Yes, others they playing with me, but others they do not play with me because I am deaf”* (Learner 3)

According to different amendments of laws, laws condemn the segregation of people with disabilities from non-disabled people in any circumstances. The different laws, such as the Education for All Handicapped Children Act of 1975 (Public Law 94-142), Individuals with Disabilities Education Act of 1975 and The Tanzania Persons with Disabilities Act of 2010, criminalise any kind of segregation towards people with disabilities.

### **Use of Offensive Words**

Most of the learners with disabilities in regular school environments or the Least Restrictive Environment (LRE) are in vulnerable environments of learning as a result of obstacles arising from the school community. Respondents stated much on the case of being offended by teachers or their peers during class sessions. The interviewee stated that;

*“Some students are disrespectful to those with disabilities, they offend those with a disability*



*that situation causes them to be affected psychologically. Sometimes others without disabilities oppressing and insulting them, articulating bad words and names to them” (Teacher 2).*

Another respondent portrayed that;

*“When a teacher asks a question, it is difficult to understand so I fail to answer the question and he yells at me and scolds me... Sometimes I fail to answer the teacher’s question sometimes utters harsh words to me ... Sometimes teacher insult me, harass me, oppressed me, just because I fail to attempt his question during the class lesson” (Featured by Finger biting and self-injuries) (Student 2)*

The third respondent represented that;

*“I feel bad ..... My fellow students they insulting me and calling me bad names such as Kiziwi, weweusiyesikia...” (Learner 1)*

The use of offensive terminology and stereotypical views of ‘disabled’ people, such as “twisted bodies result into twisted minds” and the representation of disability as monstrous and horrific, partly explains the low retention (Kato, 2000). This study specifies that most of the learners with multiple disabilities or any kind of disability are allegedly offended by the society within their life-hood area in their daily life situation. The Tanzania Persons with Disabilities Act of 2010, the literature and other laws provoke any kind of using offensive words to people with disabilities.

### ***To be Attacked (fighting)***

The study discovered that learners with disabilities, especially in regular schools are being attacked by their peers, sometimes teachers and other people within their school compound. They are oppressed in different ways and are inauspicious of sitting at a desk or interacting with their peers during class and

school hours. The respondent during the interview and observation witnessed the following;

*“Other students they oppressing me, slapping me and unfriendly me to sit at the desk during teaching and learning session” (Learner 2).*

Another respondent during the interview said;

*“...when we play, they hit me and hurt me, do you see this tooth? (Name) hit me and bloods come out, this tooth up today hurt me during the winter season” (Learner 4).*

During classroom observation, a researcher observed that ‘one of the learners without disability chasing away one who is ‘disabled’ and called him bad names such as Kiziwi and so on. The literature on Special Needs and disabilities stands against any kind of oppression towards learners with disabilities, also supported by different laws and acts amended to protect a person with disabilities.

### ***Poor Interaction, Isolation and Self-isolation***

The findings showed that within the regular school compound, there are consequences faced by those learners with disabilities as a result of the harshness of teachers, other learners without disabilities, and other people within that compound. Sometimes learners with disabilities, specifically those with multiple disabilities (‘deafness and dumbness’), tend to separate or isolate themselves to avoid being attacked by other peers or being insulted by other people within the school society. One of the respondents evidenced that;

*“I decide to stay by myself to avoid being insulted by my fellow learners; they do not want me to play with them ...” (Learner 1).*

The interviewee testified that he decided to stay away from other peers without disabilities to avoid being insulted, at the same time, decided to make self-isolate as a result of other peers’ negligence during plays.

The same to another respondent witnessed that;

*“..... because they have no time with me, I have to separate myself from them, just stay away from them...”* (Learner 4)

Another respondent complains that;

*“I did not follow him closely, but often in class, he is not a much speaker, all the time is cool and remains silent”* (Teacher 5).

The findings from unstructured interviews justify that; Poor interaction, isolation, and self-isolation can be the result of the harshness and rudeness of the other people without disabilities in the regular community within the regular school environment. The special needs experts, through literature, suggested intensive interactions between learners with and without disabilities to maintain equality among them.

### **Challenges Associated with Curriculum**

#### ***Does not Recognise their Presence in Regular Schools***

The study revealed the Tanzania curriculum for primary education from standard one to seven of 2015 and translated 2020, which is the Competency-Based Curriculum (CBC), does not recognise learners with disabilities within the regular schools. The syllabus only recognises Inclusive Education schools and Special classes but not regular classes. The syllabus only categorises all learners with special needs found within the inclusive classes and special needs classes, but in fact the number of learners with special needs within regular schools is at a high rate. The respondent articulated that;

*“.... our syllabus does not recognise these children with disabilities as being in regular schools, that is why it does not insist about them within these regular schools. This situation led us to fail to treat learners by considering their level of understanding and severity of disabilities”* (Teacher 4).

The study discovers that there is a need for the syllabus to recognise the learners with multiple disabilities within the regular schools, and there is a need to use mutual teaching and learning techniques to provide education for all. The Tanzania curriculum for primary education insists that;

*The government emphasises providing quality education for all Tanzanian pupils through inclusive education (page 38 Tanzania Primary Syllabus). For this case, it is a must for all schools to be or to provide inclusive education and for this theory to be practicum.*

#### ***Does not Provide Enough Time for them to Learn and Understand***

The study concisely looks at Tanzania's curriculum for primary education to ensure what respondent state and the researcher discovered that it is true that learners with multiple disabilities within the regular schools are not given enough time to learn the lesson to make them have a clear understanding. One of the respondents complained that;

*“They need a lot of time to learn and understand but our current curriculum does not provide enough time for those students with special needs in mainstream schools, and the curriculum does not recognise them as well as in mainstream schools; sometimes we have to move on to other topics as others will understand due to time limit”* (Teacher 4).

This discussion designates that there is a need to provide enough time to those learners with multiple disabilities to repeat what is taught in the class. The different strategies of teaching learners with disabilities are together with providing enough time to learn by making repetition.

#### ***Inappropriateness of Teaching-learning Approach and Methods***

The findings illustrate that the approach to teaching-learning is not appropriate for learners with

disabilities. The approach of teaching-learning is a hub of effective performance in-class activity. A lot of teachers in regular schools lack basic skills and knowledge concerning Special Needs Education (SNE), so they fail to teach those learners appropriately with disabilities. The respondent witnessed that;

*“Before we were meeting with students with Hearing loss during class sessions, we failed to assist them in teaching them properly, despite not having any knowledge of SNE, we were teaching them like others without disabilities that resulted in bad academic performance”* (Teacher 4).

The statement of Skjorten (1995) evidenced that teaching and learning process becomes a success if the equipment helps to understand abstraction, differentiate, motivate, and repeat in many ways. In collaboration with Centre and Ward (2007) indicated that the resistance of the teacher towards integration and inclusion was a reflection of a lack of confidence in their own instructional methodologies and the quality and amount of support they receive. The discussion discovers that the approach used for those learners with disabilities is not appropriate for them and results in bad or negative performance.

### ***Inappropriate School and/or Classroom Environment***

From class session observation, the researcher predicts that the school environment is inappropriate for those learners with disabilities. The teacher has to sit a learner with partial deafness from the back benches to the front desk or sometimes on the floor to make him or her hear what the teacher is teaching to have a clear understanding of the topic of the session. Despite all that effort, the environment is not appropriate for them to learn. During an interview with one of the respondents, the respondent confirms the prediction of the researcher with this statement;

*“The learning process becomes difficult due to school setting or situation inappropriateness, so their academic results become unsatisfactory”* (Teacher 1).

Another respondent affirms that;

*“Yes, our school environment is not friendly to the disabled, so they fail to achieve the targeted goals because of the conditions they have”* (Teacher 5).

Kristensen (1997) and Clark and Shore (1998) found that it is not realistic to integrate special needs students in huge classes with more than fifty children as it reduces teacher-pupil contact and makes the selection of suitable teaching methods impossible. The findings revealed that the school and classroom situation is not appropriate for those learners with disabilities, especially those with ‘deafness and dumbness’. The literature insists on proper classroom sitting arrangement, those are semi-circle, U-Shape, L-Shape, face-to-face, and table teaching styles in order for them to maintain lips-reading to make clear understanding for learners with disabilities in the area of Hearing Impairment (Deafness) and Speech and Language Impairment (Dumbness).

### **Lack of Hearing Aids and Audio-Verbal Machines**

During classroom observation during sessions, the researcher discovered the absence of devices for those learners to facilitate teaching-learning activities within the class; they lack devices like hearing aids (internal and/or external). Within the class, there are no devices (mobile or non-mobile) that learners with difficulties hearing a teacher during the session can use. This was witnessed by respondents;

*“There are those machines they wear people with hearing loss in order to hear well, but here they do not have; it is difficult for them to hear well”* (Teacher 2).

Another respondent said;

*“There are no devices that can help them to hear well when teacher conducting class sessions, this resulted for them to lack the clear understanding on what teacher taught”* (Teacher 2).

The same to another respondent complained;

*“Also, there are those machines used to stimulate speech for those with speech and language disorders, but in our schools, we don’t have them ... (testimony of the respondent) ...my son delayed initiating speech up after all health examinations (hearing ability, nervous system and articulators) he was fine then advised me to attend Speech and Language Therapy, for now, he is doing well”* (Teacher 2).

Also, another respondent pop-out that;

*“Lack of appropriate equipment makes their academic progress not good as they should be”* (Teacher 4).

The high cost of instructional materials for CWDs further makes access to all-inclusive education services a challenge as they compete unfavourably with those of normal children (Kavale, 2002). The study findings exposed that for learners with ‘deafness and dumbness’, their learning is based on hearing and responding during the class session. According to National Institute on Deafness and Other Communication Disorders, Assistive Listening Devices (ALDs) help to amplify the sound. For those learners with partial hearing loss, they can benefit, but for those with total deafness, they have to use TV streamers and Audio-Verbal Training Machines for those with dumbness.

### **Miserable Communication for both Teachers and Learners with ‘Deafness and Dumbness’**

Most ‘disabled’ persons, especially those with ‘deafness and dumbness’ need to understand each other. They have to use another form of

communication rather than verbal communication. In regular schools, teachers use loud voices to reach everyone but those without hearing impairment feel the noise, then those teachers who teach loudly rather than at a normal level of sound are on the threat side. The respondent speaks out that;

*“The biggest challenges are communication teacher have to use a loud voice to reach everyone with and without disability such as hearing impairment which means after a certain time of life, a person can lose vocal box as a result of vocal box cancer, which is treated by laryngectomy means removal of the larynx, also am not expert on sign language to instruct those learners”* (Teacher 1).

Another respondent about the medium of instruction said;

*“We are not applying sign language or face-to-face talking in order for them to imitate, especially those with HI”* (Teacher 3)

Also, another respondent witnessed that;

*“Yes, but they are too limited to me because sometimes they cannot understand my language the same to me, sometimes it is difficult for me to understand what they are talking about... (Accompanied by local sign language)”*. (Learner 3)

According to Berger (1980), about 20 of the learners in a regular school have language difficulties. Moore (1980) uttered apprehension on the existing controversy on the new use of total communication where he said that despite the misunderstanding, total communication could solve educational challenges facing the learners. The medium of communication and/or instruction for those learners with ‘deafness and dumbness’, according to different literatures, is sign language; sometimes face-to-face talking applied, lips reading or both of them can be employed to distribute clear understanding during message transfer, but within

regular schools setting the use of sign language is nil as the respondents complained.

### Sharing of one Class with Learners without Disabilities

The study during classroom observation discovers that learners with and without disabilities they share classrooms, which is not evil; the bad incidence is the way of handling all learners with and without disabilities; the mass classroom assessment during sessions in regular classes is done without considering minority those with disabilities especially those with ‘deafness and dumbness’. The respondent stated that;

*“We use same the class with those without disabilities, when they understand that were interpreted all students in the class have understood even if I still have not understood the teacher did not help me anymore” (Learner 1)*

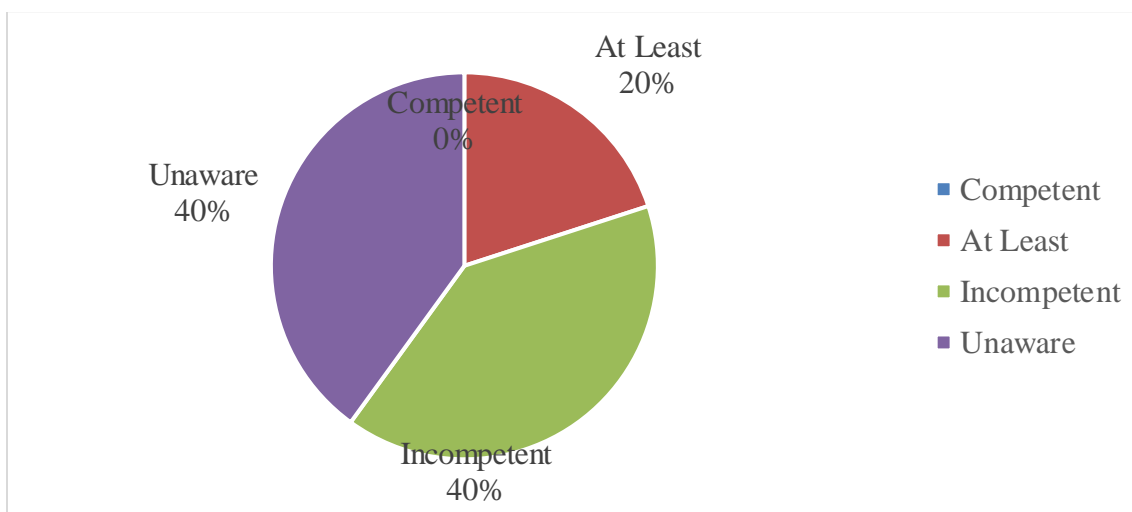
Kristensen (1997) and Clark and Shore (1998) found that it is not realistic to integrate special needs students in huge classes with more than fifty children as it reduces teacher-pupil contact and

makes the selection of suitable teaching methods impossible. Also, Ainscow (2008) says that the use of labels to describe individual pupils and summarise the nature of their disability makes cooperative learning with their peers in inclusive classes a nightmare. During classroom observation, the study affirms there is no use of sign language, lips reading, face-to-face talking, or slow talking. The findings revealed that sign language could be effective in learning for those learners with disabilities, especially ‘deafness and dumbness’, for better performance in their results. Sign language can work together with lip reading for those who became deaf after acquiring their first vocal language.

### Lack of Experts Especially SNE Teachers in Regular Schools

The sub-theme required to find if the teachers who teach learners with ‘deafness and dumbness’ in regular primary schools are competent enough to deliver the lesson to those learners with effectiveness. The findings affirm that there is a lack of teachers with Special Needs Education knowledge.

**Figure 1: Lack of SNE Experts by involving teachers' ability**



The respondents give out their views on the case of Special Needs Education Experts. The respondent lamented that;

*“Here in our school, we lack teachers who can expertise the knowledge and skills on Special Needs for the aims of helping those students, so the result of their learning and exams become bad or poor”.*

*A lot of them are in regular schools, those with physical disabilities, Hearing Impairment, Speech Impairment, and Intellectual Disabilities, but it is very tough for me to teach those learners because I do not have any knowledge about special needs education, so for me, it is a big challenge to fulfil the needs of those students” (Teacher 2).*

Another gives out the views;

*“In regular school, we lack teachers with special needs education skills, so to help those students with disabilities become difficult, I wish to give out the actual meaning of the session and my learners to get a clear understanding, but due to my limited knowledge of SNE, it becomes difficult” (Teacher 4).*

Some teachers believed that making any accommodations was unfair to other students (Lavoie, 2009). Nabasa (2004) noted that the majority of the teacher training lacked mandatory special education units in the pre-service training period. A study conducted by Mpofu and Shumba (2012) in Tanzania those teachers teaching learners with disability are completely inadequate compared to the needs of society and the number of people with disabilities. There is a need to have teachers with Special Needs Education skills in regular schools to help those learners with disabilities within regular schools.

### **Parents’ Negative Responses toward Reality of Performance of their Kids**

The findings showed that even parents respond in a negative way to the performance of their children. The teachers tried to advise them on shifting their children from regular schools to special schools or units, but the parents responded negatively. One teacher during an interview articulated that blame to the parent of one learner of standard four;

*“For here, we have no unit. I tried to advise his parents to take him to the right place (a special unit for SNE), but I see they have not taken any action because I still see that student here at school so the performance is still poor..... Another parent said that even if he (his kid) is enrolled in special units/school, he cannot succeed in passing well it is just a waste of my money for a problem that cannot be solved at all. Just complete seven years of primary school and stay home” (Teacher 2).*

Parents with low education levels tend to have less interest in education and may be reluctant to invest in the education of their children, especially those with challenges (UNESCO, 2003). The findings presented that there is a negative perception of the parents towards the performance of their kids; they give up on the success of those children. Amanze's (2020) book, titled *Disability is Not Inability: A Quest for Inclusion and Participation of People with Disability* gives out the comfort of the disability that disability is not the inability to perform well in the dreams and future.

### **Negative Perceptions of their Schools’ Societies**

The findings showed that the school society perceived in a negative way the case of disability. They see people with disabilities as bad luck or cursed people. During an interview, the respondents’ facial expressions showed some weeping and grief within them. The respondent affirms that;

“... they consider us as insolent, sinful, and bad luck persons or even say we are just problem to society” (Learner 2).

Also, one of the learners in the interview pinpointed that:

“People tell me you cannot complete level of primary school even reach standard seven, even if you can’t work you are ‘disabled’ with hearing loss, the government hires non-disabled people you can absolutely not” (Learner 5).

Often disability is associated with witchcraft and promiscuity during pregnancy, and punishment by ancestral spirits (Florien, 2008). More still, the negative attitude to CWDs by both teachers and Peers has affected the retention of CWDs in schools (Nabasa, 2004). The same study conducted by Goodley (2007) indicated that the impact of

**Table 3: Pronunciation Errors**

Item	Sound	Swahili Words	Errors	Type of Error
Apical	/p/	Picha	-icha	Omission
	/d/	Daftari	-aftari	Omission
	/s/	Saa	Thaa	Distortion
Laminal	/sh/	Shaba	s-aba	Omission
	/s/	Samaki	thamaki	Substitution
<b>Sub apical</b>	<b>/h/</b>	<b>Haba</b>	<b>-aba</b>	<b>Omission</b>

The respondent evidenced that;

“These learners have a particular problem with the pronunciation of certain words, they need the help of experienced linguists to correct their pronunciation because there are words they pronounce so that understanding them requires great attention” (Teacher 4)

The findings affirm that the learners with ‘deafness and dumbness’ who can initiate speech to some degrees are in trouble with articulation disorders. The articulation disorders rely on Substitution, Omission, Distortion and Addition (SODA). The

students with severe emotional and behavioural disorders in classrooms contributed to the resignation of one-third of beginning teachers in many schools. The findings revealed that there is an obstacle from the school society in terming the ‘disabled’ as unable persons and cursed ones. The literature on People with Disabilities (PWD) written by Amanze opposed those perceptions from those societies by stating that “Disability is Not Inability”.

**Incompetence and Difficulties in Pronunciation**

The sub-theme was vital to find the pronunciation problems and errors from those learners with deafness and speech impairment that succeeded in acquiring verbal language and initiating speech to some degree. The below table shows errors made by respondents during the interview and observation.

learners with ‘deafness and dumbness’ distort, omit, and substitute sounds during the word production such as “icha” for picha, “thamaki” for Samaki, and “thaa” for saa. This is observed in Swahili language words during interviews and observations where some learners are given a task to articulate words.

**Resiliency and Speech Blocking During Presentation**

The information regarding this was sought from the learners’ interviews and classroom observation. The info requires showing the situation of the learners with ‘deafness and dumbness’ ability to initiate

speech with a stammer. During the interview respondent witnessed the following;

*“(slapping herself) .....ye.... yee...yes but not all the time (blocking for several times) some they do not need to play with me because of stammering and others laughing when talking with them..... (Slapping wall)” (Learner 2)*

The findings affirm that learners with disabilities are in trouble with speech blocking and disfluency within the class session and out of the classroom. These learners with disabilities go belly up to interact with those without disabilities, and the same to their teachers. The literature on disabilities, especially deafness and those with speech disorders such as stammer, need more attention and a friendly ground of conversation from their community within their environment.

### **Difficulties in Exclusion within Inclusion in Regular Classes**

Through the interview with one of the respondents, a teacher, the findings revealed that it is difficult to exclude learners with disabilities within class with all types of learners with and without disabilities. Teachers sometimes need to exclude learners with a disability to pave the way, which is appropriate or cheap to deliver the lesson. The huge challenge is a matter of class size with more than a hundred pupils so to deal with one learner out of a hundred for the exception is too difficult. The respondent spoke out that;

*“Yes, there is a challenge because the child is not able to hear like other people, class sometimes consist more than a hundred students so, teaching these learners without hearing loss and then teaching this one with hearing loss becomes difficult” (Teacher 3).*

The findings affirm that there are difficulties in having exclusion within inclusion in regular classes. In special needs, one of the strategies for teaching learners with disabilities is to have exceptions; they

need more time for them to reach and clearly understand the lesson taught. That is why the strategies emphasizes to exclude them for a while to take more time to reflect.

### **Personal Interests Affect the Right to Education for the Disabled**

The study required finding out the challenges faced by learners with ‘deafness and dumbness’ during teaching and learning in regular primary schools. The study discovered that there is a contraction in providing special needs education seminars to teachers in regular schools. The administrators prerequisite to attending the seminars themselves for their interest. The respondent complained about that;

*“Sometimes our leaders do not give us the opportunity to participate in these seminars because of a conflict of interest; especially if a seminar has per diem, they do not allow any subject teacher to attend it. Me as a subject teacher am also implementer of everything within the class (teaching and learning) not heads of schools or DEOs” (Teacher 4).*

The findings uphold that the conflict of interest can hinder the seminar of special needs education within the regular schools to assist the learners with disabilities, especially ‘deafness and dumbness’ in regular schools and Least Restrictive Environment (LRE).

### **CONCLUSION**

The conclusions are made as a result of the study relying on the research questions. The research questions are based on the specific objectives of the study on challenges faced by learners with multiple disabilities particularly ‘deafness and dumbness’ during teaching and learning in regular primary schools.

In assessing the respondents’ awareness, the responses showed that the regular schools’



community are not fully aware of special needs education and disabilities at large. This remains to be a huge challenge to the learners with 'deafness and dumbness' to reach their future dreams. The study aimed to identify the challenges faced by learners with 'deafness and dumbness' in regular primary schools. According to the findings, the challenge is on the school's situation; the situation is not appropriate for those learners to reach high achievement in learning; second, the challenge is based on a curriculum; schools lack devices, and teachers lack an appropriate way of teaching and lack of specialised teachers.

Through study objective three on how these identified challenges affect the learning activities of those learners with 'deafness and dumbness', the findings revealed that there are a lot of challenges based on poor performances, the session failed to meet the needs of learners with disabilities, incompetency for learners with disabilities particularly in pronunciations of different words during the class session, and dissiliency featured by speech blockage during classroom discussion. This challenge hindered the performances of the learners with 'deafness and dumbness' in regular primary schools.

In searching the possible solution for identified challenges, the respondents suggest some measures be taken to overcome these challenges. Their views based on syllabus adjustment suggested that the syllabus should recognise the presence of the group of learners with multiple disabilities within the regular primary schools and increase the session time for learners with 'deafness and dumbness'. Moreover, the respondents suggest much of increasing the number of teachers and employing special needs teachers to fulfil the needs of learners with disabilities.

### **Recommendation**

In this study the recommendations are made for different major areas to fulfil the needs of learners

with special needs. These areas are curriculum Alteration, allocating Special Needs Teachers in regular schools, conducting early identification for kids during enrolment, improving and/or building enabling infrastructure for the 'disabled' and implementation.

### ***Curriculum Alteration***

According to Brenna (1985), a learner with hearing impairment, like any other learner, requires good teaching for better results. According to USDC (2013), the current curriculum and examination system are not flexible and do not cater for SNE as the assessment of CWDs has not been standardised. To meet the needs of these learners, the researcher recommended the Tanzania Institute of Education review the curriculum. The curriculum is supposed to be revised to pave the room for learners with multiple disabilities, particularly 'deafness and dumbness', to be recognised in regular schools. The presence of those learners with 'deafness and dumbness' has become a chronic problem; the number of those learners with disabilities, especially 'deafness and dumbness', is still high in regular schools, and those schools lack special needs teachers and special needs units. The curriculum should raise the appropriate way of providing education for those learners for better results.

### ***To Allocate Special Needs Education Teachers in Regular Schools***

The government, during the employment of teachers, should allocate the number of Special Needs Education Teachers in regular schools to intervene in the absence of special needs teachers. Gould & Vaugh (2002) demonstrate that teachers feel inadequate regarding handling learners with special educational needs. Regular schools lack enough teachers, yet Special Needs Education Teachers are completely absent, which means the government does not recognise the presence of learners with deafness or dumbness in regular

schools. Employing Special Needs Education Teachers in regular schools is the best way to revamp learners with disabilities reach their dreams and receive the appropriate and suitable education for them.

### ***To Conduct Early Identification for Kids during Enrolment***

Chua and Koh (1992) defined students with special needs or exceptional students as students who have profound differences in terms of intelligence and communication or even in terms of feelings. According to Jamila Mohamed (2005), special students differ in terms of characteristics of mental and sensory ability, communication skills, social behaviour, and physical characteristics. The Ministry of Education has to put enough effort into employing experts in special needs education in the area of early child identification. Early identification for children can be the best way to identify the child who is 'disabled' before deciding to enrol on school. Some of the children are enrolled in regular schools or classes, but they are 'disabled' and do not fit in regular schools or classes. When the early identification is conducted, the child's disabilities and its severity will be known early, and then the decision will be made as a result of identification to enrol a child in a special school or unit.

### ***To Improve and/or Build Enabling Infrastructure for the Disabled***

According to WHO World Report on Disability, as cited by Kavale (2002) defined, universal buildings and designs as A process that increases usability, safety, health, and social participation, through the design and operation of environments, products, and systems in response to the diversity of people and abilities. The regular schools' buildings are not appropriate for learners with disabilities to learn in an appropriate way. Researchers recommended that the government should design appropriate infrastructure for learners with disabilities. The

buildings sometimes are in less light and full of noise that situation or hinder the performance of those learners with disabilities. The government and other stakeholders are responsible for designing suitable and appropriate classes for learners with disabilities.

### ***Implementation***

Tanzania's curriculum for primary education from standard one to seven of 2015, then translated in 2020 is a Competency-Based Curriculum (CBC); the government emphasises providing quality education for all Tanzanian pupils through inclusive education (page 38). For this case, the researcher recommends Tanzania Institute of Education reviews the curriculum. It must all schools to be or provide inclusive education. This theory is supposed to be in practicum. The findings of this study revealed that the implementation of the intended goals is mismatched with ways of implementation as a policy requirement. The policy requirements emphasise providing enough time for reflection and repetitions during class sessions, the implementers use one-way or single-channel teaching to deliver materials to learners with and without disabilities rather than rewinding the way of teaching learners with disabilities. Teachers are the main implementers they have to use acceptable strategies for teaching learners with disabilities.

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