Participation of Women with Disabilities in Tanzanian Higher Education: Motivations, Strategies and Suggestions

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Abstract
Since all learners learn best when they are motivated, the way to ensure their success in higher education is to know what motivates and sustains them in the learning process. Guided by the Social Model of Disability (SMD), this study investigated the motivational factors and expectations behind women with disabilities' decisions to participate in higher education. The study was conducted at the University of Dar es Salaam (UDSM) where 22 women students with disabilities regardless of their type of disability, degree programme and background were involved in the study. The study employed a qualitative approach and specifically a case study design. Semi-structured interviews were deployed in collecting data for the study. The data collected were subjected to thematic analysis. The findings of the study show that women with disabilities were highly motivated to participate in higher education due to various factors obtainable in the family, community and institution. The study recommends that, women with disabilities need to have reasons or motivational for successful participation in higher education.

Keywords: Gender in higher education, motivation for learning, women disability

1. Introduction

Tanzania has signed many international protocols which provide for the protection of children and adults with disabilities in addition to safeguarding their rights equally alongside others for them to participate in education, healthcare, access the means to a livelihood, and be free harm and abuse. These protocols include the International Covenant on Economic, Social and Cultural Rights (ICESCR),

the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). Though the disabled peoples' rights are protected by general law and disability-specific law, many officials and village people are unaware of them and how to enforce protection measures. In fact, policy implementation is not only 'light' on detailed approaches but also partially done. Indeed, persons with disabilities still face many attitudinal, physical, and institutional barriers. These barriers limit or completely lower their motivation and exclude them from participating in education, health services, and legal systems, political and social representation. In consequence, people with disability in Tanzania experience greater poverty than those without disability. Moreover, they experience limited access to funds, which is an obstacle to their establishing of businesses, especially for women with disability (Lehtomaki *et al*., 2018). Many potential loan providers perceive women with disability to be at high risk for loans recovery. Article 27 of the CRPD (2006) highlights the importance of work and employment for people with disabilities including women with disabilities. It states that the nature of employment should be open, inclusive and accessible. However, women with disabilities are more likely to be economically deprived than women without disability due to disability, family and community attitudes. The Universal Declaration of Human Rights (1948) Article 23 (1) affirms that everyone has the right to work, to free choice in employment and to protection from unemployment. A lower participation of women with disabilities in the labour market significantly impacts on the link between disability and poverty. Poverty is more likely to accelerate higher rates of disability, the vice versa is also true. According to Lehtomaki *et al.* (2014) and Chataika (2010), girls/women with disabilities in rural areas are at high risk of being sexually abused at school, on the way to school, and in their residences. The majority of women/girls with disabilities are hidden at home and experience social stigma and embarrassment. Families (over-protection, poverty and preferences) limit girls/women to participate in education, information, health services, social interaction and employment, due to spiritual values and traditional cultures.

A limited number of girls/women with disabilities have participated in education. This is mainly attributable to attitudinal, environmental, and institutional challenges (Olomi & Mazagwa, 2014). The general education system is overloaded by a large class sizes and a generally deteriorating quality of education in Tanzania. Both the government and organisations dealing with disability issues have earmarked some special schools and units to deal with students with disabilities. So far, in

Tanzania, there are only 16 special schools and 159 special units that are integrated into regular schools. This number cannot cater for many children with disabilities in Tanzania (SIDA, 2014). Around 16 percent of children with disabilities attended primary and secondary school in Tanzania in 2016 (URT, 2016). Only 5% of students with disabilities attended secondary school and less than 1% attended higher education in Tanzania (URT, 2016).

The transitional rates of women with disabilities from primary to secondary are higher than girls' transition from secondary to higher education (URT, 2016). This means that the number of women with disabilities is gradually declining at the higher levels. The education system caters for a very small percentage of women with disabilities in designated special schools and units (Human Right Survey report, 2012; SIDA, 2014; Uromi and Mazagwa, 2014), thus leaving the higher levels of education with no substantive support. Generally, women with disabilities, if compared to the women without disabilities, are not fully integrated into higher education. Factors such as negative attitude, university environment, social isolation, over-protection, abuse, poverty and dependency continue to exclude girls with disabilities from social services, including education (Barnes, 2010). Oftentimes in the conservative Tanzanian society, women with disabilities get treated as less important people than those without disability in the community, who should stay at home rather than participate in education.

They are more likely to experience sexual abuse and be subjected to the pressure of violence (Matonya, 2016). The number of girls/ women with disabilities attending higher education is relatively low.

Overall, there is a big gap between the number of girls with disabilities in primary education, secondary education and higher education primarily because only few girls/ women (0.36) progress to secondary education (0.25 percent) and very few (0.01percent) of them go up to higher education because of attitudes, school environment, materials and especial equipment as well as teachers knowledge (Matonya, 2016; Lehtomaki et al 2018). According to Chuwa (2010) and SIDA (2014), about 90 percent of people with disabilities in Tanzania do not go beyond primary education. Uromi and Mazagwa (2014) also found that a girl or woman with disability is less likely to participate in education, for example, less women with disabilities (29.44%) compared to men (70.56%) who have formal education and is more likely to be kept home doing domestic chores (see also WHO, 2012).

The trend of registration in higher education shows that males with disabilities had opportunities to enrol in education than their female counterparts (URT, 2016).

Moreover, Macha (2002a) and Braathen and Kvam (2008) revealed that community (culture, beliefs and taboos) were the main problems women with disabilities encountered when seeking to participate in education. Ebersod (2008) and Mwaipopo (2014) stated that there is no clear policy on disability in higher education to help women with disabilities to take appropriate measures that could provide adequate and better services as well as facilities. Along a similar line, Lehtomaki *et al.* (2018) found that management support, resources accessibility and availability, intellectual investment, technology and learning styles are major challenges that women with disabilities face in Tanzania. These hurdles, however, have not stopped women with disabilities from participating in higher level of education. Thus, this paper investigates the factors motivated them to persevere and pursue higher education, the odds in place notwithstanding

2. Literature Review

2.1 Participation in Inclusive Higher Education
In inclusive education participation is more than to be admitted in higher education. It involves application, attendance, performance and successful completion. Motivation factors cause some students to decide to pursue higher education Enrolling many students with disabilities does not imply full participation in their life or equality, but marks a quantitative increase that is also essential in motivating students with disabilities to access higher education (Bloom & Canning, 2005).

Self-efficacy, self-determination and determined goals are important in motivating students with disabilities to participate in education because they provide the ability to understand, create freedom of expression and make wise decisions for academic success (Matonya, 2016; Lehtomaki et al 2018; Tuomi et al.,2015) Self-determination cultivates an intrinsic motivation to learn that promotes a spirit of valuing and internalizing higher education and creates confidence to enhance personal development and change. Similarly, a supportive school environment and the availability of resources and information are important elements for motivating students with disabilities to succeed (Opini (2012).

Understanding the meaning of agency, advocacy and autonomy is important

motivation for the participation of students with disabilities in higher education because it makes the students with disabilities autonomous actors rather than passive recipients, and counterpoints to the silencing and disempowerment of exclusion (Haihambo, 2008; Morley & Croft, 2011). Education-related self-evaluation, attitudes, goals, expectations, life transitions, information on opportunities and the decision to participate have a great influence on students with disabilities' motivation to participate in higher education

2.2 Role of Motivation

Motivation has several effects on students' learning and behavior. First, motivation directs behavior toward particular goals which determines the specific goals toward which people strive; thus, it affects the choices students make. The motivation to study higher education has a greater connection with the learning process (application, attendance, performance and successful completion) and perceived application to the needs of the learners. Second, defined motivation determines a person's desire to do something plus desire to achieve the goal of learning. Third, motivation helps to energize, direct and sustain positive behaviour over a long period of time (Opini, 2012). The needs give rise to motivation and to satisfy the needs, people may be motivated to work hard. Fourth, motivation is a human factor in learning which represents the willingness of an individual to put his efforts in a particular direction so as to achieve his goals. Fifth, motivation in education cause internal drive that activates behavior and gives it direction. The term motivation is concerned with the processes that describe why and how human behavior is activated and directed (Lehtomaki,et al.,). Sixth, motivation increases the learning mood which highly influences family interaction, culture and learning process**.**

Every person, with disability, has his/her own motives behind obtaining education. Some of the motives can be academic progress, professional development, social, economic and technological development. Such factors may influence students with disabilities to pursue higher education. Positive attitudes of some family members facilitate women with disabilities to pursue higher education (Tuomi *et al.* 2015). Other factors include future availability of many opportunities attached to education acquisition in addition to advancing personal growth (Uromi & Mazagwa, 2014). The motivation to study has a very positive effect on a student's participation and performance. Indeed, a motivated student will find it easier to go an extra mile and do all the necessary tasks to ensure success. In addition, it allows students to

study with focus and concentration. An individual motivation or encouragement to study is helpful, especially when a person lacks motivation or faces challenges while studying because motivation become a driving force to persevere challenges ahead of a person According to Smith (2012), motivation can transform women with disabilities in higher education and make them feel that they are important people who can involve in social interaction that promotes positive life and image

2.4 Reasons for women with disabilities to pursue higher education

Previous researchers have investigated the factors that encouraged women with disabilities to apply for retention and successful completion of their studies. For example, women with disabilities were motivated to access and participate in higher education because of social mobility; status and employability (Morley, 2012). Morley (2012) mentioned other factors such as career aspirations, social responsibilities and changing status that encourage some of the women to participate in higher education. Furthermore, Opini (2012) and Braithwaste and Mont (2009) identified poverty, economic independence, realising personal dreams and understanding the meaning of education as other motives behind the women with disabilities striving for higher education. Situating his study in Kenya, Opini concluded that expectations to combat their undermined positions in society, credentials and the influence of significant others are some of motives that push women with disabilities to pursue higher education in Kenya.

Some students with disabilities are also motivated to participate in certain institutions because of their type of disabilities, facilities, desired courses or field of study and being closer to their home, peers, family and/or partners. Students with disabilities also consider their disabilities when selecting a field of study. For example, students with visual impairments are eager to select courses that require less written work, few or no examinations, and little practical requirements or technology; students with hearing impairment motivated to study courses with less theory and full practical (Smith, 2012).

2.5 Social Model of Model

The Social Model of Disability (SMD) by (Oliver 1994) guided the study. The model emphasises on paying attention the needs of the learners and reasons or motivation to social and learning environment as key motivational factors for students, particularly women, to pursue higher education. The model emphasis that in order the students with disabilities to meet their goals and motivation

positive and supportive schools, home and community environment are essential (Oliver, 1994; Carson (2009). The model states that an individual is ***disabled*** with his or her motivation by attitudinal (teachers, peers, parents and community) and environmental barriers to inclusion such as inaccessible buildings, non-supportive legislation, and discriminatory attitudes (Tugli & Morwe, 2014). As such, families, community, and institutions should create a barrier-free environment to meet the diverse motivations and expectations of students with disabilities. Meeting the ambition of students with disabilities may stimulate the admission process, attendance, performance and successful completion rate to meet equality and equity issues. This successful completion rate may result to employment opportunities within and outside the country. The model guided the researcher to understand the social and economic factors motivated to pursue higher education. The model facilitated the researcher to assess if the women were individually motivated to pursue higher education or some barriers and discouragement within the community, home and previous schools reinforced them.

2.6 Strategies women with Disabilities created and used

The desire for personal status, professional status, independence, and to help others with disabilities to reconstruct the image of this group in society in general by women with disabilities have also served as motivations for women with disabilities to pursue higher education in Tanzania (Morley & Croft, 2011). Furthermore, reflexive identity, positive educational experience, agency, educational transformation and disability motivate them to pursue higher education (Lehtomaki et al 2018). Also, the society's general notion that women with disabilities cannot do anything inspired women with disabilities to study hard. According to Morley and Croft (2011), other motives behind women with disabilities' pursuit of higher levels of education include changing their peers' attitudes and understanding about students with disabilities.

Teaching and learning are critically problematical areas that need to be solved to provide effective learning experiences for women with disabilities. To ensure that higher education goes hand-in-hand with the goals and ambitions of students with disabilities, higher education needs to consider academic achievement rather than disability assessment (Matonya, 2016). In this regard, professionals must recognise students with disabilities at all levels of education, particularly women with disabilities because the majority of them are at risk. Moreover, for teachers to work efficiently, the government should provide them with special needs

education training. Lecturers should change the pedagogy of their teaching to create educative spaces for women with disabilities who require accommodation and adaptation (Kelly, 2012).

Despite multiple challenges women with disabilities face, some they do not drop out in studies; rather they succeed to participate and perform in higher education. Although Tanzania has recognised the importance of education for women with disabilities, researchers have neglected to investigate the motivation/ reasons factors for women with disabilities to pursue higher education. Only five studies were obtained from the literature review. Macha (2002a) researched on gender, disability and access to education in Tanzania. In her other publication (Macha 2002b), she focused on women with visual disabilities and educational opportunities in Tanzania. Meanwhile, Bajeneza (2000) researched on access to education for women with disabilities (blindness) in Musoma region of Tanzania. Possi (1998) investigated the issue of gender and education of people with disabilities in Tanzania whereas Okkolin and Lehtomäki (2005) studied gender and disability-related challenges for the education sector development in Tanzania. Tuomi, Lehtomäki and Matonya (2015) investigated the factors that enabled a small number of women students to pursue higher levels of education in Tanzania. Lehtomaki et al (2018) studied women with disabilities and policies issues. Only a few scholars have dedicated their studies to the study of disability and higher education (see, for example, Tungaraza, 2010; Morley & Croft, 2011; Mwaipopo *et al*., 2011); however, their studies are too general. They did not specify how women with disabilities cope with the situation in higher levels inclusive education in Tanzania (Karakoski & Ström, 2005; Kisanji, 2006; Mboya *et al*., 2008; Okkolin *et al*., 2010).

Therefore, there are no broader quantitative or qualitative studies that have been carried out so far to explore the factors behind the motivation of women with disabilities in Tanzania to participate and access higher education. As such, it is difficult to understand the individual needs, support and challenges women with disabilities encounter in higher education. Moreover, very few studies have researched on women with disabilities in education and other social services in Tanzania as stated above.

The main purpose of this paper is to determine factors/reasons that influenced women with disabilities to access and successfully participate in higher education. The study sought to answer two broader questions: "Which factors motivated women

with disabilities to participate in Tanzania's higher education? What strategies women created and used for successful participation in higher education

3. Research Methodology

3.1 Qualitative Approach and Case Study design
This study employed qualitative research approach. Qualitative approach assumes personal views or ways of perceiving and interpreting phenomena (Alvesson & Sandberg, 2013; Yin, 2011). Yin (2011) argues that issues of quality are of concern to both qualitative researchers and practitioners. The qualitative research approach enabled the researcher to explore the interviewees' experiences, opinions and views in the natural setting (Sedman, 2013; Silverman, 2013). Qualitative approach enabled the researcher to get in-depth first-hand information that is characterised by richness and diversity of information about women with disabilities motivation to pursue higher education. Case study design employed in this study and enabled the researcher to investigate in detail the motivational and strategies women used for successful participation in higher education

3.2 Research Area
This study was conducted at the University of Dar es Salaam in 2017. The university was considered the most suitable case study because it is the oldest public institution of higher learning in Tanzania and was the first university in Tanzania to implement education for students with disabilities, whereby the researcher expected to obtain valuable data. By the time of the study, the university had large number of women with disabilities (22) in comparison to other universities in Tanzania.

3.3 Participants
The study involved all the women with disabilities who were studying at the UDSM regardless their type of disability, programme or background because they were few in number (i.e. only twenty-two). All the participants voluntarily took part in interviews. The age of the selected respondents ranged from 22 to 36 years, with most of them aged between 22 and 30. The participants were scattered across four categories of disabilities: Sixteen had a visual disability (VD), one had a hearing disability (HD), five had physical disabilities (PD), and three students had albinism. More participants with visual impairments were found during data collection process. Out of the 16 participants with visual disability, as already stated above, three women were both visually impaired (low vision) and albinos.

3.4 Data Collection Methods and Analysis

The data was collected via semi-structured interviews. Semi-structured interviews made it possible to control the questioning and provision of historical meaning (Creswell, 2014; Agee, 2009). Semi-structured interviews have the potential of exploring the study participants' thoughts, beliefs, knowledge, reasoning, motivation and feelings (Johnson & Christensen, 2008; Kvale & Brickmann, 2009). They also allow the researcher to enter the other person's world, to understand his/her inner perspective and the meaning he/she creates (Silverman, 2015; Conrad & Serlin, 2011; Miles, Huberman, & Saldama, 2014). Open-ended questions allow for flexibility in addition to helping researchers to obtain a complete and detailed understanding of the research topic under investigation (Matthews & Ross, 2010; Stake, 2010). The researcher formulated the open-ended questions, which were scientifically and empirically well-confined and focused on guiding the interview process. Semi structured interviews (face to face) facilitated the researcher to obtain real and actual data on the reasons made the women with disabilities to participate in higher education based on the challenges and to assess the strategies women use to address the challenges.

During interviews, women with physical disability had no problem with answering the research questions. For the hearing impairment participant when the researcher called her to arrange an appointment, she did not accept the call until the researcher decided to send a text message to her phone to introduce herself and request for a meeting with her when she had time. She replied quickly agreed on the time to meet. The researcher had to write interview questions for her to read and respond verbally. The researcher did the same for any additional questions. This participant also had difficulties in pronouncing certain words, so the researcher requested her to speak slowly and carefully. When the researcher did not understand, the participant was asked to repeat her answer.

It was difficult for women with visual disability to read and sign the consent form. Therefore, the researcher gave them freedom to use any means they considered useful. Five women asked their readers who had escorted them to the interview area to read the consent form and eventually signed it for consent. Sometimes, the researcher assisted them to read, where necessary. Trust between the interviewee and the interviewer is essential (Loh, 2013; Metthews & Ross, 2010). All of the women with visual disability used a fingerprint to sign the consent form [in Kiswahili, "*Sahihi ya dole gumba*"] (Seidman, 2013).

All of the interviews were tape-recorded and transcribed. In qualitative research, the researcher is interested not only in what people say, but also in how they say it. The researcher was more interested in audio-taping the interview than videotaping because this allows the researcher to make a more critical examination of what people say and to repeat the respondents' answers. Moreover, tape-recording helped the researcher to correct the natural limitations of human memory and the understanding that could be placed on what people say during interviews. It, therefore, helped to counter accusations that an analysis might be influenced by researcher's values or biases. It also helped in keeping records and addressing the links between the noted and taped information.

The data collected through semi-structured interviews (open-ended questions) were subjected to thematic analysis (Braun & Clarke, 2006). Themes relevant to the topic under study were identified and formed the basis for interpretation and analysis. The initial stage was familiarisation with the data collected by reading and reading before generation the initial codes. Then came the process of searching the themes within the data was done. Next was reviewing the searched themes before the themes were defined and named. Finally, the report writing started.

3.5 Role of Research Assistant

The researcher worked with a research assistant from the piloting to the reporting stage. Before the pilot process began, the research assistant participated in a two-day orientation on the research purpose, how to tape the information, the number of women to be piloted and the research methodology, particularly the research themes and subthemes. In the pilot phase, the research assistant helped to tape the information, take notes on key issues, and schedule the piloting of the themes by focusing on the research purpose and how the women replied.

The research assistant used a field notebook to write down essential information and interesting stories obtained via interviews and issues raised during the interview process. Moreover, when the researcher was asking questions, the research assistant ensured that the interviews were fully completed and accurately recorded. This also helped to summarise the interview information, maintain the confidentiality of the research participants and keep notes on key information such as events and stories during the interview process. When the analysis of data was completed, the research assistant helped to confirm whether the researcher had analysed what

the women said and add any missing information. More often, the researcher discussed issues with the research assistant when she faced challenges related to the interviews.

3.6 Limitation of the Study

During data collection process, the researcher encountered some limitations uchas.

Class time table: The pre-arranged interview times sometimes clashed with the women's class timetables. This meant that some of the participants had to be interviewed after class hours in the evening. Some of them could then be tired and, therefore, not able to provide enough information for the study. However, the researcher encouraged them to shake off their exhaustiveness so that they could give the required feedback.

Noisy halls of residence: Other interviewees suggested that the interviews could be held in their halls of residence; unfortunately, the halls were noisy, with a lot of music and the interviewees' peers continually coming in and out of the room. Following the ethical considerations and confidentiality guidelines, the researcher agreed with the participants to find an appropriate place in the open, for example, under a tree far away from the noisy halls of residence, and then continued with the interview.

Family roles: They also interfered with the fieldwork's process because during the interviews, some of the women had to take care of their babies at home or in their halls of residence because these babies were still little and crying (one was only three weeks old). The researcher either stopped the interview for a while or arranged to finish it later, in line with the women's study timetable. This situation led to delays in the completion of the fieldwork.

Hutted questions: Some participants became emotionally unstable. They began to cry as they recalled the community's attitudes and the attitudinal barriers they had faced on their educational paths. The researcher also advised the participants to take those challenges positively and think of the possible solutions for their achievement and become role models to other women with disabilities.

Interviews by writing: The interview method was less appropriate for women with hearing disabilities. The use of written interviews proved time-consuming because the researcher was supposed to write down the questions and the interviewee had

to read and answer them. At first, the researcher tried to use lip-reading and the participants had no knowledge on such an approach and later the researcher tried to write precisely one questions after another and carefully read out the feedback. If the researcher failed to understand the response, she carefully made a follow-up question (probed) until they succeeded to finish answering the question before proceeding to other questions.

Time for data collection: The timing of data collection process was not optimal because the participants were taking tests and preparing for the first semester university examinations. Therefore, these participants were tense and had less free time to speak. The researcher allowed them to feel free in choosing the time when they could conveniently participate in the interview.

3.7 Ethical Issues

Debriefing: It was also important to brief the participants prior to their involvement in the study. This was fulfilled by providing them with enough information on the purpose of the study and the importance of the information that would be generated from the study (Cresswell, 2014). The materials obtained from the participants were to be kept in a safe place and in the archives of the University of Jyvaskyla, Finland, for reading. Moreover, the researcher highlighted the key information for participants which were included in the report. In the meantime, all the participants agreed with this research arrangement and, as per the university regulations, the data was to be discarded after ten years to avoid being used by other researchers who may misappropriate them. Participants were briefed about the time for interview, the potential benefit of the study and discomforts and how they can work on them (Miles, et al, 2014).

Willingness to participate and withdraw: The current study abided by ethical research principles, human rights and dignity, and national policies (Seidman, 2013). In this regards, the participants' right to participate or withdraw at any time was respected and stated clearly in this study (Yin, 2011). Each participant was informed about all the features that could affect his/her willingness to participate such as purposes, procedures, risks, benefits, alternatives and limits of the confidentiality. The participants were informed about the three research themes and the nature of the questions to give them time to think and decide whether or not to participate. The participants were also informed about the nature of the interview and data collection method. Thus, they voluntarily participated and were free to withdraw from the study at any time.

Informed consent form: Participants signed an informed consent form that explained the objective of the study, the confidentiality of the information they provided and that it was for the purpose of the research and not otherwise. This was done prior to their participating in the study and they were also asked for permission to use their information for the research purpose (Silverman, 2013). The consent form was written using free language, Kiswahili, and participants were able to comprehend effectively (Seidman, 2013). Thereafter, all of the participants were allowed to read the agreement and sign it. The women with visual disability used their thumb prints to sign the form. Participants and the researcher signed the form and a copy was given to them, with the researcher keeping the original copy. All the participants were aged over 18 years. As such, the researcher did not need to ask permission from their parents or guardians (Miles et al., 2014). Participants were asked for permission to have their interviews audio-taped and all the participants agreed to this arrangement.

Privacy and anonymity of the information: These aspects were also among the top ethical priorities in this research (Miles *et al*., 2014). The confidentiality of the conversations was clearly stated in the agreement letter. The issue of confidentiality was important because disabilities touch on feelings, emotions and the humanity of people (Miles *et al*., 2014). The researcher assured the participants that the information provided would be kept in the utmost confidentiality and privacy and the resultant data would be used only for the research purpose. The storage and distribution of data were well-stated and specified in this study. The researcher carefully stored data to protect the anonymity of the respondents. The interviewer also individually contacted rather than as a group, and in a special setting that each woman chose. Some women with disabilities came with their readers and introduced them before the interview began. After some time, the readers left leaving the participant to continue with the scheduled interview. After the interview, the readers were called to come and escort the women back to their places. No money was paid to the women with disabilities for participating in the interviews.

Use of pseudonyms: This aims to protect their privacy and confidentiality. Participants selected pseudonyms that were used in writing this paper (Cresswell, 2014). Pseudonyms keep participants free from any direct responsibility for the information they shared with the researcher. The information that appeared to expose some students' identities was screened out. Therefore, pseudonyms/aliases provide enough security for their life to avoid any one linking them to their real names.

3.8 Trustworthiness

Piloting: To ensure the validity of the interview guide for data collection, a pilot study was conducted in January 2017 and covered three women with disabilities, two of whom had completed a Bachelor's degree and one a Master's degree from the University of Dar es Salaam. The researcher formulated the interview guide with open-ended questions that are understandable, neither too broad nor too narrow, and the ones that provided direction and knowledge (Stake, 2010; Alvesson & Sandberg, 2013). As it is difficult for the researcher to develop research questions in the field, it is recommended for one to prepare them beforehand (Agee, 2009; Bryman, 2012). In piloting the researcher used face-to-face interviews not only to cross check the consistency of the instrument, but also to determine how long the interview would take and how well the questions worked (Kvale & Brickmann, 2009). It also helped to validate the questions, investigate any kind of bias, and monitor the context of the data collected. Additionally, it ensured that the research questions would be clear to all the participants through the clarity of the wording (ibid.). The questions, after being cross checked, were used in the actual data collection.

Language: Kiswahili was the language used during the data collection process. The interview questions were originally prepared in English before being translated into Kiswahili, which is Tanzania's official and national language. The initial translation from Kiswahili to English was done by the researcher and later sent to experienced translators at the Institute of Kiswahili Studies, UDSM, for validation of its reliability and uniformity. Gathering information in Kiswahili enhanced the reliability and validity due to the use of first-hand information.

Proof-reading: After the completion of data analysis, the results and draft paper were shared with the participants for verification if the written information was representing what they reported or if there are some additional information necessary. All the participants approved the work. This process ensured the trustworthiness and quality of the data presented in this study.

4. Results

Women with disabilities in Tanzania are motivated by many factors to access and participate in higher education. This paper discusses eight factors that motivate them to access and participate in higher education. These factors include the need to change society's attitudes, the role of education in women's life, the need to

transform from nobody to somebody, poverty, overcoming attitudinal barriers, predetermined goals and dreams. Other motivations include socio-cultural and economic change, supportive learning environment and presence of role models. Respondents showed that their interest in attending higher education developed from the motivation they got from friends, parents, teachers who taught them at lower levels coupled with the presence of role models.

4.1 Encouraging Home Environment

> *I decided to attain higher education to show the family that women with disabilities are able and decided to demonstrate it through obtaining my degree. If men were able, why not women? That is why I have come to university. (Byera with physical impairment, UDSM, 2017)*

Participants in this study recognised and appreciated the influence of encouraging home environments and societal acceptance as major motivational factors to pursue higher education. Lack of family and community attention, awareness and support from family, peers, and the community have been common and have made the majority of women with disabilities experience challenges in participating in education. Women with disabilities stated that parents' encouragement and motivation to education is essential and promote women's with disabilities independence and advocacy.

Advocacy adjusts the physical and psychological environments as well as funding procedures for the benefits of women with disabilities. Some of the women with disabilities did not experience exclusion, marginalisation or child preference in their families. Instead, they were treated in the same way as their siblings without disabilities, including accessing education. On the other hand, the majority of women with disabilities reported to have experienced segregation and discrimination from their families and community members who undermined them, made them feel inferior and insecure or even cause the majority of them to drop out from their studies. Thus, the inclusion of women with disabilities in families and communities, as reported by participants in this study, might be a lesson for families that exclude and marginalise girls and women with disabilities. An encouraging home environment and positive attitudes toward women's education might have a positive impact on women with disabilities' pursuit of higher education.

4.2. Role of Education in Life

The realisation of the importance of education and the right to education were the factor that motivated the majority of women to pursue higher education. Participants indicated that the right to education is not merely a question of access but also encompasses participation to education, educational quality and the environment in which education is provided. Participants with disabilities understand and acknowledge the significance of education in the development of their social mobility at the family, institution, and community levels. This understanding has been key to their success in higher education, as they were able to ask for their educational right from their family and the community. Having learned from their peers and having the opportunity to pursue higher education, women with disabilities realised the need for them to participate in higher education as others were doing. Through pursuing education, participants can obtain power and capabilities to change their own lives, improve their own communities and influence their own future. In this regard, one woman said:

> *Because I am blind, otherwise I could have completed Form Six and do business as that was my ambition since childhood. But, when I became blind, I found studying was the only way to a better life. I guess that, without a visual disability, I would not have got to university. (Magdalena with a visual disability, UDSM, 2017)*

Another woman said:

> Joining higher education afforded me a respect from everybody to fit in the society everywhere and here at the university (as a representative for students with disabilities). In the meeting, they give me an opportunity to contribute, comment, suggest and establish the questions related to the students with disabilities. (Amina with visual disability, UDSM, 2017).

The interviewees also revealed that education made them become stable and able to defend themselves. As such, they were also able to stand against the oppression, marginalisation and segregation that took place in families and the society. They saw education as a pathway to freedom of speech, acceptance and influence in society through acceptance and having a voice to speak out. Others reported that, through higher education, they gained confidence, power and the ability to live anywhere with anybody without fear, because education facilitated their understanding of who they are and what potentials they have for their society. They were also able

to deal with their family stress and change attitudes toward their positions in the family and society. For example, they could confidently talk in public and take part in decision-making at both the family and society levels. These women with disabilities were also able to contest and win leadership posts. Higher education also raised their ability to think critically and speak out in front of others without fear. Education also helped them to shape, change and provide chances of being visible to other students, which facilitated the women to fulfil their objectives. In this regard, Beatrice said: "When you became educated, you may get everything support in life".

Women with disabilities strongly believed that pursuing higher education might positively change their status from being so-called 'nobodies' to being 'somebody.' These women with disabilities showed that the desire to attain the status and become 'somebody' motivated them to pursue higher education and provided them with the social interaction skills that promote a better life. Women with disabilities also said education is a tool for everything in human life and it enhances their well-being and welfare based on social capital it holds. Pursuing higher education is generally important in promoting self-esteem and self-actualisation, sense of self-worth, competence, autonomy, identity and self-sufficiency among women with disabilities. Explaining, Alinanuswe said:

> By being a woman with a disability and obtaining higher education, I have become a mirror to other women with and without disabilities. This is because I have shown them that women with disabilities are capable, despite the challenges they encounter, which have to be ignored to move forward. (Alinanuswe with a visual disability, UDSM, 2017)

The majority of the participants treated higher education as essential for solving cultural, social and economic challenges that undermine their potentials. Moreover, the study found that the majority of women with disabilities were studying to combat their undermined positions in society. Some of the participants showed that the costs of educating women with disabilities are not higher and more complicated than taking care of the uneducated ones. This is why the majority of women with disabilities said the cost was not an important determinant of their participation in higher education. This implies that the cost contributes to the education of women with disabilities to be underemphasised because community looks at the costs rather than the benefits of educating those women. Thus, women with disabilities used their disability as a blessing and encouraging factor in acquiring higher education.

4.3 Poverty

The majority of the participants revealed that poverty within their families stimulated them to pursue higher education with the aim of escaping from it and gaining the capacity to support their siblings and parents. Poverty strongly influenced women with disabilities to participate in higher education, which they regarded as important because they wanted to support, encourage, create awareness, advice, and motivate their family members in social and economic aspects. This implies that women with disabilities saw the importance of education as one of the means to improving their livelihoods and escaping from poverty. Moreover, because of poverty, women with disabilities experienced social stigma, rejection and dependence from the community, which altogether contributed to low self-esteem. The study also found that the majority of women with disabilities suffered from poverty, which made them use their higher education loan to take care of their parents and pay for school fees for their siblings and dependants. As a result, the life of the women with disabilities at the University of Dar es Salaam became complex due to the budget limitation in the face of multiple needs and obligations.

Participants said that family poverty was caused by different factors such as, firstly, educational status of female parents who were mainly housewives with no formal education, thus making them dependent on their daughters in the absence of their husbands. Secondly, the majority of women with disabilities came from lower income families, which failed to pay university tuition fees and, thirdly, parents living under one dollar per day and engaged in traditional subsistence farming. Therefore, family poverty has a great connection with the application, performance, participation and successful completion of studies at the university. However, this poverty acted as a motivating factor for them to pursue higher education. Based on poverty within the family, one woman said:

> The strong factors that enabled me to penetrate higher education
> were to escape from extreme poverty in our family, education is
> the only factor that can help me to escape extreme poverty and live
> a better life. (Hanna with intellectual disability, UDSM, 2017).

4.4 To Overcome Attitudinal Barriers

Some of the respondents reported that if they had had no disabilities they probably would not have attained higher education. For example, in this study, women with disabilities experienced many constraints such as misrecognition, disappointment, isolation and intimidation due to their disabilities. Some of the women with

disabilities said that there was a strong connection between participation to education and disability. These women emphasized on teaching other women with disabilities on how to live, behave and socialise with their peers, teachers, readers and community at different levels of education because they had a wider experience. Participants further underscored the fact that they provided education to the family and society on their rights because they realised that the majority of Tanzanian families were still hiding and/or overprotecting women with disabilities. On this aspect, Anna said:

> I am now a person who can educate and motivate others on a number of things. When someone has disabilities, she might not know her basic rights but, from where I have reached educationally, I know what my basic rights are in society. (Anna with albinism and visual disability, 2017)

Upendono also said:

> I thought it was valuable for me to go straight to university because the majority of the women with disabilities do a diploma programme first before university, and sometimes may not manage to go to university. I thought it was important for me to utilise the opportunity as a challenge to other women with disabilities to do the same. (Upendano with a visual disability, UDSM, 2017)

Some of the respondents reported that, through education, they had been able to change their primitive or non-progressive views of the cause of their disability into scientific facts. They narrated having changed from an indigenous to a modern ideology or from medical thinking to social thinking. For instance, Beatrice reported that, "before gaining the opportunity for education I was thinking my disability was caused by witchcraft after being educated my mind was opened up and I realised that my disability is because of scientific reasons." These women with disabilities were able to define their disabilities and the corresponding scientific causes that had helped or might help them in handling their disability and attendant challenges because it gave confidence, freedom and good ways of finding solutions to reducing barriers such as segregation, which underrate women with disabilities in the surrounded community.

The majority of the women with disabilities in Tanzania are deprived to participate in education on the belief that they cannot make it in education. Hiding them inside affects them psychologically; they have no interaction with anybody, and live as

if in prison. The society and family also feel it a burden to educate women with disabilities because of early marriage, pregnancy and children without fathers. Moreover, the Tanzanian society looks at women both with and without disabilities as weak or inferior and cannot perform in the same way as men with or without disabilities. Being women with disabilities presents double challenges such as being awomen, and at the same time having a disability. By undermining the potentials of these women, the community is posing triple challenges to these women: To overcome those challenges, women's education is important. The attitude change in the community as a result of the education of the women with disabilities can be evidenced by Beatrice who reported:

> *Because I am educated women in the society is now giving me attention, respecting me and seeking advice from me. By being educated I have become difficult to men, as they cannot easily tell lies to me, because I have a self-understanding of what it means to be in a relationship. She continued saying, before getting educated, men were approaching me and calling with embarrassing sounds. Nowadays no one is calling me and I did not fear of men (Amina* with a visual disability, UDSM, 2017)

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Morin decided to go for higher education because the society continues to undermine women with disabilities with the notion that they are incapable, have no development, unsuccessful, and do not have plans and money for survival which made the society to fail to accept and involve them in decision making, which made the women with disabilities experience difficult lives and environment and dependent life without supporting their needs. Education, thus, provided life direction to work well, make good decisions and facilitate meeting their goals.

4.5 Pre-determined Goals and Dreams

The findings of this study further indicate that women's life goals and dreams promoted their successful participation in higher education. These goals could be long-term and might facilitate the quality of their educational involvement and commitment to the learning process. Women with disabilities mentioned the following as goals and dreams that can control and direct an individual's actions. Personal goals constitute the first step toward success and help learners to find different strategies to reach their targets. This implies that goals provide guidelines to success, including educational success, foster advice-seeking, consideration of

the selection of which degree programme to pursue, and knowledge about how to undertake the courses. Women with disabilities also said, the parents' guide, peer tutoring, and teachers are the key actors in promoting the goals. Family encouragement and support, especially from parents, peers, friends and teachers, are essential in motivating women with disabilities dream to pursue higher education. However, some of the women with disabilities fail to pursue their goals and dreams because there are no role models from who communicate their expectations, direct instruction or socialisation by parents and teachers within the family and learning institutions. Women with disabilities also reported having decided to pursue higher education because they wanted to help fellow disabled women students in different aspects related to academics. Some of the women with disabilities wanted to be teachers or lecturers and time dreaming about that all the time. One woman had this to say:

> I like very much to teach at universities. I would like to be among the University Lecturers or work in the special unit so that I can educate other women and encourage my fellow students with disabilities to work hard, but my Grade Point Average (GPA of 3.5) will not allow it. (Yuster with a physical disability, UDSM, 2017)

The interviewees' goals motivated them to find different means for reaching their goals. For example, Magdalena and Morin took the final Form Six examinations twice without success and later decided to find other means to get into higher education, which is the mature age entry examinations, while one from the field of science entered via a pre-induction course. The Mature Age Entry and Pre-Induction Course are potential opportunities that many women with disabilities could use to participate in higher education, apart from the final Form Six Advanced Secondary Education Examinations. Three (3) participants, namely Amina, Elikana and Upendano reported that they dreamed of becoming university professors and, thus, they always toward attaining that position. However, the women reported that low performance, poor motivation to pursue higher education and lack of advice delayed or limited their motivation. It was established that having a career goal helped them to focus on what they wanted to study and seek advice related to the future the course after graduation. Their career goals also helped the women to study courses that interested them because they knew the objectives of the course. This also increased their motivation and emboldened them. The initial career goal information was obtained from parents, family, friends and neighbours. Co-operating and living with educated people also helped the women with disabilities

to determine and meet their goals. On the other hand, the women with disabilities emphasised on the importance of providing education to the family and society on their rights because they realised that the majority of Tanzanian families were still hiding and/or overprotecting women with disabilities. On this aspect, Anna said:

> I am now a person who can educate and motivate others on a number of things. When someone has disabilities, she might not know her basic rights but, from where I have reached educationally, I know what my basic rights are in society. (Anna with albinism and visual disability, UDSM, 2017)

4.6 Social Responsibility, Employment and Economic Change

Social responsibilities made them work hard and set their goals of attaining the highest possible level of education so that they could support their families. Social responsibilities acted as a motivation factor for women with disabilities to pursue higher education. Some of the women with disabilities reported that they were motivated by the urge to secure employment, change their salary scale, and utilize the available education opportunities. The women with disabilities also reported to have been motivated to pursue higher education because of economic independence, employment, improved life chances and career aspirations. One participant said:

> *This is why I am putting my efforts into my studies so that I can get a good job and manage my life as a woman with disability without depending on anybody. (Analisa with physical impairment, UDSM, 2017)*

Four participants who were pursuing a master's degree reported having been motivated to apply for higher education to improve and widen their knowledge and skills, and to improve teaching strategies in education and other professions. The participants said that they applied for a second degree because they wanted to join a panel that prepares the education curriculum and provide advice on students with special needs, including students with disabilities. The participants also aimed to become administrators and specialists in different sectors. These women also reported to have capability to co-operate with different people to fulfil their needs. The women with disabilities also reported that higher education facilitated their understanding of their disabilities, the society's perceptions about them, and what they were capable of. The study findings also revealed that only few of them had secured permanent employment. Those who were pursuing Bachelor's and Master's degrees were getting better salaries than those with Grade B and Diploma

in Education qualifications. In this regard, Khadija said:

> *I developed an interest in pursuing further studies after realising the differences in salary between a university graduate, diploma and Grade III A graduates and noted that university graduates are better paid than the rest. (Khadija, albino and Visual disability, UDSM, 2017).*

Women with disabilities who secured permanent employment were teachers. This indicates that women with disabilities were more likely to be accepted in the teaching profession than other fields. Women with disabilities said higher education enabled them to access wider opportunities for obtaining paid employment, which would help them to improve their standard of living. Thus, educating women with disabilities is crucial for individual's self-help and for society in general. One respondent said:

> *If I hadn't had an opportunity to attain this education, I would have perished in the village and would have been brought to engage in sex and probably get pregnant outside marriage. I would have not managed to get money for my clothes and other expenditure for my life. (Suzana with visual disability, UDSM, 2017)*

More than half of the women with disabilities reported that their motivation to participate in higher education was to secure a well-paying job and enhance their educational opportunities. The majority of the interviewees indicated that employment was a motivating factor in their desire to pursue a higher education. Having jobs allowed the women with disabilities to pay for their university fees without having to ask their families for financial support. The analysis of the occupations of the respondents indicates that the majority of the women with disabilities were not yet employed and had just finished their secondary education.

On the other hand, few participants were convinced that having a higher education would enable them to obtain a better salary than would a certificate or diploma holder. These treated investing in higher education and skills as a key driver of economic growth for the women. Indeed, the investment in human capital development identified by the women is a key determinant of economic growth. After all, higher education tends to promote economic well-being, with a particular focus on the quality of education. In addition, higher salaries can help women to manage and control their life and become independent despite being with women with disabilities. High salaries also allow women to meet their diverse needs such as

physical, attitudinal and psychological. Such a state also enabled women to access all the necessary services required for their livelihood. For example, Amina said, "I developed an interest in pursuing further studies after realizing the differences in salary between a university graduate, diploma and Grade III A gradates and noted that university graduates are better paid than the rest." Some of the women with disabilities recounted that getting a job and a better salary base were essential to them because they could change their lifestyles from being dependent on others to being independent, as well as raising their value and status in society. They would also be able to get a good job, meet their daily basic needs and become self-reliant rather than dependent on their parents, community and family.

4.7 Role Models

The majority of the women with disabilities reported that their families perceived them as role models for their siblings. Their families and the community around them believe that, through their education, they could become socially and economically independent and change their values from low to high. The interviewees reported that their parents and families appreciated their achievement. The women's families indicated pride, pleasure and surprise at their achievements, and shared this achievement with other members of the community. The majority of the women reported that their families were happy because they had previously been worried about their daughters' education, as majority of these parents encountered a lot of disappointing remarks from neighbours and the community at large;

> *Therefore, most of the time, the parents and community members use me as an example to other children, especially when they are in school and studying. Their parents would always remind them that their blind sister performed so well that she has progressed to university now, so why shouldn't they, considering that they were not blind, yet were not performing well. (Suzana with visual disability, UDSM, 2017)*

Other women indicated that, in most families and communities, they were the first women with disabilities to pursue a higher education. They indicated that their parents and families felt that their roles had ended, as after completing their degrees, these women secured employment and lived independent lives. As a result, some of the participants indicated that their neighbouring families were also motivated to send their daughters with disabilities to school, as successful women with disabilities were seen as role models for other in the family, community and other

lower levels of education where women or girls with disabilities were studying.

> *My parents felt proud and happy; that is why they call me 'boss.'*
> *No one else in my family had reached higher education. In our clan,*
> *you can just count. My father said he got his degree as a mature*
> *student but I will graduate with my bachelor's degree at a younger*
> *age. (Analisa with visual disability, UDSM, 2017)*

The presence of role models such as alumnae with disabilities made them regain confidence and determination and reformulate new goals for education. The alumnae were highly valued and respected because they were studying at the university and so encouraged these women to study hard. Women with disabilities reported that by meeting and talking to alumnae they were automatically inspired to become like them in the future. One respondent said:

> *The visits by alumnae promoted new attitudes, perceptions and*
> *motivations about higher education. Through the alumnae's visits,*
> *peers or colleagues guided them on how to apply to the university in*
> *addition to encouraging each other to work hard for their betterment.*
> *(Cecilia, hearing disability, UDSM, 2017)*

Interaction and discussions with those who successfully pursued higher education enabled women with disabilities to understand the university application process and the importance of higher education, which also boosted their future development plans. In consequence, women with disabilities had an opportunity to learn about the degree programmes that the university was offering and the marketability of those programmes. Being exposed to the university application and learning processes made them women become inspired to pursue higher education. Participants reported to have seen educated fellows with disabilities and their success in life that in turn made them think about how they can do better for their future. Most of the participants reported to have been inspired by disabled educated fellows who are teachers by profession. This made them think about pursuing higher education with the aim of becoming teachers. Women with disabilities were motivated to pursue higher education and realised that when they became educated, they may get everything in life. What they need is supportive environment so as to meet the motivation. Generally, women were motivated to pursue higher education because of social factors (encouraging home environments, significance of education to her life and social responsibility), economic factors (employment and economic change) expectation asserted, overcoming barriers and life challenges (attitudinal barriers and poverty) and presence of role models.

5. Discussion

This study investigated the factors that motivate women with disability to pursue higher education. Women with disabilities in Tanzania are motivated by various factors which enable them to participate in higher education. These reasons include the realisation of the importance of education, the desire to achieve their goals and dreams, peer influence, parents' encouragement, and teachers' encouragement. The realisation of the importance of education and the right to education were among the key factors that facilitated the majority of the women with disabilities to pursue higher education. The women stated that the full realisation of the right to education encompasses participation to education, educational quality, and the environment in which education was taking place (Tuomi, Lehtomaki, & Matonya, 2015; Miles & Gingal, 2010). Women with disabilities understand and acknowledge the impact of education on their social mobility at the family, institutional and community levels. This understanding has been a key to their success in education, as they were able to demand for their educational right from their family, friends and the surrounding community (Matonya, 2016).

Having learned from their peers and having the opportunity to pursue higher education, women with disabilities realised the need for them to participate in higher education as others were doing. Lehtomaki *et al*., (2018), Mwaipopo *et al.,* (2014), and Miles and Gingal (2010) noted that for women having education is essential just as giving people the power and capabilities to change their own lives, improve their own communities and influence their own destinies. The study further found that women with disabilities felt that by pursuing higher education they would improve the position from low to high (from 'nobody' to 'somebody'). This suggests that the desire to attain status and become 'somebody' motivated students with disabilities, including women with disabilities in Tanzania, to embark on higher education (Morley& Croft, 2011; Smith, 2012; Tuomi *et al.,* 2015).

The participation of women with disabilities in higher education helped to transform them and provide them with social interaction skills that promote better life. Women with disabilities stated that education is a tool for enhancing their well-being and welfare, self-esteem and self-actualisation. As Opini (2012), Smith (2012), and Tuomi *et al*., (2015) have pointed out, education is worthwhile and provides a sense of self-worth, autonomy, identity and self-sufficiency. Most of

the respondents considered higher education as a tool for dealing with cultural, social and economic barriers that are still undermining their potential (Opini, 2012; Smith, 2012). The findings of this study showed that, for the majority of women with disabilities, the cost was not an important determinant for their participation in higher education. As Matonya (2016) noted, one reason that the education of women with disabilities tends to be underemphasised as people to look at costs and benefits of educating women with disabilities in an incomplete way.

The participants also revealed that poverty stimulated them to pursue higher education with the aim of escaping from it and gaining the capacity to support their siblings and parents ((Lehtomaki et al., 2018). This implies that women with disabilities treated education as one of the means for improving their livelihoods. Women with disabilities indicated that they had experienced social stigma, rejection and dependence from the community, which altogether contributed to their low self-esteem as (Mnyanyi, 2007; URT, 2008; Tugli, 2014) stated in their research.. On the other hand this frustration acted as a motivating factor for them to pursue higher education.

The participation to educational opportunities for women with disabilities is essential for ending the cycle of poverty and disability (Cobley, 2012). In Tanzania, skills development and economic empowerment need to be encouraged for women with disabilities. Lack of education among women with disabilities resulted to several challenges including negative attitudes, lack of access to training, information and inaccessible work places similar to Social Model of disabilities supported the statement (Carson, 2009). The social stigma and marginalisation due to disability helped them to prioritise education, as it served as a tool for an independent living, this also supported by social model of disabilities (Oliver, 1994). Some of the respondents reported that if they did not have disabilities they probably could not have attained higher education. For example, a study by Morley and Croft (2011) revealed that persons with disabilities in Tanzania experienced many constraints such as misrecognition, disappointment, segregation and threats due to their disabilities. WHO (2011) and Social Model of Disability by Sign (2011) elaborate that inaccessibility to education is connected with disability.

In this study parents and teachers are the key actors in promoting the goals of women with disabilities. As Opini (2012) revealed, family encouragement and support, especially from parents, peers, friends and teachers, are essential in

motivating women to pursue higher education. However, literature has shown that in Sub-Saharan Africa women with disabilities fail to pursue their goals and dreams because there are no role models, communication of expectations, direct instruction or socialisation by parents and teachers within the family and learning institutions (Opini, 2012).

The study further revealed that social responsibilities made them work hard and set their goals of attaining the highest possible level of education so that they could support their families. As Morley (2012) reported, the social responsibilities of the majority of women with disabilities can act as a motivation for pursuing higher education. Some of the women with disabilities were motivated by their urge to secure employment, change their salary scale and utilise the available educational opportunities. These can facilitate competent, confident, improve life standard and create innovative workers in different sectors. A study by Morley (2012) showed that women with disabilities were motivated to pursue higher education because of economic independence, employment, improved life chances and career aspirations. Women with disabilities who reported studying a bachelor's degree had high expectations to secure permanent employment in different sectors inside or outside the country and work privately. This indicates that women with disabilities were more likely to be accepted in the teaching profession than other fields. Opini (2012) observed that higher education enabled women with disabilities to secure wider opportunities for obtaining paid employment, which would help them to improve their standard of living similar to Social model of Disabilities which stated the significance of having user free environment (buildings, circulars, policies etc) for the people with disabilities to access employment so as to promote their ambition.

6. Conclusion and Way Forward

This study has presented insights into factors that motivates women with disabilities to pursue higher education. The results of this study are relevant and beneficial to institutions of higher education for the following reasons. First, when developing degree programmes, universities need to consider programmes that are not specifically tied to income, job, or career enhancement. This is an important point to note for classroom strategies because classes comprising younger students may be more inclined towards engaging in a broader depth and range of discussions and activities due to their increased motivation for both extrinsic and intrinsic motivators. Older students may tend to focus more on core objectives and course completion. Lastly, the results of this study suggest that women with disabilities

are motivated differently based on social, economic, life challenges; attitudinal barriers, expectation and role models and thus, effective marketing tools would consider these results before attempting to attract students.

The results of the analysis also suggest that higher education should include focus on the motivational factors in providing education programmes. Creating such programmes would allow intrinsically motivated women with disabilities to see the value of education programme beyond increased efficiency, effectiveness, and profits for their life. In other words, institutions of higher education would benefit by considering the social motivators when attracting, retaining, and rewarding women with disabilities. Economic change, life challenges, attitudinal barriers, expectation and presence of role models motivators are also interesting in that, for some, the importance of all motivators should not be ignored in the provision of higher education in Tanzania so as to meet the diverse needs of all women with disabilities.

The government may provide employment to qualified people/women with disabilities to be as role models to students with disabilities. The community and the family should address the issue of attitudinal barriers and create encouraging home environment as a motivational factor, Generally, the knowledge generated in this study can inform then policy-making and implementation processes at the national and any other level of programming to deliver the targets of SDGs and the principle of 'Leave no one behind and Inclusive Education National Strategy 2018-2021.

Recommendation for further studies might focus on the following areas: first, future research should use quantitative or mixed methods, because in this study only the qualitative design was used and only one institution was involved in providing diverse information about the education experiences of women with disabilities. This study was based on women only, so it was difficult to make generalisations on all the students with disabilities. Suggestions for further research should include women both with and without disabilities or students in general, both with and without disabilities, in order to obtain their views about why they are motivated to pursue higher education and then make cross-comparisons.

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