



Analyzing Self-Management Strategies Employed by Students with Physical Disabilities to Deal with Violence in Inclusive Secondary Schools in Ilala City; Dar Es Salaam

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Abstract: The study examined the self-management strategies that students with physical disabilities employed to address violence within inclusive secondary schools. In the study Qualitative approach with collective case study design were adopted and data were collected through in-depth interview, documentary review and focus group discussions based on the sample size of 39 respondents. Also, pilot testing was conducted to verify validity. Content analysis was adopted whereby MAXQDA 20 software was adopted to analyses content qualitative data. Results revealed that, students with physical disabilities in inclusive Secondary schools experienced different types and sources of violence including bullying, social isolation, physical abuse, harassment, ignoring and discrimination. The findings indicated that students with Physical disabilities in inclusive secondary schools employed self-management strategies including coping with violence, avoiding violence, reporting violence, seeking Training and Participation and Strategies for Building Self-Esteem, these strategies reflected attempts to protect personal safety, regulate emotional stress, maintain school engagement, and navigate hostile school climates. However, their effectiveness remained constrained by insufficient institutional support, weak reporting mechanisms, unresponsive school structures, and the absence of comprehensive counseling services. The analysis underscored the need for strengthened protection measures and structured interventions to enhance the safety and participation of students with physical disabilities in inclusive secondary schools. The findings indicated that students utilized several interconnected strategies, including emotional coping, behavioral avoidance, selective reporting, participation in training or awareness programs, and efforts to reinforce self-esteem. These strategies reflected attempts to protect personal safety, regulate emotional stress, maintain school engagement, and navigate hostile school climates. However, their effectiveness remained constrained by insufficient institutional support, weak reporting mechanisms, unresponsive school structures, and the absence of comprehensive counseling services. The analysis underscored the need for strengthened protection measures and structured interventions to enhance the safety and participation of students with physical disabilities in inclusive secondary schools.

Keyword : Self-management strategies, Students with physical disabilities, Violence, Inclusive secondary schools, Coping mechanisms

Article info: Submitted : 2025-09-17 | Accepted : 2025-10-20 | Published : 2025-12-17

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INTRODUCTION

Students with physical disabilities are increasingly becoming common due to raised demand for their needs and social well-being (Lindsay et al., 2021). Frankly speaking, they are among the beneficiaries of fundamental rights in different social, cultural, and economic activities (Jones et al., 2022; Smith et al., 2019). For instance, in the social aspect, they require education, inclusion, social interactions, as well as knowledge and skills that are perceived as participatory benefits overall (UNFPA, 2022). Further, these groups contribute significantly to their communities and educational environments, managing to conduct various functions including but are not limited to peer mentoring, community service, and advocacy for disability rights in public and private schools (Losioki & Ngowoko, 2024). To this end, it is fair to say that without existing students with physical disabilities, education in public and private schools would be criticized as one of the discriminatory disciplines where many of them would depend upon non-physical disabilities rather than the inclusion of different groups (Kearney et al., 2022).

In the context of this study, students with physical disabilities can be defined as individuals who have long-term physical impairments that significantly impact their ability to access, engage, and participate in educational activities (Hodge et al., 2023). They are the groups who practice versatile functions and activities and have significant experience in areas like walking, climbing stairs, reaching, carrying, or lifting (Thompson & Davis, 2023). Similarly, they contribute to improving the education system in which the government spends more time in preparing curricula that are favorable to

them (Miller et al., 2024). Also, they manage to participate fully or partially in learning and research (UNICEF, 2021). For example, they play critical roles in conducting research labs and field work efficiently by demonstrating their mastery of duties; this concludes that with appropriate accommodations, individuals with physical disabilities can excel in their fields (UNICEF, 2021).

With regard to this concern, students with physical disabilities are increasingly visible in both public and private school environments globally, particularly from an African and Tanzanian perspective.

In a global view, especially in countries such as the USA and UK, students with physical disabilities include those with mobility impairments, sensory impairments, and multiple disabilities (Lindsay et al., 2021). In these places, the prevalence of violence against them remains a significant issue; studies indicate that they are excessively targeted compared to their peers without disabilities when integrating and participating in various academic and extracurricular activities (UNICEF, 2021). However, despite their enrolled activities, various forms of violence exist against them especially in private and public schools (Thompson & Davis, 2023). For instance, they are often victims of bullying, physical abuse, and social exclusion which adversely affect their academic achievement, mental health, and overall well-being (Jones et al., 2018). They also face other impediments like inaccessible facilities, social isolation, and lack of adequate support services (Kearney et al., 2022). Unfortunately, they manage to react to those challenges through advocacy, peer

support networks, and utilizing assistive technologies (Hodge et al., 2023).

In Africa, especially countries like Ghana, Nigeria, and Zambia, students with physical disabilities are categorized into various groups such as those with mobility impairments, visual impairments, and hearing impairments (Zemba & Chipindi, 2024). They are also in forms of those with sensory impairments and those with multiple disabilities (Mshana et al., 2021). They are able to play vital roles such as participating in community activities, advocating for disability rights, and engaging in peer mentoring (Losioki & Ngowoko, 2024). Similarly, they are participating in community activities, enhancing diversity in educational settings, and contributing unique perspectives to discussions (World Bank, 2023). Even though they committed to be engaged in the various form of functions, yet they are confronted by the violence that are hinder their effective efforts in their long livelihood in which majority of the students feel them as disobeyed and inferior rather than helping them to achieve their survival dreams. For example, students are bullied, harassed, and excluded them (UNICEF, 2024) and face discrimination from educators (Fleming & Jacobsen, 2010; Zemba & Chipindi, 2024). Although they experience the challenges, these groups pretend to cope and react by seeking support from peers and trusted teachers, engaging in self-advocacy, and utilizing counseling services (Duri & Luke, 2022), forming peer support groups, and engaging in resilience-building activities (Zemba & Chipindi, 2024).

Apart from the global view in relation to the African perspective, the government of Tanzania and other various

stakeholders such as Organizations of Persons with Disabilities (OPDs) and local non-governmental organizations have made cemented efforts and strategies to keep, manage, and administer all issues pertaining to students with physical disabilities in school environments (Kafyulio & Mhando, 2023). These include developing inclusive education policies, training teachers on inclusive practices, creating awareness about the rights of students with disabilities, and improving accessibility in schools (Inclusive Futures, 2024; Ministry of Education, 2021). For instance, the inclusive education policies are one of the policy measures adopted in Tanzania which rely on the Education and Training Policy of 2014; this policy was initiated by implementing equitable access to education, removing barriers to learning, and promoting participation of all students (Ministry of Education, 2021; Zemba & Chipindi, 2024).

Similarly, policies and strategies on inclusive education, child protection, and violence prevention are other initiatives that have been adopted to ensure the safety and protection of students with physical disabilities in inclusive secondary schools (Ministry of Education, 2021; World Bank, 2024). While the study conducted by Hodge et al. (2023) distinguished that many students engage in peer support networks or seek help from advocacy groups to navigate their educational environments effectively to cope with challenges among them. Furthermore, the government agencies such as the Ministry of Education, Science and Technology (MoEST), Tanzania Commission for Persons with Disabilities, Local Government Authorities, and the Ministry of Health and non-governmental organizations (NGOs) like Tanzania

Federation of Disabled People Organizations (Shivyawata) and Erick Memorial Foundation for Education and Rehabilitation for Disabled (EMFERD) have implemented measures intending to address violence against students with physical disabilities particularly in inclusive secondary schools (Kafyulio & Mhando, 2023). These initiatives encompass awareness campaigns, capacity-building programs for educators, the establishment of child protection desks within schools, community engagement efforts, and the provision of support services for victims (Legal and Human Rights Centre, 2023; UNICEF, 2024). However, despite the crucial roles that students with physical disabilities play along with their reactive strategies in relation to government and stakeholder measures geared towards these efforts, these same efforts have not been sufficiently reflected among students with physical disabilities in many public school's environments (Thompson et al., 2023). For example, violence still exists in schools and is displayed in different forms. Students face accessibility barriers and inadequate support services (Kearney et al., 2022), while some schools lack the necessary infrastructure to accommodate students with disabilities, significantly impacting their ability to participate fully in educational activities (Human Rights Watch, 2018) as well as the presence of discrimination and exclusion (UNICEF, 2023). In most cases, schools lack the required facilities and affordability that may protect students with physical disabilities from violence (Zemba & Chipindi, 2024).

Despite these varied attempts, violence against students with physical disabilities continues in large numbers, to

the point that the majority of them are unable to react or defend against the challenges and aggression. Furthermore, Haki Elimu (2020) reported that students with physical disabilities are subjected to psychological violence, which includes 33.3% shouting/screaming, 30% stealing or breaking personal items, 32.7% cursing/swearing, 22.1% insults, and 18.2% being shamed for being an orphan. On the other side, they experience physical abuse in the form of caning (90%), beating/slapping (54.9%), and bending and other forms of punishment (54.7%). Consequently, the overall objective of this research was to explore self-management strategies of students with physical disabilities in addressing violence with the view to establishing the extent to which the students with physical disabilities are capable of assess the effectiveness of self-management strategies employed by students with physical disabilities in addressing violence from effectively reacting against them and to recommend measures to improve the situation.

METHODOLOGY

The study employed a qualitative research design to explore how students with physical disabilities addressed violence within inclusive secondary schools. A qualitative approach had been considered most appropriate because the objective required an in-depth understanding of students' existing experiences, personal responses, and the contextual conditions that shaped their self-management strategies. This design enabled the researcher to capture subjective meanings, emotional expressions, and behavioral adjustments that could not have been adequately represented through quantitative methods.

A collective case study design had been adopted to allow the examination of multiple inclusive secondary schools within Ilala City. This approach facilitated the comparison of patterns across different school settings while preserving the uniqueness of each case. The focus on several schools also strengthened the credibility of the findings, as it enabled the analysis of diverse experiences among students with physical disabilities, including those with mobility impairments, hearing impairments, and visual impairments.

Data for Objective Two had been generated through in-depth interviews, focus group discussions, and documentary review. In-depth interviews had provided a confidential space in which students narrated their experiences of violence and their personal strategies for managing it. These interviews enabled the researcher to probe how emotional coping, avoidance, reporting, participation in support activities, and self-esteem strengthening had emerged in response to different school situations. Focus group discussions had offered additional insights into shared experiences, particularly the collective strategies learners adopted, the informal peer networks that supported them, and the environmental factors that influenced their behaviours. Documentary review supplemented field data by examining school records, guidance and counselling reports, institutional policies, and other documents relevant to violence and disability inclusion.

The study population had consisted of students with physical disabilities enrolled in inclusive secondary schools in Ilala City, together with teachers responsible for their welfare, special needs personnel where available, guidance and

counselling teachers, and education officers overseeing inclusive education matters. Purposive sampling had been used to identify students who had directly experienced violence and therefore possessed relevant insights into self-management strategies. Maximum variation sampling ensured the inclusion of participants with different types of physical disabilities and from different school environments. Key informants such as teachers and education officers had been selected based on their roles and their interaction with students experiencing violence.

Data collection had continued until saturation had been reached, meaning no new themes were emerging. All interviews and discussions had been conducted using structured and semi-structured guides that aligned with Objective Two, particularly questions on how students reacted to violence, how they navigated threat situations, and what personal or environmental factors influenced their behavioral choices. Ethical considerations had been observed throughout the process, including informed consent, confidentiality, anonymity, and sensitivity when handling experiences of violence. Participants were given assurance that their responses would not be disclosed to school authorities in identifiable form.

Data analysis had followed a thematic content analysis procedure. After transcription, all data had been coded manually and through qualitative data analysis software to identify recurring patterns relevant to self-management strategies. Codes had been clustered into higher-order themes corresponding to the strategies identified in the findings: emotional and cognitive coping, behavioral avoidance, selective reporting,

training and participation, and self-esteem reinforcement. The analysis also incorporated constant comparison to ensure that themes accurately represented participants' voices across different schools and disability categories. Triangulation among interviews, group discussions, and documentary evidence strengthened the dependability of the findings and reduced bias.

The qualitative approach adopted in the study therefore provided a comprehensive and contextually grounded understanding of the strategies that students with physical disabilities had relied upon to address violence within inclusive secondary schools. It also ensured that the complexity of their lived experiences was adequately captured and interpreted within a rigorous academic framework.

RESULT AND DISCUSSION

The Self-Management Strategies Employed by Students with Physical Disabilities to Cope with Violence

This section analyzed self-management strategies employed by students with physical disabilities to address violence in inclusive secondary schools in Ilala City Dar es Salaam focusing four aspects notably avoiding violences, reporting the violence, seeking the training and participation and self-esteem. This is in response to the findings on the objective one which show that somehow students with physical disabilities are unable to cope with violences in many secondary schools.

Coping with Violence

Findings show that several strategies were employed by students with physical disabilities to cope with violence

in inclusive secondary schools. Firstly emotional reactions as confirmed by majority of respondents. The respondents further emphasized that students with physical disabilities are capable of successfully coping with violence by thinking of emotional regulation in the context they faced with. Moreover, the other respondents especially from Pugu and Jangwani secondary schools dilapidated that students with physical disabilities were capable managed to develop skills to control emotional reactions when facing violences. For example, respondents mentioned that violences such as bullying and harassment or abuse were such an example that they cope with when it came to face in any context.

Another similar expression found in this context was reported that students with physical disabilities especially from Pugu secondary school, Jangwani Girls and Benjamin Mkapa Secondary school felt with that their disabilities are permanent so some form of violence are part and parcel throughout their life and they don't have ability to react against. For instance, one respondent reported hereunder;

"Sometimes we tolerate from minor violences from our fellow students, we just take them as normal human errors as mostly they support us in washing our clothes, taking shower and even pushing our wheel chairs, also we tolerate and take it easy as it is difficult to report everything to teachers (Female disable (19), Pugu Secondary, Ilala City, 2025)"

Secondly majority of the respondents especially those from Pugu Secondary added that students with physical disabilities were managed of seeking Peer Support from peer students.

This further had emphasized that they the peer support happen when found disabled students withdrawn themselves. In the similar vein, the finding show that supporting peers was considered as an indicator of violence which its confirmation led to replacement of another peer supporter. For example, one respondent expressed his feeling by giving strong testimony as follow;

"We are very careful on handling issues of students with physical disabilities, so soon as we enroll new students, we conduct trainings to create awareness and build good relationships among the community and protecting violence to the extend peers are volunteering to support their fellow" (Male student (17), Pugu Secondary school, 2025)

Also, student with physical disabilities managed of adopting or sensitizing the knowledge and awareness through trainings between them and peer students. This also narrated that trainings were focused on safety associations and building good relations ships among themselves to minimize violence. In the context of this finding, majority of the respondents concluded that since students with physical disabilities were coming from different areas with different historical backgrounds, they critically need to be re-shaped for well-being of peers and entire community as witnessed by one of the respondents herewith strong expression;

"When they report from their home places especially during new academic years when we are enrolling new students; we normally conduct orientations sessions to enable them to create unions between students with physical disabilities and others which

strengthen peer support. (Female, teacher (43) Pugu Secondary, Ilala City,2025)"

Another cemented coping strategy in this aspect was added that non-disabled students were assigned to support their fellow disabled students when any king of violence like abuse or harassment happen to them.

Another strategy which adopted by this group was conducting frequently trainings as confirmed by respondents. They also added that training helped them to acquire knowledge and skills on how to cope with violence from people with different behaviors who could commit to perpetuate violence against them. They also insisted that non disabled students as well as community level managed to support and treat, care and love even though some communities mistreated them as disobeyed group. From example, one respondent testified this truth as;

"According to the nature of my disabilities, I'm limited to perform some personal activities such as eating, washing, birthing and moving from one place to another but I always being supported by my fellow students to do all things I mentioned whom I just met them at school, and treated me with love and care."(Respondent, students with disability (16) Pugu Secondary school,2025)

From the above findings it can be noted that, students with physical disabilities are basically incapable of effectively play their active role in coping with violence by 100% as expected. Accordingly, there are positive and negative effects that hamper their efforts when it comes to cope the violences they face in secondary school. Therefore,

practical strategies apart from those played or undertake by disable students need to be established.

Moreover, still, theoretical review especially individual and Family Self-management theory supports this context, as nearly agreed by Ryan et al., 2003; Schunk, 2020; Muthmainnah, 2022) who stated that self-regulatory behaviors is essential in goal-setting and monitoring and outcomes with enhanced coping strategies. On the other hand, these findings are supported by some of the existing empirical literature works formerly undertaken including; (Jones et al., 2020; Lindsay & McPherson, 2019; Rose & Espelage, 2020; Reiter & Lapidot-Lefler, 2019). It further suggests that this current study significantly contributes to the body of knowledge as far as knowing the different coping strategies adopted by students with physical disabilities in inclusive secondary school.

Avoiding the Violence

Findings revealed that there were various strategies adopting by students with physical disabilities in avoiding violence included but are not limited to avoid high risk area, creating awareness and sensitization of knowledge. Firstly, avoidance of high-risk area was reported in this aspect by majority of respondents whereby violences such as bullying or harassment occur.

Also, it was further reported that the disable students tend to stay at visible areas with the people they are familiar to. For instance, during holidays they used mostly this strategy to avoid possibility of harassment and bullying against the interaction in the community in which some people are not trained on violence

like peer students at school. For example, group discussion agreed that;

“Students with physical disabilities use the strategy to stay at visible areas during the holiday with familiar people because there are no assistive technological tools like systematic alarms that can be used to help them when violence at the risk areas happened even though still the rule and regulations at schools’ compound do not allow students to possess mobile phones for communications” (9 members in Group discussion, Pugu Secondary, 2025)

Secondly, creating awareness and sensitization of knowledge by school administration and teachers were another cemented strategy adopting to students with physical disabilities in secondary schools as testified by respondents. For instance, they insisted that, sensitization of knowledge and awareness helps them to engaged in safety networks and building capacity on how they identify trusted teachers, staff or peers to stay close.

On other side of coin, sensitization of awareness and knowledge help them to engaged in forming proper communication intentionally by adopting non-confrontational body language that does not arise potential aggressions. This true that one respondent confesses the expression with strong evidence as;

“In inclusive secondary schools is the best place for interactions although there are some difficult environments to teachers, for example there are some students had never experienced staying with disables, therefore they afraid those students with physical disabilities who translate as form of stigmatization to them. In such situation we use our knowledge

and skills as professionals to harmonize.” Respondent, teacher (Jangwani Girls Secondary School, (2025) Ilala City.

Concluding from the above findings, it can be said that students with physical disabilities were inability to undertake their active strategies by hundred percent in addressed violence by means of avoiding them. These strategies are also explained in Individual and Family Self-management theoretical review in the aspect that the self-motivation, self-organization, self-control, and self-efficacy were among the critical strategies to avoid violence (Schunk (2020; Mutmainnah, 2022). On the one hand, this conclusion is consistent with the empirical literature review notably these findings reflect other previous findings as noted by different scholars (U.S. Department of Education Office for Civil Rights, 2021; Jones et al., 2020; Lindsay & McPherson, 2019; Reiter & Lapidot-Lefler, 2019). However, an interesting part of this discussion related to stay at visible areas with the people they are familiar to in order avoid any cases that could lead the violence to them.

Reporting to the Violence

Findings established that the commonest strategy which had positive help in address violence against student with physical disabilities in secondary schools based on strategies like using assistive technology, utilizing formal complaint mechanisms as well as per study participants responses. Beginning with assistive technology. Somehow students with physical disabilities slightly employ tools such as personal alarms or communication devices like mobile phones for immediate responses to enhance safety

and signal for help when needed as nearly reported by few respondents. They further insisted that though they adopted technological assistive alarms for their protection yet they are expensive to possess. Another related reported in this cover aspect was that disable students were not allowed to own mobile phones at school environment that on one way or the other confront them from reporting the violence. For example, respondents explained herewith subsequently testimony;

“In our school environment we mostly use local channels of communication, whenever we get challenge, we take time to report as our reporting modalities relies much on face to face with teachers or leaders, unless we get assistance from peer students, we can report timely. If we could have those technological assistive tools, we could be much safe” (Student (16), Benjamin Mkapa Secondary, (2025)

Moreover, utilizing formal complaint mechanisms was another strategy adopted by disable students as further confirmed by majority of respondents. They emphasized that formal complaint measures such as filing reports with school authorities and external bodies were only means of reporting the violences. Indeed, the respondent added that sometime informal reporting mechanism was adopted by institutional level and was employed by disabled students they could bring impact to them. on the other hand, the report measure was strategically made to teachers in which the teachers report the violence to head of school vice versa the head of school reported to Ward Education officers and then the violence reported to the District Education Officer. All of these report,

require and depend on the magnitude and nature of violence. For example, one respondent stated hereunder;

“Actually, in reporting violence issues, it is important to recognize the level and magnitude of which the violence occurred, while some minor can be managed within the school environment, those seem to be severe with large impact must be reported to authorities rather than school level.” (Ward Education Officer, Ilala City, 2025)

Another strategy reported in context was per study participants responses as verified by number of respondents. They also mentioned that per study participants managed to keep and memorize the violence in terms of keeping them in record such as memorizing the dates, locations and witnesses to substantiate complaints. In other similar vein, the disable students reported that once they face any violence they report to their teachers though they don't remember how many times they experienced violences. Meanwhile, teachers carry the case that recommend it to be taken manageable procedures, hence they violence like discriminations, harassments, stigmatization were normally settled verbally and in existence of similar events they document as now again expressed by one of the respondents hereunder with strong testimony;

“We as trusted adults, we allow our students with physical disabilities to report every incident they find its violence to them, we listen them attentively to ensure their safety and psychological satisfaction. However, is not practical to document every incident received excepts for those that need further management.”

Nevertheless, we thank God that incidents are very few as the community becoming aware and committed about violence protection.” (Teacher (41), Mkapa Secondary School, Ilala City 2025)

Furthermore, few respondents agreed that some secondary school established special needs units to facilitate handling of physical disability violences from disabled students. This owe in part of reported that many cases were consolidated in this unit by means of hearing and listening, as well as temporarily keeping them in record. Further explanation was emerged by respondents in which there is no records kept to show to what extend they were reporting when violence occurred o students with physical disabilities.

In the conclusion, the above findings do not tell us a different story since there are strategies adopted by physical disabilities from reporting to violence in the context assistive technology, utilizing formal complaint mechanisms as well as per study participants responses. These strategies are also explained in Individual and Family Self-management Theory (IFSMT) in the aspect that the disable students play the principal role by employs a variety of strategies, but not the proper kind to achieve the aims when they commit to address violence by using self-regulatory and environmental accessibility that influence self-management outcomes (Ryan et al., 2003; Schunk, 2020). On the one hand, this conclusion is consistent with the empirical literature review, which is ambivalent in the sense that there is a relationship between the empirical review and the findings as signified and reported

by (Rose & Espelage, 2020; Jones et al., 2020; U.S. Department of Education Office for Civil Rights, 2021).

Seeking Training and Participation;

Findings identified various strategies employed by students with physical disabilities in experienced with violence in inclusive secondary school. These include special orientation as well as self-defence training.

Accordingly, finding revealed that students with physical disabilities acquired special orientations which is conducted by teachers and education officers as reported by respondents. They added that special orientation sessions were specific to identify types of violences so to build capacity to prevent against violence like torture and harassment. In other ward, few respondents disqualified this finding. They disqualified this concern since there is no specific adopted or established programs, rule and regulation for the provision of orientation session to disable students in inclusive secondary schools.

The respondents further said that student with physical disabilities managed to establish self-defence training strategies which help them to build their capacity against violence as the schools don't have special and specific scheduled training programs rather than orientation session by their teachers. Moreover, they emphasized that training sessions were

Depend on the plan and resources from school management and administration.

On the one hand, the self-management training and participated orientations were intentionally adopted to enhance their skills by self-defense training for learning basic self-defense techniques to individual's techniques. This however

be reported to build awareness as confirmed by one respondent;

"Training programs is very important for the whole community at inclusive schools as well as to the community, students are being much safe and protected at the school environment where the entire community are well oriented to protect violence while outside the school there is no orientations for the community. (Male student (17) Mkapa Secondary school,2025)"

Indeed, finding revealed that students with physical disabilities were slightly engaged in leadership position within the schools' student councils as confirmed by respondents. Specifically, they showed up that they take managerial role such as at the level of schools' minister and member of parliament within schools. This further indicated that they wish to express their disable problems, chaos and violence within students' councils.

Concluding from the above findings as displayed in available paragraph above, it can be said that generally students with physical disabilities slightly abled to address violence by seeking training and participation in inclusive secondary schools. The findings in this section were in line or in close relation with the Individual and Family Self-management Theory (IFSMT) because there is an aspect proposed that a teachers and students in seeking training and participation by themselves while the theory assumed that motivation, self-organization, self-control, and self-efficacy are key strategies in this ambivalent finding. (Schunk, 2020; Muthmainnah, 2022). This component also corresponds with many empirically examined literatures from various

locations, such as (Mbatha, 2020; Reiter & Lapidot-Lefler, 2019; Lindsay & McPherson, 2019; Rose & Espelage, 2020)

Strategies for Building Self-Esteem;

Findings revealed that there were commonest strategies as far as students with physical disabilities adopted with in against violences in inclusive secondary schools in Ilala City which focused on three notable strategies including but are not limited to reinforcing self-worth and combat negative thoughts, celebrating achievements by seeking psychological counseling to address emotional trauma and peer role modeling from inspirational peers or mentors with similar disabilities.

Accordingly, it was found that students with physical disabilities especially deaf revealed that they study hard to make sure they performance well in their academic achievements that defeats negative perceptions towards them. They further insisted that the way that they could perform would determine by their efforts and family in particular; of which family responsible to provide school basic need while schools teachers required to provide equal chance to all students regardless of their disabilities. For example, group discussion expressed sincerely narration as dilapidated herewith subsequent testimony;

"We study very hard because some people think that you can be disabled physically and mentally; We want to get best academic performance to fulfill our dreams, but also to prove wrong people with negative perceptions that we are completely disabled." (9 Group members of from group discussion Benjamin Mkapa school disabled student, 2025).

Secondly, engagement in schools' activities was another ambivalent strategy employed in aspect. Meanwhile, findings indicated that students with Physical disability, engaged in leadership and different programs; likewise, and in similar occasion, education officers' secondary schools added that they train non-disabled students on sign language in order to let them communicate smoothly with the disable students like deaf, and blindness only for them to get equal chance of get educational access. For example, one respondent explained hereunder attention to give the truth of this finding;

"For example, some of the schools created a participatory program, we train non-disabled students on sign language, this enables them to communicate well with peers and singing together with them by using sign language during assembly on Thursdays of every week." (Education Officer,2025)

Finally, psychological counseling to address emotional trauma was slightly and slowly employed in inclusive secondary school but not too much as revealed by few respondents. They also said that the counseling session was not absence except it was arranged only when problem occurred.

From the above findings as indicated in above strategy, it can be noted that, students with physical disabilities are basically incapable of effectively playing their strategy of building Self-Esteem in address violence by 100% as identified in field data. The study in this section was in line with the individual and family self-management theory (IFSMT) since personal conditions, self-regulatory behaviors for adopting self-esteem become

essential in goal-setting and monitoring which enhance in coping strategies against any issues such as this violence against disabled students in inclusive secondary school (Schunk, 2020; Muthmainnah, 2022). This component also corresponds with empirically examined literatures search such as the study which was conducted by (Lindsay & McPherson, 2019; Reiter & Lapidot-Lefler, 2019; Rose & Espelage, 2020). However, an interesting part of the group discussion was that disabled students such as deaf and non-disabled students need to study very hard in order to make sure they perform effectively in their academic achievements.

Table 1.
The Self-Management Strategies Employed by Students with Physical Disabilities to Cope With Violence

Strategies	Implication	Theoretical Supportive	Empirical Reviews
Coping with violence	Students with physical disabilities were capable managed to develop skills to control emotional reactions when facing violences.	Individual and Family Self-management theory	(Jones et al., 2020; Lindsay & McPherson, 2019; Rose & Espelage, 2020; Reiter & Lapidot-Lefler, 2019).
Avoiding the violence	Students with physical disabilities were inability to undertake their active strategies by hundred percent in addressed violence by means of avoiding them	Individual and Family Self-management theory	(U.S. Department of Education Office for Civil Rights, 2021; Jones et al., 2020; Lindsay & McPherson, 2019; Reiter & Lapidot-Lefler, 2019).
Reporting to the violence	Disable students were not allowed to own mobile phones at school environment that on one way or the	Individual and Family Self-management theory	(Rose & Espelage, 2020; Jones et al., 2020; U.S. Department of Education Office for

	other confront them from reporting the violence		Civil Rights, 2021).
Seeking Training and Participation	There is no specific adopted or established programs, rule and regulation for the provision of orientation session to disable students in inclusive secondary schools.	Individual and Family Self-management theory	(Mbatha, 2020; Reiter & Lapidot-Lefler, 2019; Lindsay & McPherson, 2019; Rose & Espelage, 2020)
Strategies for Building Self-Esteem;	Students with physical disabilities study hard to make sure they performance well in their academic achievements.	Individual and Family Self-management theory	(Lindsay & McPherson, 2019; Reiter & Lapidot-Lefler, 2019; Rose & Espelage, 2020).

CONCLUSION AND RECOMMENDATION

Conclusion

The analysis of Objective Two demonstrated that students with physical disabilities depended on a range of self-management strategies to navigate the violence they encountered in inclusive secondary schools. These findings aligned with existing scholarship, which similarly shows that learners often regulate their emotions to cope with bullying, harassment, and other forms of abuse (Jones et al., 2020; Rose & Espelage, 2020). The study also affirmed that some students deliberately withdrew from social interactions as a protective measure, a behaviour likewise noted by Lindsay and McPherson (2019). Their avoidance efforts included steering clear of areas where violence was common, remaining close to trusted peers, and adjusting their behaviour to minimise confrontation—patterns that correspond with documented safety-seeking responses among

vulnerable students (U.S. Department of Education Office for Civil Rights, 2021).

Peer support emerged as an especially crucial coping tool, mirroring literature suggesting that positive peer alliances can significantly enhance the safety of students with disabilities (Reiter & Lapidot-Lefler, 2019). Reporting, on the other hand, was used sparingly. Students often hesitated due to fear, inadequate reporting structures, or administrative constraints such as the unavailability of assistive devices. This contrasted with recommendations in the literature, which emphasise structured reporting systems, proper documentation, and support from trusted adults (Jones et al., 2020; Rose & Espelage, 2020). Participation in various training and orientation activities also helped students cope, reflecting earlier research showing that self-defence training, anti-bullying sessions, and peer-support groups can improve awareness and reduce vulnerability (Mbatha, 2020; Lindsay & McPherson, 2019). Additionally, students employed self-esteem-building practices—including positive self-talk, acknowledging personal accomplishments, and seeking counselling—strategies widely recognised in prior studies (Reiter & Lapidot-Lefler, 2019; Lindsay & McPherson, 2019). These behaviours are further explained through the lens of the Individual and Family Self-Management Theory, which highlights the role of self-motivation, organisation, control, and efficacy in shaping individuals' responses to challenges (Ryan et al., 2003; Schunk, 2020; Muthmainnah, 2022).

Despite the strength of these coping mechanisms, students operated within a school environment marked by significant structural constraints. Weak counselling

services, inconsistent teacher support, negative peer attitudes, inaccessible facilities, and the absence of structured training programmes all limited the effectiveness of the strategies employed—trends echoed in wider research on disability inclusion and school safety. Consequently, many of the students' responses functioned as short-term survival strategies rather than long-term solutions capable of reducing or preventing violence. These findings underscored the urgent need for stronger institutional systems that could complement students' efforts and reduce the environmental barriers constraining their self-management.

Recommendations

The study recommended the establishment of clear and dependable reporting procedures to ensure that students with physical disabilities could safely disclose violent experiences—an approach supported by previous research (Lindsay & McPherson, 2019; Rose & Espelage, 2020). Strengthening counselling services was also advised, particularly by ensuring access to trained professionals equipped to provide specialised psychological care, consistent with best practices in trauma-informed support. The study further recommended the implementation of structured training programmes such as disability-awareness sessions, anti-bullying workshops, conflict-resolution lessons, and self-defence training—approaches endorsed in earlier literature (Mbatha, 2020; Jones et al., 2020). Improving physical infrastructure including classrooms, pathways, and sanitation facilities was viewed as essential to enhancing safety and mobility. Teachers were encouraged to undergo continuous

professional development to reduce negative attitudes and strengthen inclusive pedagogical skills, while peer-support structures should be broadened to reinforce social protection. Finally, stronger collaboration between school management teams and local education authorities was recommended to enhance monitoring, identify risks early, and ensure timely interventions, ultimately contributing to safer and more inclusive school environments.

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AUTHOR CONTRIBUTIONS

Conceptualization: All authors ;

Methodology: All authors ;

Investigation: All authors ;

Writing – original draft preparation: All authors ;

Writing – review and editing: All authors ;

Visualization: All authors ;

All authors have read and agreed to the published version of the manuscript.