

BINDURA UNIVERSITY OF SCIENCE EDUCATION
FACULTY IN SOCIAL SCIENCE AND HUMANITIES
DEPARTMENT OF PEACE AND GOVERNANCE



**CHALLENGES FACED BY PHYSICALLY DISABLED CHILDREN IN ACCESSING
THE RIGHT TO EDUCATION IN ZIMBABWE; A CASE STUDY OF GOROMONZI
WEST WARD 4**

BY

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**A Project Submitted to the Department of Peace and Governance in the Faculty of
Social Sciences and Humanities in partial fulfillment for the requirements for the
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ABSTRACT

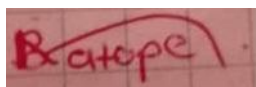
The aim of this study was to analyze the challenges of accessing the right to education by the disabled physically disabled children in Goromonzi District in Zimbabwe. Natural Rights Theory serves as the foundation of this research. The literature review showed various barriers that physically disabled children face in accessing the right to education. It demonstrates that disabled children experience major challenged of discrimination as they experience major barriers in accessing school infrastructure and lastly the attitudes of staff members that has negative impact on the education of the disabled children. The research takes both the qualitative and quantitative research approaches to address the challenges faced by the physically disabled children in accessing the right to education. A case study was used in this study. The population of this study was disabled children in Goromonzi West Ward 4, targeting the physically disabled children, parents and teachers. Purposive sampling technique was used to sample and the sample size was fifty. The majority of the respondents answered the questioner about fifty respondent's respondent in answering the questioner. And ten responded in the focus group discussion and lastly six were responding in interviews. For the first objective the study revealed that children who are physically disable face the challenge of discrimination through segregation, denial of admission in schools and physical barriers. Accessing school infrastructure is another challenge faced by these children as they are inaccessible ramps and entrances in schools, narrow corridors and doorways all these hinder the education of disabled children. The attitudes of staff members display negative attitudes towards the education of the disabled children through harassment and bullying, lack of patience and understanding and low expectation from the disabled children. The study therefore concluded that these challenges faced by physically disabled children hinder their participation in education. It can be recommended that that the country to develop and implement inclusive education policies that address the needs of physically disabled children. Study of further research the challenges faced by the Zimbabwean governments in trying to implement policies that support the rights of the disabled.

Key words: disabled children, education, rights, challenges, discrimination

DECLARATION FORM

I, B211089B, hereby declare that this dissertation titled, " **Challenges faced by physically disabled children in accessing the right to education in Zimbabwe: a case study of Goromonzi West Ward 4**" is the result of my own original research work. I declare that all sources used have been appropriately acknowledged and cited.

Signed



Date: 26/09/2025

Approval form

The undersigned certify that they have supervised, have read and recommend to the university for acceptance and examination a research project titled, " challenges faced by physically disabled children in accessing the right to education in Zimbabwe a case study of Goromonzi West Ward 4 " submitted by B211089B in partial fulfillment of the requirements for the award of the degree of Bachelor of Science Honors Degree in Peace and Governance.

Supervisor Dr T J Katsinde.

Signature

A handwritten signature in blue ink, appearing to read 'Katsinde', is written over a dotted line.

Date 26/09/25

Chairperson's Name: Dr Kurebwatira

Chairperson's signature:

Date:

DEDICATION

This dissertation honors Zimbabwe's disabled youngsters who have the courage to pursue their dreams, particularly in the field of education. I want to dedicate this work specifically to:

- a. The youngsters in Zimbabwe who are physically challenged and have managed to overcome their obstacles.
- b. The educators and parents who have collaborated to help Zimbabwe's physically handicapped youngsters receive an education.
- c. My family, who have been there for me along this trip and my supervisor, who helped me write this dissertation.

I hope that our study will help reduce the obstacles that physically challenged children in Zimbabwe confront when trying to exercise their right to an education.

ACKNOWLEDGEMENT

I want to sincerely thank my parents, Mr. and Mrs. Matope, for their constant support. I also want to thank my friends, Binister Mafiro and Portia Marekera, as well as my little sisters, Blessed, Believe, Moreblessing and Sarah. I am thankful to have traveled this path alongside my cherished parents, siblings, and friends, whose presence has been a continual source of inspiration and strength. I express my gratitude to my supervisor for his guidance and support during my academic career.

LIST OF ABBREVIATIONS

ACRWC-African Charter on the Rights and Welfare of the Child

CRPD-Convention on the Rights of Persons with Disabilities

GDPR-General Data Protection Regulation

NASCOH-National AIDS Council of Namibia

NCPHSBBR-National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research

SDG - Sustainable Development Goals

UNCRPD-United Nations Convention on the Rights of Persons with Disabilities

UNESCO-United Nations Educational Scientific and Cultural Organization

UNICEF-United Nations Children's Fund

UN-United Nations

WHO-World Health Organization

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CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Children with disabilities experience frequent violations of their educational rights, making them among the most disenfranchised and isolated child demographics. Experts highlight the persistent injustices and challenges that this vulnerable group must contend with, making the global issue of obstacles to education for kids with impairments a popular subject. Classmates to attend, according to UNESCO (2020). UNICEF (2023) estimates that there are approximately 240 million disabled children in the globe. Due to limited access to healthcare, this estimate is greater than earlier statistics, mostly in developing nations like those.

Highlights institutions to provide accommodations for every kid, irrespective of their language, social, intellectual, physical, or other characteristics (Salamanca Statement 1994). Children with disabilities in Zimbabwe experience difficulties in school, which are made worse by cultural perceptions and inadequate support networks. Children comprise a substantial portion of Zimbabwe's estimated 1.3 million disabled population, which includes children with physical, motor, sensory, and intellectual disabilities, among others, according to the country's National Statistics Agency (2019).

Due to restricted access to educational institutions, disabled children in Goromonzi West Ward 4 experience particular difficulties. In rural communities like Goromonzi West Ward 4, disabled children encounter stigma restricts basic schooling programs, according to a case study by Mugumbate et al. (2023). Of the 200,000 school-age children with disabilities, a significant portion do not go to school. In Zimbabwe, however, 28% of children with impairments did not attend school, compared to 10% of children without disabilities. Compared to 12 and 8 percent of those without disabilities, respectively, of the disabled population, 22% of males and 34% of girls did not went to school.

Since they frequently encounter obstacles and their human rights are violated, these issues become problematic for children in ways, such as unequal access to education, even though they are guaranteed rights by factors work successful , thus was justified in identifying the obstacles preventing inclusive education from being implemented among children with physical disabilities. Article 56 of the New Constitution of 2013, Part 2 on Fundamental Human Rights and Freedoms, the same protections and advantages. Government facilities must be accessible to people with impairments, according to the law, but the enforcement has been slow.

The law was not successfully enforced by the government. There weren't many government-funded educational institutions specifically for people with disabilities. Children with impairments faced discrimination from educational institutions. The lack of necessary resources, such as ramps, braille materials, and sign language interpreters, made it impossible for kids with disabilities to go to school. A lot of schools turned away students with specific disabilities. The extracurricular activities offered by schools that accepted children with impairments were very limited in comparison to others not having disabilities. In rural locations, disabled persons usually

had no access to the informal education which numerous disabled children in urban areas obtained from private institutions.

1.2 Statement of the problem

Since it has become a threat to the children who live with impairments in Goromonzi West Ward 4, this study aims to address the issues around the right to education that these children face. Due to a lack of support services and inaccessible educational infrastructure, this issue has resulted in low academic performance, which will ultimately lead to high rates of school dropout among impaired students. Additionally, social and cultural exclusion of handicapped people leads to low confidence and self-esteem as well as limited socialization and relationships, all of which raise the risk of abuse and exploitation among disabled people. Investigating the barriers disabled children to Zimbabwe have in exercising their right to an academic career is the aim of this study.

1.3 Purpose of the study

Examines obstacles physically challenged children in Zimbabwe face in obtaining their right to an education, using Goromonzi West Ward 4 as a case.

1.4 Objectives of the study

- a. Examine the challenge of discrimination faced by physically disabled children at school in Goromonzi West Ward 4.
- b. Assess the challenge of attitudes of staff members towards children living with physical disability at school in Goromonzi West Ward 4.
- c. Assess the challenge of accessing school infrastructure by children with physical disability in Goromonzi West Ward 4.

1.5 Research Questions

- a. How does discrimination affect the education of the physically disabled children in Goromonzi West Ward 4?
- b. What are the hindrances in accessing school infrastructure for the physically disabled children in Goromonzi West Ward 4?
- c. How does the attitude of the staff members affect the learning environment of physically disabled children in Goromonzi West Ward 4?

1.6 Assumptions of the study

- a. Children with physical disabilities in Zimbabwean areas face multiple educational challenges.
- b. Policies implemented and teachers play well-being physically disabled children educational sector.
- c. Lack of peer support causing the disabled children to feel discriminated.
- d. Shortage of funds which lead to inadequate supply of materials needed by children with physical disability like the wheel chairs.

1.7 Significance of the study

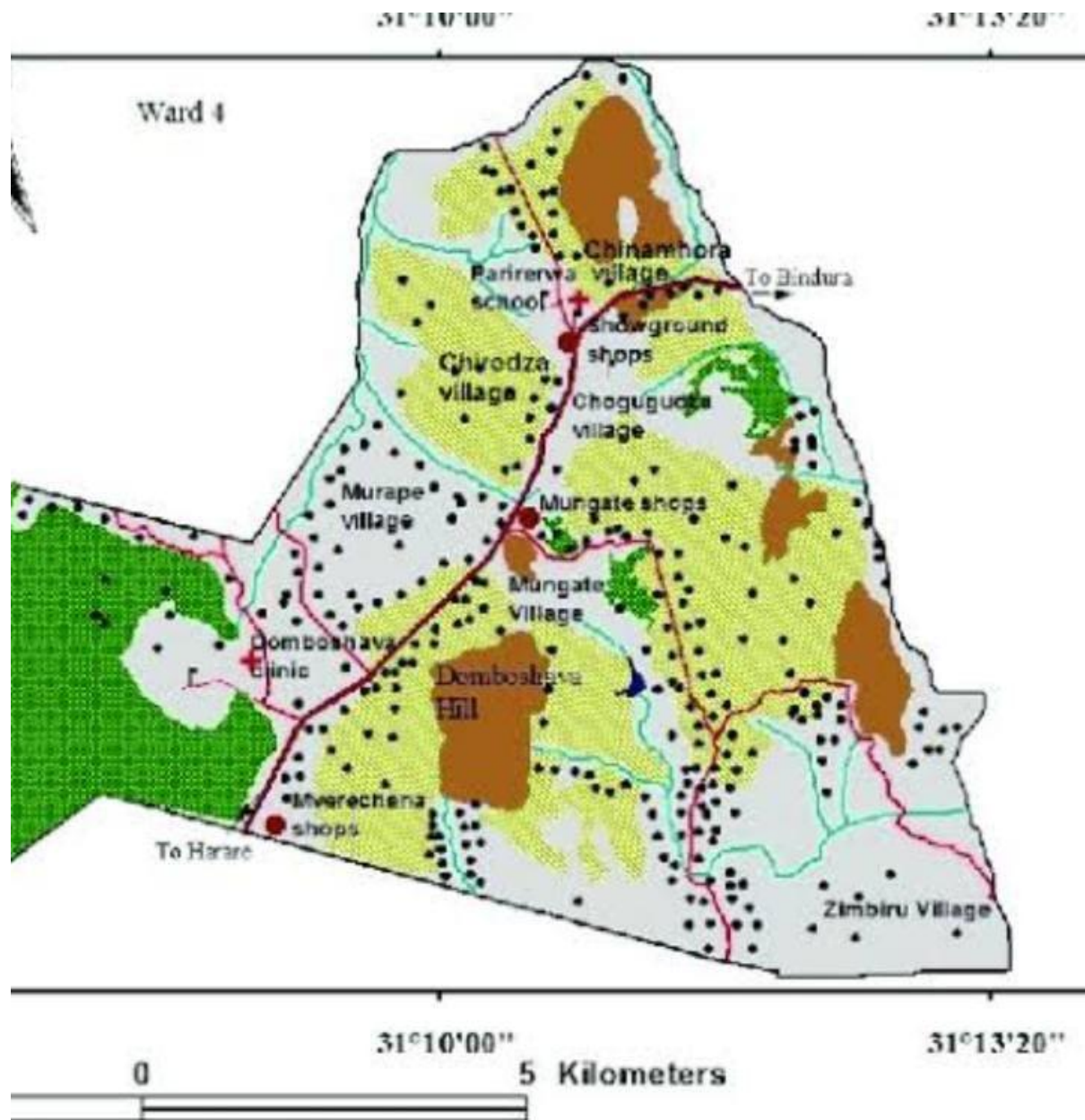
This research on the educational rights problems experienced by physically handicapped children in Goromonzi West Ward 4 is significant for various reasons. For starters, it helps to better understand the educational challenges that physically impaired students confront in Goromonzi West Ward 4. It also sheds light on the impact of teachers' and parents' views in molding the experiences of physically challenged children, emphasizing the importance of awareness and

advocacy efforts (Mangwende, 2020). Stakeholders will benefit in the following ways. First, impaired children will have increased access to education.

1.8 Delimitations of the study

Under Chief Chinamhora of Zimbabwe, focuses on educational rights as a challenge for children with physical disabilities in Goromonzi District, Mashonaland East Province. This research site is 45 kilometers from Harare in Zimbabwe. Those who reside in Ward 4 will be the target of the survey. Respondents will be categorized by age and gender and include parents, educators, kids, caregivers, and legislators. This study focused on children who have physical limitations. This is a map showing the boundaries of Goromonzi West Ward 4.

Map of Goromonzi West Ward 4, Mashonaland East Province



1.9 Limitations of the study

Accessing key participants and overcoming participants' reluctance to divulge information are challenges for the project. In order to address these problems, the researcher needs to build rapport

and confidence with Goromonzi West Ward 4's teachers, parents, organizations that assist disabled children, and local stakeholders.

1.10 Definitions of key terms

Inclusive education- is an educational strategy that celebrates variety and advocates for equitable opportunity for all students, irrespective of their skills or impairments (UNESCO, 2017).

Social participation- describes a person's engagement in social interactions and relationships, which are critical to their overall health and standard of living (Mhaka, 2017).

1.11 Dissertation outline

This research is made up of five chapters to be presented as follows:

Chapter 1: Introduction

This chapter will include the study's history, purpose, problem statement, research objectives, questions for research, assumptions, significance, delimitation, limitations, and definitions of certain important terminology.

Chapter 2: Literature review and theoretical framework

A summary of literature on difficulties faced by kids with physical disabilities is included in this chapter. Additionally, the theory applied and how it relates to the research.

Chapter 3: Research methodology and design

The research concept collecting, research items are the main topics of this chapter. Research design, the targeted, purposive sampling techniques, interviews, focus groups, mixed quantitative and qualitative methodology will all be used.

Chapter 4: Data presentation, analysis and discussion of findings

This chapter is made up of analysis and presentation of findings gathered from the field.

Chapter 5: Conclusions, summary, recommendations and areas for further research.

The entire endeavor, and conclusions are summarized in this chapter. The subject of more research is discussed along with recommendations.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1Introduction

The previous chapter discussed the background of the study as well as other elements. This chapter aims to close the gaps in the extensive body of the written word on disability studies by analyzing the obstacles to education experienced by physically disabled children in Goromonzi West Ward 4. Examining current empirical data, theoretical frameworks, and identifying knowledge gaps in the field of disability are the objectives. Human rights-based strategies are also covered in this chapter. The study's importance is highlighted by applying this theoretical framework, which also makes it evident how difficult it is for disadvantaged kids in Goromonzi West Ward 4 to get to school. It is crucial to have a range of viewpoints from other academics in

order to proceed with the idea of addressing the issues of physically challenged kids from Goromonzi West, Ward 4, Zimbabwe, having trouble exercising their right to an education.

2.2 Theoretical framework

The philosophy of natural rights is the basis of this study. According to the philosophical idea known as "natural rights theory," people have some inalienable rights simply by virtue of being human, and these rights are independent of any legal framework or governmental authority. Many people believe that Locke, in particular, formalized the idea of natural rights when he claimed in his "Second Treatise of Government" (1689) that people have rights to property, liberty, and life that the state was required to uphold. Hobbes presented a different perspective in "Leviathan" (1651), contending that while people acknowledge fundamental rights that shouldn't be violated, they are willing to give up some liberties to a sovereign for the sake of security. By emphasizing the social contract and asserting that the people's collective will is the source of legitimate political authority, Rousseau contributed to the conversation. Natural Rights Theory highlights that these rights are unalienable and universal, serving as a moral foundation for political structures and influencing numerous constitutions and human rights declarations around the globe. This theory, which upholds the notion that a just society requires the preservation of individual rights, continues to be fundamental in conversations about human rights, social justice, and government today.

2.3 Relevance of natural rights theory to the study

Natural Rights Theory is extremely pertinent to understanding the difficulties that physically challenged children encounter in obtaining their right to an education since it emphasizes all individuals' fundamental rights to, which includes the right to an education. Scholars such as John Locke developed the idea that individuals have fundamental rights that must be protected by society and government, highlighting the importance of education in promoting human

development and empowerment. By framing the educational physically children natural rights, we can better understand the moral and ethical imperatives for inclusive educational policies and practices that honor the dignity and rights of all individuals. All of this is also contained in the Zimbabwean constitution's section on fundamental human rights.

2.4 Challenge of accessing school infrastructure

Physically disabled students in Zimbabwe have long struggled to gain access to school infrastructure. According to research, many Zimbabwean schools lack accessible infrastructure, making it impossible for physically challenged children to receive an education. A study conducted by Moyo (2018) in Masvingo Province, Zimbabwe, found that 75% of schools surveyed had no ramps or elevators, making it impossible for physically disabled children to access classrooms and other facilities. Another study conducted by Charema (2015) in Harare Province, Zimbabwe, found that physically disabled children faced significant barriers in accessing school infrastructure, including lack of accessible toilets, classrooms, and playgrounds

Moyo (2018) employed a survey design, collecting information via questionnaires distributed to school administrators and physically handicapped children. Moyo's literature was conducted in Masvingo Province, but the researcher will conduct research in Goromonzi West Ward 4.

2.5 Challenge of discrimination faced by physically disabled children at school

The issue of discrimination against physically disabled students in Zimbabwean schools is a serious concern. According to research, physically disabled students in Zimbabwean schools encounter many forms of discrimination such as stigma, marginalization, and exclusion (Makura, 2016). Makura (2016) discovered that physically disabled students in Bulawayo Province,

Zimbabwe, were frequently ostracized and marginalized by their peers and instructors, resulting in. Another by Chimedza (2013) in Harare Province, Zimbabwe, discovered that physically challenged students encountered considerable impediments to schooling, including discriminatory attitudes and behaviors from school officials and teachers. Chimedza (20)21 took a qualitative study approach, gathering data talks with physically handicapped children, teachers, and school administrators. Makura (2016) used, combining, interviews, observations. The differences is going to be seen in the areas where the reasech has been carried out, the first literature was in Bulawayo Province and the Second in Harare Province while the researcher of this study is carrying out her study in Goromonzi District.

2.6 Challenge of attitudes of staff members towards the learning of physically disabled children

The difficulty of staff attitudes towards physically disabled students in Zimbabwean schools is a major concern. According to research, staff members' negative attitudes toward physically challenged children can cause impediments to their inclusion and involvement in education. A study conducted by Mhaka-Mutepfa (2017) in Mashonaland East Province, Zimbabwe, found that teachers held negative attitudes towards physically disabled children, perceiving them as being incapable of learning and requiring special treatment. According to a different study by Gwandu (2015) in Zimbabwe's Manicaland Province, educators and school officials stigmatized students with physical disabilities, which resulted in their expulsion from regular schooling. Gwandu (2015) employed a quantitative research methodology, gathering information from 200 educators and school officials via a questionnaire.

2.7 Chapter summary

The numerous obstacles that physically challenged children in Goromonzi West, Zimbabwe, encounter when trying to access the research review. The chapter first showed how disabled students face significant obstacles while trying to access school facilities, corridors, and, which makes it hard for them to get to courses and other areas. Lastly, the chapter discussed the challenge of staff members' negative perceptions of children with physical disabilities, which hinders. Overall, the chapter has proven that impaired children in Zimbabwe experience severe barriers to education, which are worsened.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

The previous chapter evaluated the relevant current research on the barriers to schooling faced by kids who have physical impairments from Goromonzi West Ward 4. This chapter covers the

research design, technique, procedures, and techniques utilized to gather and examine all the information. The goal chapter is to provide readers with a thorough the methodology used to examine the obstacles that Goromonzi's physically disabled children experience in obtaining their entitlement to an education. The chapter begins with an explanation of the research's approach and an overview of the population of interest, sampling technique, sample size, instruments of study, analysis and presentation of data, ethical considerations, validation and reliability, and a chapter summary.

3.2 Research approaches

Qualitative methodology from Goromonzi West Division 4, Zimbabwe, to examine physically challenged children travel to school. Both quantitative and qualitative methods are ideal since the educational processes of disabled children and the behavior of other participants, including parents, instructors, and students, toward the teaching of physically impaired children.

3.2.1 Qualitative research method

By gathering and analyzing numerical data, a quantitative research process involves methodically examining occurrences. Statistical techniques are often used to identify trends, test theories, and provide predictions. The focus on measurement and data collection utilizing structured tools like surveys and experiments sets this strategy apart (Creswell, 2017). The ability of quantitative research to produce statistically reliable results that can be extrapolated to larger groups is one of its main advantages; this increases the external validity of the findings (Field, 2018). Additionally, quantitative techniques' methodical nature facilitates quick data collection and analysis, which usually results in quick conclusions (Bryman, 2016). There are serious drawbacks, though. Quantitative research could overlook the richness and context of human experiences.

Researching the barriers disabled children encounter in achieving their right to an education is a particularly suitable use of the qualitative research approach, which focuses on understanding people's lived experiences and perspectives. This method allows researchers to capture the nuances of handicapped children's challenges in ways that quantitative approaches would miss by exploring the social and personal elements that impact their educational experiences in great detail (Creswell & Poth, 2016). For instance, focus groups and qualitative interviews can shed light on the challenges faced by underprivileged kids in educational settings, such as lack of resources, social stigma, and physical accessibility (Lindsay & McPherson, 2019).

Furthermore, because qualitative research is flexible, researchers can adjust their questions based on participant responses, which results in a deeper understanding of the complex relationships between several access-influencing elements. Qualitative research not only highlights specific problems but also contributes to our understanding of education (Braun & Clarke, 2006). Furthermore, by prioritizing the voices of disabled children and their families, this approach allows them to share their viewpoints and experiences, which is crucial for developing effective policies and interventions (Ritchie, 2014).

3.2.2 Quantitative research method

This approach involves collecting numerical data using surveys, questionnaires, or observations in order to identify patterns and trends. A sample of kids with physical disabilities, their parents, and teachers can be given a self-administered questionnaire to find out more about the challenges they face when attempting to get an education. The survey may include closed-ended questions with Likert scales to measure the frequency and severity of the challenges (Cresswel, 2017). The ability to collect large amounts of data, identify trends and patterns, and extrapolate results to a larger population are some advantages of this approach. The limitations of the questionnaire

design include the possibility of bias, reliance on self-reported data, and an inability to adequately reflect the complexities and encountered by children with physical disabilities.

3.3 Research design

A research design is a structured plan that outlines how to conduct a study, including the procedures. It serves as a roadmap that guides researchers as they systematically investigate phenomena. Research design comprises identifying the overall strategy that rationally and persuasively integrates the many study components, ensuring that the investigation's objectives are effectively met.

3.3.1 A case study

A design that entails closely examining a particular event, person, group, or occurrence in the context of its actual surroundings. Yin (2009) asserts that case studies are phenomena. By using a variety of evidence sources, including documents, observations, and interviews, this research approach enables a thorough examination of the several aspects influencing the topic of study (Creswell, 2016). Case studies can offer profound, contextual insights into the unique difficulties and achievements encountered by specific schools, structures, or communities when it comes to legally challenged children's accessing to the right to an education. For instance, a case study can examine a particular school that has implemented inclusive education by offering a thorough grasp of the difficulties experienced by children with physical disabilities in obtaining their educational opportunities. The creation of policies and protocols that promote inclusive education along with the educational participation of children with difficulties can be guided by the case study technique.

3.3.2 Target population

A representative sample of this specific population will be taken in order to conduct research. Creswell (2015) asserts that choosing whom to study is essential because it establishes the limitations of the research and guarantees that the results are pertinent to the target audience. Parents, educators, kids without impairments, and kids with physical disabilities who resided in Goromonzi West Ward 4 made up the study's target population. The study especially examined the difficulties experienced by physically challenged children in the educational system, with a focus on children ages 5 to 18.

3.3.3 Sample

A sample is a subset of overall population chosen to take part in a study in attempt to draw conclusions about the population, according to Creswell (2015). According to this definition, selecting a representative sample of the population is essential to ensuring that the findings may be generalized to the full population.

3.3.4 Sample size

Selecting appropriate since it affects the reliability and correctness of the study's conclusions. A larger sample size typically reduces the margin of error and increases confidence in the findings, according to Cohen et al. (2018). However, practical considerations like time, resources, and accessibility usually have an impact on the sample size. For example, a study with 100 children with disabilities might produce more trustworthy results than one with only 10, assuming the latter is not typical.

3.3.5 Sampling techniques

In order to draw conclusions about a wider population, a sampling method is a way or examples from that group (Creswell, 2014). In order to reduce bias and inaccuracy and guarantee that the group being sampled is roughly representative of the population, sampling techniques are employed. This study can investigate how impaired children can exercise their right to an education using a non-probability sample technique. One kind of non-probability sampling method is purposeful sampling, which chooses samples according to how pertinent they are to the study issue (Creswell, 2017). In the present research, selective sampling will be employed.

3.3.6 Purposive sampling technique

The researcher might choose volunteers based on their experiences or behavior, or on attributes like age, gender, or occupation. For example, a researcher studying the experiences of disabled children in acquiring education can use purposeful selection to select a sample of disabled children who have faced barriers in their educational journey. One advantage of purposeful sampling is that it enables researchers to focus on individuals who have direct experience with the challenges associated with acquiring education (Creswell, 2009). Understanding this approach in depth allows for a detailed examination of specific issues faced by kids with impairments. By choosing participants who can give copious amounts of information, researchers can gather rich qualitative data that highlights the nuances of individuals' educational experiences, including challenges, support systems, and personal narratives (Denzin, 2011).

3.4.1 Research instruments

Devices or techniques used to gather information from research study participants or respondents are known as data collection instruments. Depending on goals and design, data collection technologies can be used to get both quantitative and qualitative information (Creswell, 2015).

3.4.2 Interviews

Interviews are a crucial qualitative research approach for analyzing the barriers impaired children have in achieving their right to an education because they provide a more in-depth analysis of participants' experiences, opinions, and feelings. Additionally, because interviews can be changed in real time, researchers can go deeper into certain subjects that are brought up throughout the conversation, which could provide unexpected findings.

There are restrictions to take into account, though. Additionally, the subjective nature of interviews can lead to biases since the dynamics of the interviewer-participant interaction and the researcher's interpretation may affect the data gathered. Notwithstanding these obstacles, interviews continue to be a valuable resource for comprehending the complex reality that impaired children encounter when attempting to exercise their right to an education. Last but not least, the participant's capacity to express their ideas and emotions may also be a constraint on interviews. When working with disabled children who might struggle with communicating, this can be especially problematic.

3.4.3 Focus groups

Focus groups bring together a variety of stakeholders, such as parents, educators, advocacy groups, and the children themselves, to facilitate in-depth discussions that reveal nuanced viewpoints and experiences. According to researchers like Kerlliger (1966), focus groups allow participants to freely express their viewpoints, which often yields insights that might not be revealed in one-on-one interviews. This approach can reveal societal stigmas, systemic obstacles, and resource constraints that impede educational access, giving educators and policymakers useful information. Additionally, as Hoffman (1996) points out, focus groups can help participants feel more connected to one another and empower them to discuss their difficulties in a group setting, which can improve the validity of the results.

3.4.4 Questionnaire

A survey is described as "a self-report measure consisting of a series of questions or statements designed to gather information, attitudes, beliefs, or behaviors from respondents, typically in a written or online format, used to collect data for research, evaluation, or assessment purposes." DeVellis (2017), page 12. Questions can be explained and comments can be obtained by the researcher via a questionnaire. Because questionnaires may be administered rapidly, save time, and capture data more quickly than other approaches, the researcher chose to employ them. (2018) Creswell & Creswell. Additionally, it is simple to distribute questionnaires, and participants can return them whenever it is convenient for them. DeVellis (2017). Questionnaires, however, depend on self-reported information, which could be unreliable or lacking. (2018) Creswell & Creswell. Notwithstanding any difficulties that may arise, the researcher felt that employing a questionnaire was essential as she was able to get beyond the issue by relying on the typical responses from other researchers.

3.5.0 Data presentation and analysis

3.5.1 Data presentation

On the other side, data presentation entails arranging and presenting the examined data in an understandable and efficient way to promote communication of the results. To emphasize important ideas and discoveries, this can involve using tables, charts, graphs, and narrative styles (Babbie, 2020). Effective data presentation is essential for communicating to different stakeholders—such as scholars, practitioners, and policymakers—the importance of the research findings (Kerlinger, 1996).

3.5.2 Data analysis

Researchers can learn more about the experiences and viewpoints of participants by using methods like thematic analysis, coding, and narrative analysis, which are frequently used to evaluate qualitative data (Braun & Clarke, 2006). Through the discovery of underlying meanings, patterns, or correlations, thematic analysis enables the researcher to obtain a thorough knowledge of the data. Finding shared viewpoints, difficulties, or experiences within the dataset is beneficial.

3.6.0 Ethical considerations

There are several ethical principles to be observed when research is carried out. This research will focus on informed consent, anonymity, and privacy.

3.6.1 Informed consent

Before choosing to participate in this study, individuals will receive comprehensive information about it. This contains information about the study's objectives, methods, possible risks and rewards, and their voluntary involvement. Participants are guaranteed to have a thorough understanding of the study and be able to make an educated decision about their engagement thanks to informed consent.

3.6.2 Anonymity

Anonymity is the protection of participants' identities and personal information. This study will take precautions to ensure the confidentiality and privacy of its participants. All personally identifiable information collected will be anonymized, meaning that participant names will be replaced with numbers. This protects their privacy and prevents any potential identification. Because anonymity allows participants to freely discuss their experiences without fear of repercussions, it contributes to the creation of a safe study environment (Cooper, 2020).

3.6.3 Privacy

Another crucial ethical factor is privacy. This guarantees the protection of study participants' privacy. There will be safeguards put in place to protect the information gathered, such as restricted access and safe storage. The researcher will take measures to guarantee that the data is accessible only to authorized personnel. Participants can be certain that their personal data will be treated securely and used exclusively for the objectives specified in the study thanks to privacy protection.

3.7 Validity and Reliability

3.7.1 Validity

The degree to which a research tool or methodology intended to measure is known as validity. Stated differently, validity pertains to whether the research is measuring the appropriate item. Kerlinger (1966) asserts that validity is the most crucial factor in research since it establishes the significance and utility of the results. The degree to which a measure predicts or correlates with a certain outcome or criterion is known as criterion validity.

3.7.2 Reliability

In other words, dependability is the degree to which research findings remain consistent across different measurements or observations.

By ensuring that a study is valid and trustworthy, researchers can increase confidence in their findings and advance their understanding of the field.

3.8 Chapter summary

This chapter discusses the method of qualitative study and how it is used to investigate the barriers that children with physical disabilities have while trying to exercise their fundamental entitlement

to a good education. The chapter discusses qualitative, emphasizing its ability produce detailed and rich data, its flexibility, and its potential to clarify complex issues. A range of qualitative study designs, including case studies and interviews, are also covered. The chapter also discusses data analysis and presentation methods used in qualitative research, such as data visualization, thematic analysis, and coding. The chapter concludes with going over a number of sampling strategies, such as stratified sampling, purposive sampling, and basic random sampling.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

According to specific objectives as established by the data analysis, debates and discourses were carried out. Examining the difficulty of discrimination experienced by physically disabled children in schools, evaluating staff attitudes toward these children, and evaluating the difficulty of school infrastructure access for children with physical disabilities in Goromonzi District were the goals. The lists the demographic traits that were taken into consideration when choosing study participants. The collected responses are then presented, examined, and discussed.

4.2 Bio data/Demographic Information

The demographic information about the study participants is included in this section. Gender, age, type of physical handicap, and participation category are important factors taken into account.

4.2.1 Gender N.o (50)

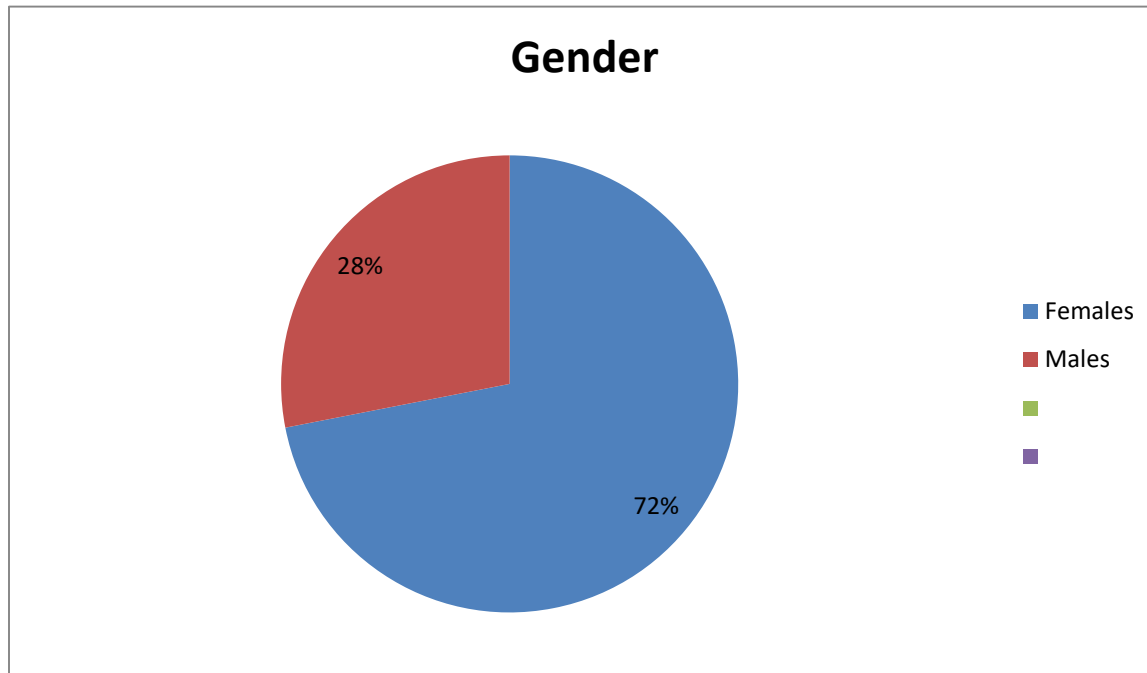


Fig 4.1 Gender.

According to Fig. 4.1, there were 14 (28%) males and 36 (72%) females. According to the demographic data provided by the respondents, gender significantly influences the obstacles that children with physical disabilities confront when trying to exercise their right to an education. We have more females than boys because, according to the data, girls with physical disabilities face more obstacles to education than their male counterparts. Girls with physical disabilities, for example, are more likely to face prejudice, stigma. The results demonstrated that girls with physical disabilities can be subjected to more constrictive gender norms and expectations, which could impede their access to social and educational possibilities.

4.2.2 Age

Table 4.1: Age No. (50)

Age groups in years	Frequency	Percentage (%)
0-5	5	10
6-10	15	30
11-18	18	36
Above 18	12	24
Total	50	100%

According to Table 4.1, the majority of respondents (18, or 36%) were between the ages of 10 and 18; the smallest percentage, 5 (10%), were between the ages of 0 and 5. According to demographic data, a child's age group significantly influences the obstacles they experience in obtaining their right to an education if they have physical limitations. by acknowledging the distinct difficulties that kids with physical disabilities have at various ages. According to the results, age plays a crucial role in research since it helps to put people into categories that make it easier to discover problems.

4.2.3 Types of physical disability

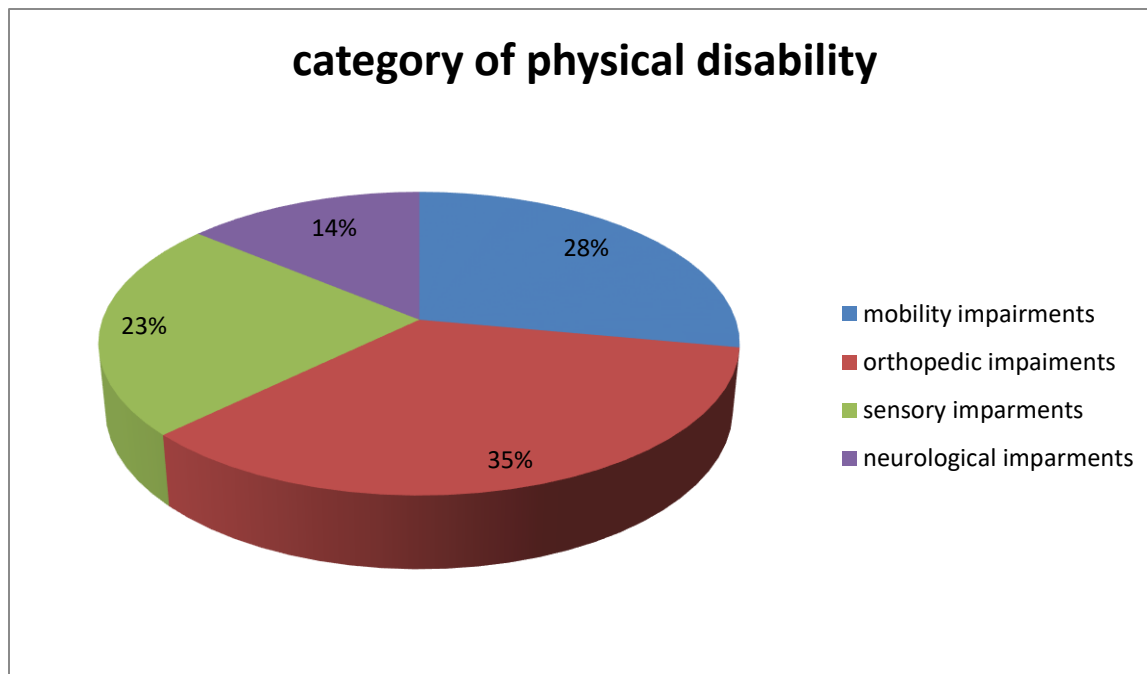


Figure 4.2: Types of disabilities.

According to the demographic data provided by the respondents, classifying physical disabilities is essential to comprehending the difficulties that children with physical disabilities encounter when trying to exercise their right to an education. The results showed that understanding the type of impairment is crucial since it allows the researcher to pinpoint certain difficulties that each type of disability presents.

4.2.4 Category of staff members and parents

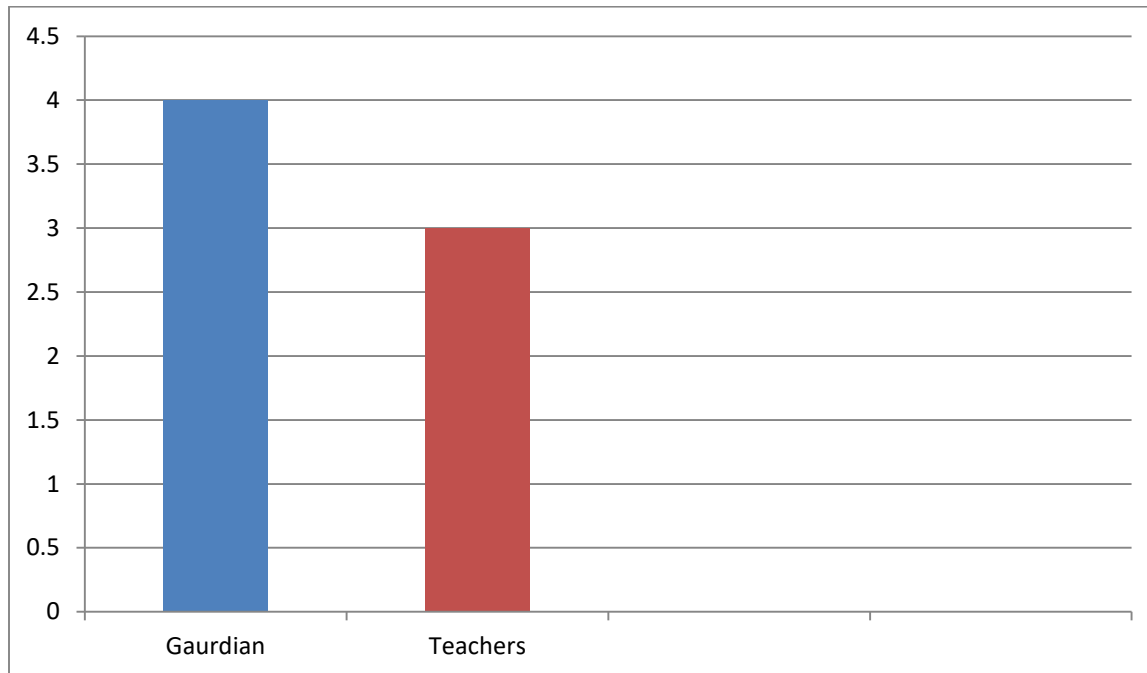


Fig 4.3 category of staff members and parents.

Four (8%) of the responders were instructors, while three (6%) were parents, according to Fig. 4.3. According to the demographic data provided by the respondents, classifying parents and employees is crucial to comprehending the obstacles that children with physical disabilities encounter while trying to exercise their right to an education. The results showed that parents and instructors were crucial in contributing to the difficulties physically challenged children experienced in obtaining their right to an education.

4.2 Challenges faced by children with physical disabilities in accessing the right to education

The results demonstrated physical substantial accessibility obstacles in Zimbabwe's educational system, since most participants listed a wide range of barriers to schooling. Many obstacles

prevent physical disabilities exercising their right to an education, which limits their capacity to engage fully and fairly in the learning process. According to the data collected, discrimination—which can take many different forms, such as segregation, unequal treatment, and denial of admission—is one of the major issues. Furthermore, staff attitudes can be a major obstacle since unfavorable attitudes and ignorance might result in insufficient accommodations and support.

The difficulties children with physical disabilities encounter in obtaining their right to an education are depicted in a pie chart. According to the pie chart, the biggest obstacles that children face are prejudice, staff attitudes, and finally, getting access to school facilities.

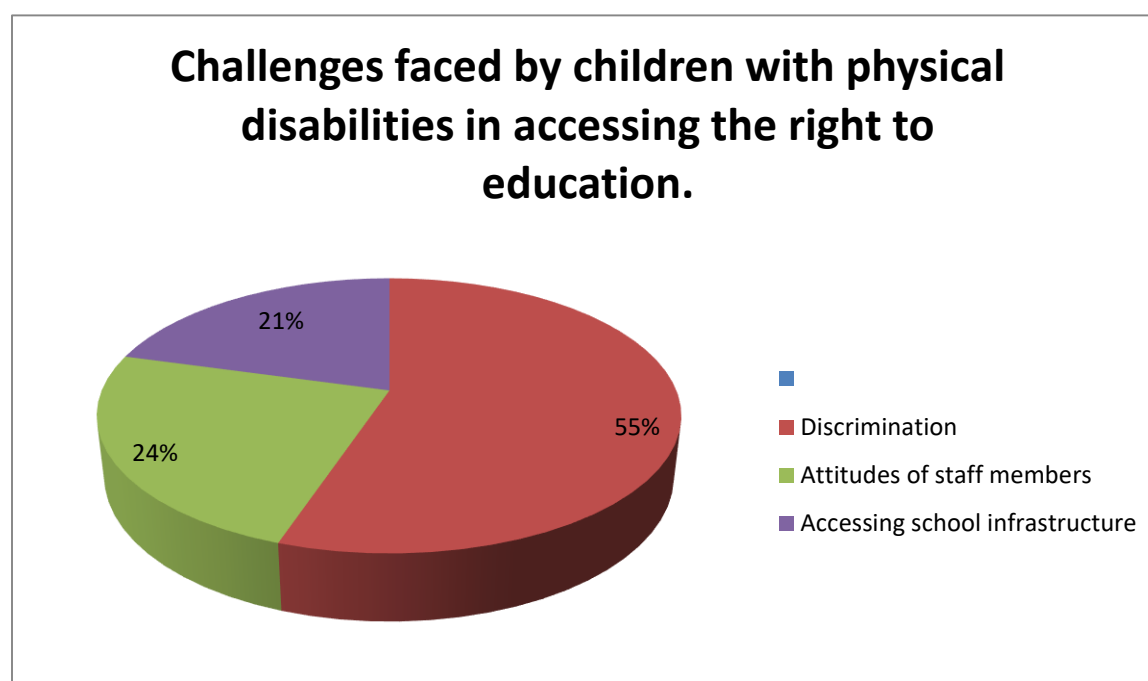


Fig 4:4 challenges faced by children with physical disabilities in accessing the right to education.

4.3.1. Discrimination and physically disabled children

In order to better understand the discriminatory experiences faced by children in Goromonzi District, Zimbabwe, the study's first objective examined the difficulty physically disabled children

face in obtaining their right to an education. This was further examined through three sub-themes: (1) segregation, (2) physical barriers, and (3) denial of admission.

Segregation was cited by many respondents as the biggest obstacle against discrimination against children with physical disabilities. Physical obstacles like school ramps come next, followed by school admissions refusal. The discriminatory issues are depicted appropriately in the bar graph below.

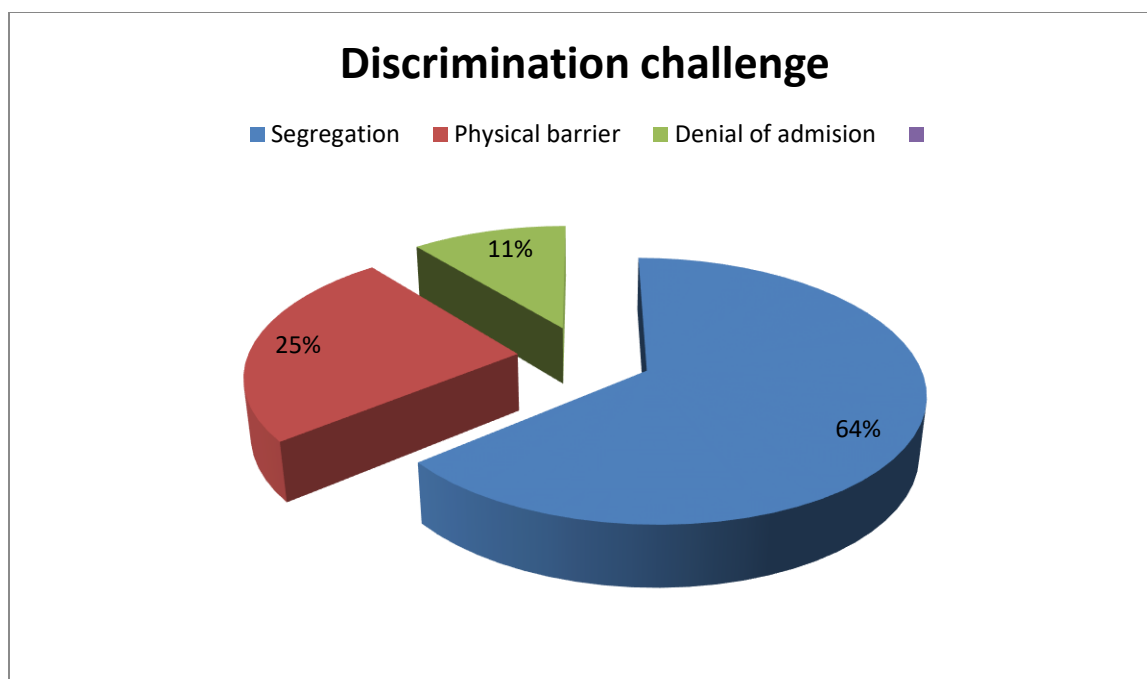


Fig4.5 discrimination challenges faced by children with disabilities.

4.3.1.1 Segregation

Figure 4.5's result indicates that 32 (64%) of the participants are experiencing segregation. A wheelchair-using respondent described the problems a youngster experiences when she wants to do something at school. The toddler revealed,

"Due to my condition, I'm always left alone when I want to try something." I'm left out to do things that I know I can do because my peers will tell me I'm not good enough to do what they're doing. (Kid 3).

Researchers such Makura (2017) & Chimedza (2021), which have highlighted the negative impacts of separation on the social and intellectual development of students with physical disabilities, have confirmed the findings, which showed that more disabled children encounter prejudice at school. In addition, girls of gender-based violence and are more susceptible to harassment, abuse, and violence (UNICEF, 2022). According to Makura (2017), segregation can perpetuate the notion that children with impairments are inherently distinct from their peers and cannot learn alongside them. The results demonstrated that segregation is a discriminatory obstacle for children with disabilities.

Another respondent, who is the guardian of one of the disabled children. She shared through an interview.

We parents who have children with physical disabilities find it really unpleasant; they deal with a lot of difficulties at school. Some members of the society give them names, which makes parents feel burdened when they have a disabled child. Even the teachers discriminate against these kids by keeping them out of class. (Respondent 1).

4.3.1.2. Physical barriers

The physical surroundings of schools, which may be unfriendly or inaccessible to kids with physical disabilities, are referred to as these barriers. For instance, schools might have steps without elevators or ramps, which would prevent kids with mobility issues from getting to classes, libraries, or other spaces. A 12-year-old pupil with a disability talked about his experiences.

I occasionally skip classes because I can't go into the classrooms since the doors are too small. Sometimes they will simply ignore me if I yell for assistance so that someone can push. Accessing the restroom becomes challenging, even when I need to use it. Additionally, I might have trouble getting to the classrooms because the hallways could be slick. Once, I messed up and the non-disabled students began to laugh at me, push me outside, and call me derogatory names because I couldn't control myself. That day, I felt like taking my own life. (Child 4).

In reference to the physical environment of schools, which can be inaccessible to both her and children with physical disabilities, the youngster disclosed the challenges she faces as a result of physical impediments. This is in line with academics that have emphasized the value of physical accessibility in advancing inclusive education, such as Makura (2017) and Chimedza (2021). All things considered, these researchers' findings emphasize how critical it is to remove physical obstacles in order to support inclusive education for kids with physical disabilities.

4.3.1.3 Denial of admission

According to the findings, exclusion and isolation result when schools deny admission to students with physical disabilities, citing factors such a lack of funding, subpar facilities, or safety concerns.

For those of us with disabilities who attend schools, gaining entrance is a concern. In addition to paying more in fees than children without disabilities, we must provide a very expensive medical prescription before we can be admitted. Additionally, they give us terms like "special class," which ultimately causes our parents to avoid or refuse us lessons because they are too poor. Respondents 5 and 2.

In agreement with the aforementioned respondents, Makura (2017) and Chimedza (2021) have emphasized the discriminatory aspect of admission denial, pointing out that it infringes upon the right to education and sustains exclusion and marginalization. Cooper (2010) asserts that denying children with physical disabilities entrance might have long-term repercussions, such as diminished chances for socializing, education, and eventual employment. According to Mutepfa (2017), policy changes, teacher preparation, and community awareness initiatives that support inclusive education and combat discriminatory sentiments in Goromonzi District and throughout Zimbabwe can all help alleviate admission denials.

4.4.2 Staff members and physically disabled children

Many respondents stated that low expectations, negative stereotypes, a lack of patience and understanding, and staff attitudes the stress bullying and harassment are the main barriers to their access to proper access to education.

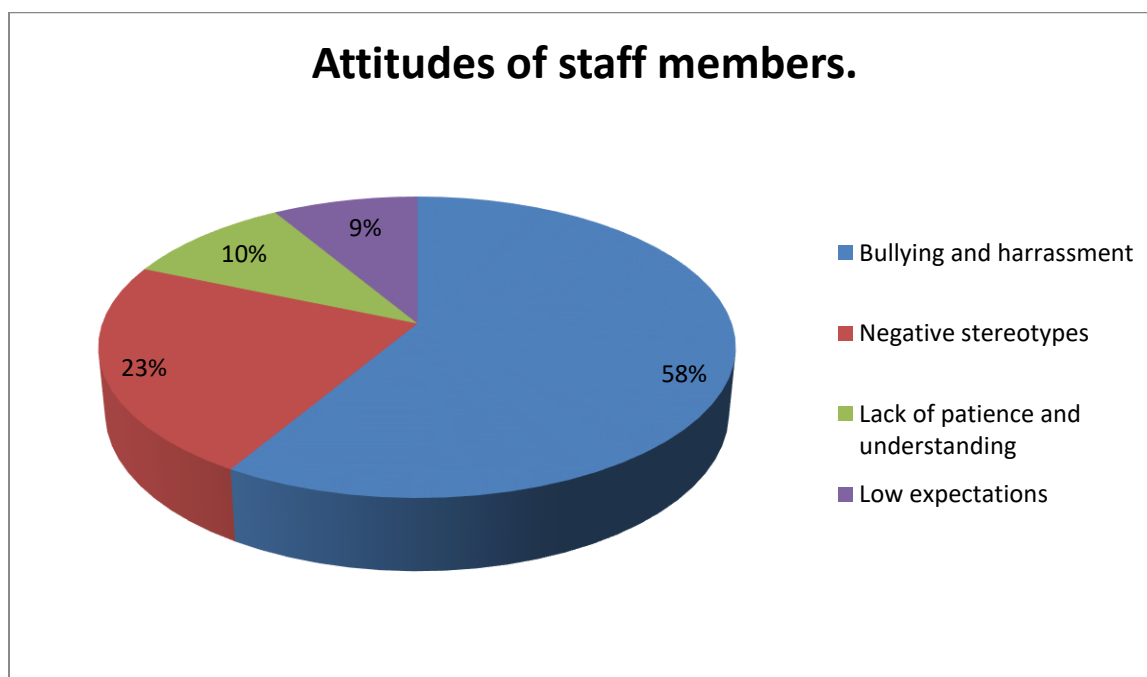


Fig4.6 attitudes of staff members.

4.3.2.1 Bullying and harassment

According to Fig. 4.6, the biggest obstacle to parents' and teachers' attitudes is bullying and harassment (59%). This is the deliberate and persistent act of physically, verbally, or emotionally abusing, threatening, or frightening children with physical limitations. A form three boy and one staff person discussed their experiences.

"As a teacher, I have seen peers mistreat and harass children with disabilities." They are occasionally pushed by their classmates, and some of them will even beat them. Children with impairments experience a great deal of stress and a sense of alienation because even other teachers show little concern for them. (Respondent 1).

"As a boy with a physical disability, there are moments when I feel like I want to die because some of our teachers don't even consider us to be human; they use harsh words like "iwe chirema iwe," which make me feel like I'm not a human." (Discussion in the group).

According to UNICEF (2022), females without impairments and boys with disabilities to be harassed and bullied. Mhaka and Mutepfa (2017) state that they agree with the two respondents' observations that bullying and harassment can be caused by classmates, instructors, or other school personnel and is linked to a lack of knowledge and awareness regarding physical limitations. The necessity for schools to create rules and initiatives to stop bullying and harassment as well as to support and safeguard kids with physical disabilities is also emphasized by Watila (2019). The replies from the participants emphasize how critical it is to address bullying and harassment in schools and demand that educators and legislators take aggressive measures to stop and address these occurrences. Children with physical limitations may have significant and enduring effects

from bullying and harassment, including feelings of loneliness, anxiety, and sadness. Bullying and harassment can also result in poorer academic achievement, higher absenteeism, and lower social activity engagement, according to Chimedza (2021). Makura (2017) also emphasizes the significance of offering counseling and assistance to children with physical limitations who have been the targets of harassment and bullying.

4.3.2.2 Negative stereotypes

Negative stereotypes ranked second on the list of difficulties brought on by staff attitudes toward children with physical disabilities (Fig. 4.6). The results demonstrated that some people might believe that children with physical disabilities are dependant, weak, or incapable of succeeding in school or in social situations. Some people might believe that kids with physical limitations are less intellectual or deserving of less dignity. A 45-year-old mother of five talked about her experience.

I constantly feel sorry for myself and occasionally have to cry by myself. The idea of preventing my child from going to school crossed my mind once, but then I remembered that having a disability is not a problem for him or her; she did not choose to be one.
[Respondent 12].

According to Hunt and Hunt (2000), negative views against groups of people are believed to lead to discriminatory conduct and stereotypical reactions toward these people, which supports the findings from Figure 4.6 above. Negative preconceptions can result in social exclusion, stigma, and discrimination, which makes it much harder for kids with physical disabilities to get an education and realize their full potential (Mhaka and Mutepfa, 2017). The comments of the respondents brought to light the pervasiveness of unfavorable preconceptions among employees,

legislators, and other interested parties, which can obstruct children with physical disabilities from receiving an education. Additionally, Watila (2019) highlights the necessity of addressing harmful stereotypes and fostering knowledge and comprehension among educators and decision-makers. Likewise, prominent academics like Makura (2017) and Chimedza (2021) have emphasized the significance of dispelling unfavorable perceptions and advancing inclusive education. The participants' responses and the scholar's opinions are in agreement, which emphasizes how vital it is to combat harmful preconceptions and advance a more welcoming and encouraging learning environment.

4.3.2.3 Lack of patience and understanding

Fig. 4.6 illustrated that another issue under staff attitudes was a lack of understanding and patience. Using an interview guide, a secondary student told staff members about her school experiences.

We struggle with comprehension and patience at school. Although many impaired kids are slow learners, some teachers encouraged us to write as quickly as the non-disabled students. (Youngster 9)

According to the findings, Watila (2019) also stresses the value of tolerance and comprehension in advancing inclusive education. According to the researcher, children with physical limitations may experience higher levels of tension and anxiety as a result of a lack of understanding and patience, which may have a detrimental effect on their general wellbeing and academic achievement. The replies from the respondents highlight the necessity for teachers and other school personnel to cultivate tolerance and comprehension while interacting with students who have physical limitations. According to Chimedza (2021), fostering a welcoming and inclusive learning environment where kids with physical disabilities feel appreciated, respected, and

equipped to thrive requires tolerance and compassion. The agreement between the respondent's and the scholar's opinions emphasizes how important it is for schools to give teachers and other staff members continual training and assistance in order to improve their tolerance and comprehension when working with students who have physical limitations. This can be accomplished, according to UNESCO (2017), by creating programs and policies that encourage inclusive education and by giving teachers and school personnel tools and assistance. Makura (2017) emphasizes how crucial it is to foster an environment in schools where teachers and other staff members are encouraged to take the time to comprehend and accommodate the special requirements of students with physical disabilities.

4.3.2.4 Low expectations

According to the data of findings, Fig. 4.6 showed that parents' and instructors' low expectations for children with disabilities may impair their academic achievement. Based on data collected through focus groups, one male teacher shares his understanding.

The issue is that we don't know enough about kids with disabilities. Therefore, it will appear that we don't care, but that isn't the case. In the end, we also accepted the tiny children with disabilities. (Respondent 7).

The respondents' comments on the difficulty in obtaining education that children with physical disabilities encounter due to low expectations align with the opinions of academics like Watila (2019) and Mhaka and Mutepfa (2017). Children with physical disabilities face many obstacles to their education, such as stigma, prejudice, and insufficient support networks. Similarly, Watila (2019) emphasizes how crucial it is to comprehend the experiences of kids with physical create strategies that effectively support inclusive education. As Cohen (1998) emphasizes, the

respondent's answers also highlight the necessity of educators' and politicians' awareness and comprehension. The respondents' answers emphasized that a major obstacle to education for children with physical disabilities is staff members' ignorance and lack of understanding.

Additionally, 50% of in-service instructors thought that impairments in the regular classroom would impair , according to Conte (1994). This indicates that teachers have low expectations for children with physical disabilities. As Mhaka and Mutepfa (2017) point out, low expectations might result in the formation of unfavorable perceptions about kids with physical limitations, which can make it much harder for them to get an education. Hoffman (1996) highlights the need for continual training and education to fill in the knowledge gaps and stresses the significance of educators' awareness and comprehension of how to increase the worth and accept something positive from impaired youngsters.

4.3.3 School infrastructure and physically disabled children

Children with physical disabilities experience various levels of vulnerability as a result of school infrastructure issues, including narrow hallways and doorways, inaccessible playgrounds and recreational spaces, and inaccessible ramps and entrances. The discrepancies are shown in the bar graph below.

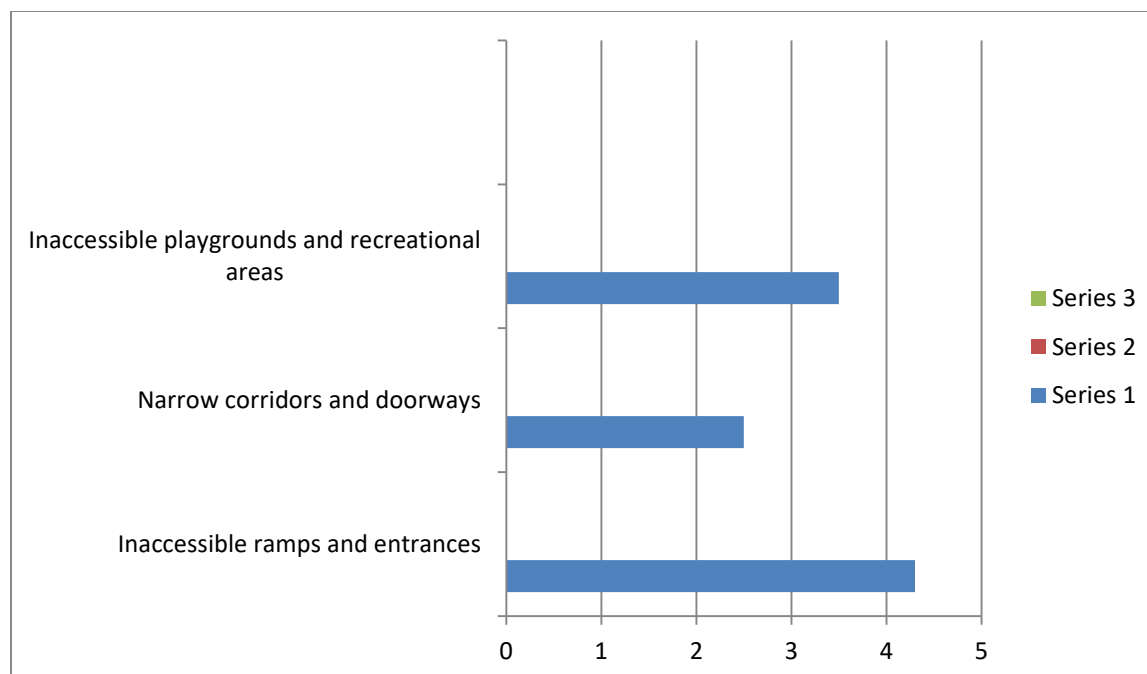


Fig 4:7 accessing school infrastructure by the disable

4.3.1. Inaccessible ramps and entrances

According to Fig. 4.7, the biggest obstacle affecting impaired children in terms of school infrastructure accessibility is inaccessible ramps and entrances. One able student and three disabled children expressed their opinions.

"I am in sixth grade, and I find it difficult to go to school. My mother carries me on her back every day, and some other kids make fun of me every day, which made me cry."
(child14)

"A sixth-grade student mentioned that they have trouble getting to entrances due to potholes; the school yard lacks well-kept hallways, and the hallways will be slick after rain." (Child 11)

"A 14-year-old school dropout revealed that he left school because his parents could not afford the necessary facilities for him to go to school." (Respondent 5)

"Our school's inadequate infrastructure for the disabled makes me feel sorry for them all the time." (Child 3 is not disabled).

In addition to limiting children's access to education, socializing, and extracurricular activities, inaccessible ramps and entrances can also prolong the cycle of exclusion and marginalization, as demonstrated by the respondents' results in fig. 4.7, which is consistent with Moyo (2018). Additionally, Charema (2015) highlights how crucial accessible entrances and ramps are to advancing inclusive education. According to the researcher, inaccessible ramps and entrances can pose a safety risk since they may require kids with physical limitations to use unsuitable alternate routes. The replies from the participants highlight how important it is for schools to give accessibility and inclusion top priority when designing their infrastructure. In order to create a welcoming and inclusive learning environment where students with physical disabilities can participate completely and equally, Makura (2017) points out that accessible ramps and entrances are crucial.

The agreement between the respondent's and the scholar's opinions emphasizes how important it is for educational institutions to carry out accessibility assessments and implement the required infrastructure changes. This can involve building ramps, enlarging doorways, and offering automated door openers, claims Watila (2019). In order to guarantee that their needs and viewpoints are taken into consideration, Mutepfa (2019) also stresses the significance of including children with physical disabilities and their families in the design and planning process. Schools

may assist in removing existing barriers and establishing a more encouraging and inclusive by placing a high priority on accessibility and inclusion.

4.3.2 Inaccessible playgrounds and recreational areas

The physical obstacles that keep kids with physical disabilities from playing and engaging in leisure activities with their classmates are referred to as inaccessible playgrounds and recreational places (fig. 4.7). Results showed that impaired children's participation is hampered when these are unavailable. A child with a disability shared his story.

"I've always wanted to play football, but I can't because of my disabilities." I hope our school has playgrounds that can accommodate those with disabilities so we can showcase our abilities. (Child 2).

Moyo (2018) asserts that playgrounds and recreational spaces that are inaccessible can exacerbate the social and emotional difficulties faced by children with physical disabilities by perpetuating their marginalization and stigma. Additionally, Charema (2015) highlights how crucial accessible playgrounds and leisure spaces are to advancing inclusive education. In support of the participant's perspective, the researcher points out that playgrounds and recreational spaces that are inaccessible might deprive kids with physical disabilities of socializing, exercise, and enjoyment all of which are critical for their general growth and wellbeing. Makura (2017) points out that in order to provide a welcoming and inclusive learning environment where kids with physical disabilities can participate completely and equally, accessible playgrounds and recreational spaces are crucial. According to Wтила (2019), playground equipment that is wheelchair accessible must be installed, accessible surfaces and seating must be provided, and recreational spaces must be planned and maintained to accommodate the needs of kids with physical disabilities.

4.3.3 Narrow corridors and doorways

Narrow hallways and entrances, as seen in Fig. 4.7, are the physical obstacles that limit the mobility and accessibility of kids with physical disabilities in school facilities. Since kids with physical limitations might not be able to fully engage in school activities or interact with their peers, this can cause emotions of frustration, loneliness, and exclusion. Experiences were shared by three people. A 7-year-old child, a 17-year-old boy, and a 39-year-old father of two are identified through the interview guide.

It is tough for me to ascend the stairs, thus I have trouble getting to the classroom.

Sometimes I trip and hurt myself. (Youngster 33).

"We have a very hard time getting to the classrooms when the floors are wet." (Answer 21)

I feel bad for the challenged kids since they have a hard time getting to the classrooms. I work here as a general hand worker. If the government took action to provide the essentials disabled children need to survive, that would be preferable. (Reply 44).

According to the results, some academics agree with the respondents. For instance, Moyo (2018) states that children interact with their peers or fully participate in educational activities due to small hallways and doorways, which can cause feelings of exclusion, loneliness, and frustration. Additionally, Charema (2015) highlights how crucial wide hallways and entrances are to advancing inclusive education. Narrow doorways and hallways might provide safety risks since kids with physical limitations would have to squeeze through them, which raises the possibility of mishaps or injuries, the researcher observes. The replies from the participants highlight how important it is for schools to give accessibility and inclusion top priority when designing their infrastructure. Wide hallways and doorways are crucial for establishing a welcoming and inclusive

learning environment where kids with physical limitations can engage completely and equitably, according to Makura (2017). According to Watila (2019), this can involve making hallways and doorways wider, putting in ramps, and installing automatic door openers in order to make the classroom a more encouraging and welcoming place for all kids.

4.3.3.4 Chapter summary

With three primary goals, chapter four of the study concentrated on the experiences of students with physical disabilities in schools. Three subtopics—segregation, physical impediments, and denial of admission—were examined in the first goal, which examined discrimination against children with physical disabilities. The study discovered that children with physical disabilities experienced physical obstacles that limited their movement, were occasionally refused entrance to schools, and were frequently kept apart from their peers. The second goal investigated how staff members felt about kids with physical disabilities, exposing unfavorable assumptions, bullying and harassment, low expectations, and a lack of tolerance and comprehension. Children with physical limitations found themselves in an unfriendly and unwelcoming atmosphere as a result of these views. Four sub-headings were identified in the third aim, which examined the accessibility of school infrastructure: inaccessible playgrounds and recreational areas; narrow hallways and doorways; and inaccessible ramps and entrances. According to the study, these physical obstacles made it difficult for kids with physical disabilities to use school resources and take part in class activities. Additionally, all of the opinions expressed by the various participants and the facts given were endorsed by other disability researchers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS AND AREAS FOR FURTHER STUDIES

5.1 Introduction

The entire project and the results of the obstacles physically challenged children in Zimbabwe experience in obtaining their right to an education a case study of Goromonzi District are summarized in this chapter. The goal of the study was to investigate the difficulties with prejudice that physically challenged children in Goromonzi District confront at school. The study also evaluates the difficulties associated with staff attitudes toward children who have physical disabilities and the accessibility of school facilities for these children. The natural rights theory served as the study's compass. Key results were summarized in particular goals of the study. While suggestions were developed based on the analysis of respondent opinions or data, conclusions were derived from the study's overall findings.

5.2 Summary

5.2.1 Summary of the whole project

The study's history and significance were emphasized in the introduction, which was given in Chapter One. The definitions of important terminology, the study's boundaries and restrictions, and the chapter's conclusion were all covered in Chapter 1.

The literature review, which was given in Chapter Two, highlighted opinions from secondary data sources that influenced the study. The chapter demonstrated the approach used by earlier researchers who were interested in the difficulties physically challenged children encounter when trying to exercise their right to children. The chapter's goal was to help the researcher find gaps in the current body of literature and plan the study so that it complements earlier studies. Furthermore, the chapter introduced the theoretical framework that forms the basis of the research.

Research methodology used was described in Chapter Three. This includes details about the study's strategies, processing methodologies. Additionally, the chapter shed light on the ethical issues raised throughout the study's execution.

Chapter Four reported, examined and discussed the outcomes of the research. In order to improve comprehension of the data, tables, pie charts, and graphs were employed in addition to the textual presentation of the data in this chapter.

The study's entirety is presented in the last chapter, Chapter 5. The study's conclusions and summary are presented in this chapter. The chapter also offers suggestions for future research topics as well as places for programming or pending action.

5.2.2 Summary of the research findings

Examining the problem of discrimination that physically challenged children encounter in schools was the first goal. The study found that discrimination is one among the many obstacles physically challenged children in Goromonzi District experience when trying to exercise their right to an education. According to the survey, discrimination is the biggest obstacle that physically challenged children in Goromonzi District experience while trying to exercise their right to an education. Effectively addressing the issues of discrimination against children with physical

disabilities is necessary to enhance these kids' education. The subtheme known as segregation, which is a discriminatory obstacle that physically challenged children must overcome in order to exercise their right to an education, served to further support this. The refusal of admittance for children with physical disabilities and physical hurdles are also included in the other subtheme on discrimination. They were considered the least difficult to deal with under discrimination, according to the research.

Using Goromonzi West, Ward 4, as a case study, the second goal was to evaluate the difficulties in staff attitudes toward students with physical disabilities in Zimbabwean schools. According to the research findings, the second significant issue that participants mentioned as impeding the effectiveness of disabled children in Goromonzi District's access to their right to an education is staff attitudes toward children with physical disabilities. The majority of respondents said that staff attitudes were impeding impaired children's education. The subthemes include bullying and harassment, followed by teachers' lack of tolerance and comprehension, unfavorable stereotypes, and, finally, low expectations for students with disabilities. The majority of interviewees believed that staff attitudes were pervasive in schools and that they caused impaired children to feel excluded from various school activities in the Goromonzi District.

The third goal was to evaluate how difficult it is for kids with physical disabilities to utilize school facilities in Zimbabwean schools, specifically in Goromonzi District Ward 4. According to the survey, the third biggest issue mentioned by participants in the Goromonzi District that prevents these kids from participating in the educational system is their inability to access school facilities. Narrow hallways and doorways, inaccessible ramps and entrances, and, finally, playgrounds and recreational spaces that are inaccessible to children with physical disabilities were subthemes that further supported this.

5.3 Conclusions

The first study topic focused on Goromonzi West Ward 4 and how discrimination impacts the education of children with physical disabilities in Zimbabwe. The study comes to the conclusion that combating discrimination is the main factor contributing to the difficulties faced by impaired children. Thus, the study contends that difficulties with disabilities result in a decline in performance to the degree that kids experience stress, harassment, and lack of support. Furthermore, the problem of discrimination disrupts the education of both impaired and non-disabled children, which has an impact on the entire community. This will make achieving Sustainable Development objective number 1 no poverty nearly impossible. This objective is to eradicate poverty in all of its manifestations worldwide, but it is made more difficult when discrimination against another group occurs.

The second research question asked how physically challenged pupils in Zimbabwe's Goromonzi District could access school facilities. Narrow doorways, slick flooring, and a lack of ramps and wheelchairs are some of the obstacles that disabled children must overcome in order to exercise their right to an education. The conclusion is that if schools have the infrastructure necessary to accommodate physically challenged students, they will meet Sustainable Development Goal number 4, which is quality education and guarantees inclusive educational opportunities for everyone. Additionally, this has a negative impact on the community because, if there are a lot of disabled children not going to school, what will happen in the next 20 years? The community will be seen as a place full of violent and unproductive people because education teaches people right from wrong. Additionally, this study employs the Natural Rights Theory, which emphasizes the rights of all people and is backed by the Zimbabwean constitution, which stipulates that everyone has the right to an education and that disabled people must be shielded from all sorts of

exploitation. Additionally, the Convention on the Rights of Persons with Disabilities (CRPD) provides provisions that guarantee the full enjoyment of all fundamental freedoms and human rights by people with disabilities. Therefore, Zimbabwe as a whole is impacted when educational infrastructure is inaccessible to the disabled.

Using Goromonzi West Ward 4 as a case study, the third research question examined how staff attitudes impact the learning environment for physically handicapped children in Zimbabwe. The learning environment for physically disabled children in Goromonzi District is impacted by the attitudes of the staff members who bully and harass the disabled children, create unfavorable stereotypes about children with disabilities, and have low expectations for them. These findings make it impossible to achieve Sustainable Development Goal (SDG) number 4, which calls for high-quality education; SDG number 10, which calls for fewer inequalities; and SDG number 5, which calls for gender equality, which requires that both boys and girls be treated fairly in schools regardless of their abilities. As a result, staff members' views toward impaired children had a detrimental impact on their schooling.

Since it becomes extremely difficult for the country to achieve SDG number four of quality education, which promotes inclusive education, SDG number ten of reduced inequalities, and SDG number five of gender equality, which promotes fair treatment of boys and girls, it can be concluded that the difficulties faced by physically disabled children in obtaining their right to an education have an impact on Zimbabwe's educational system.

5.4 Recommendations

According to the survey, the biggest obstacle to the education of children with physical disabilities is discrimination. It is advised that the nation create and put into effect inclusive education policies that take into account the requirements of children with physical disabilities.

The study demonstrated the difficulties that the disabled confront with school infrastructure and accessibility, including ramps, restrooms, and classrooms. At schools, it is advised that facilities like wide doors and ramps be available, along with attractive playgrounds.

Teachers' perceptions of students with physical limitations were revealed by the study. To make sure that teachers are prepared to address the requirements of children with physical disabilities, it is advised that teacher support and training be strengthened.

5.5 Areas for further research

Obstacles Zimbabwean governments confront when attempting to enact laws that uphold the rights of people with disabilities.

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Appendix 1

Questionier

I am Blessing Matope, a fourth-year student pursuing an honors bachelor's degree in peace and governance at Bindura University of Science Education. Research is required of final-year students as part of their projects, and I'm currently researching THE DIFFICULTIES PHYSICALLY DISABLED CHILDREN FACE IN ACCESSING THE RIGHT TO EDUCATION. Your help, comments, and pertinent data about the study are greatly appreciated. Finding out about your experiences, opinions, and understanding of the difficulties experienced by

impaired children in schools is the goal. The data collected will only be utilized for scholarly research.

Place a tick where appropriate.

SECTION A: DEMOGRAPHIC DATA

1. Age group

Below 5 years	6-10 years	10-18 years

Gender

Male	Female

Category of physical disability

Mobility Impairments	Orthopedic Impairments	Sensory Impairments	Neurological Impairments

Section B : Experiencing Discrimination at School

Tick where applicable	Never	Sometimes

1. Do you experience discrimination or unfair treatment at school because of your physical disability?		
2. Have you experienced verbal abuse or name-calling at school because of your physical disability?		
3. Does experiencing discrimination at school affect your academic and social well-being by decreasing self-esteem or confidence ?		

Section C: Staff Attitudes and Support

	Supportive	Neutral	Unsupportive
1.How would you describe the attitudes of staff members towards children living with physical disabilities at your school?			
	Always	Sometimes	Never

2.How often do staff members provide support and accommodations for children living with physical disabilities at your school?			
	Yes	No	
3.Do you think lack of training or knowledge about disability among staff members may result to discrimination of disabled children at your school?			

Section D: Physical Accessibility of School Infrastructure

	Accessible	Neutral	Inaccessible
1.How would you rate the accessibility of your school buildings for children with physical disabilities?			
2.Are wheel chairs and ramps accessible at your school?			
	Yes	No	
3.Do children with physical disabilities face difficulties in accessing school infrastructure like narrow doorways, stairs and rough terrain?			

Appendix 2

Interview Guide

Purpose

The purpose of this interview guide is to establish best practices for inclusive education and investigate the obstacles that children with physical disabilities encounter in obtaining their right to an education. Researchers, teachers, and legislators who want to comprehend the intricacies of physical disabilities in Goromonzi West Ward 4 education are the target audience for this design.

a. What impact does discrimination have on physically disabled children's education?

-Would you mind sharing any firsthand accounts or insights regarding prejudice toward children with physical disabilities in schools?

- Have you been the victim of bullying at school?

- What effects do discriminatory practices have on physically challenged students' motivation and sense of self?

b. To determine the obstacles that physically challenged students face when trying to access school facilities.

- Are there enough resources, such as walkers and wheelchairs?

- Have you had trouble getting to school buildings or facilities, such as restrooms and classrooms?

- Are accessible and available adaptive technology, such as sign language and audios?

c. Staff attitudes toward the education of children with physical disabilities: Have you come across staff members who are helpful or unhelpful?

- Could you provide instances of inclusive practices or adjustments implemented by the staff to enhance the education of children with physical disabilities? What resources or training are provided to staff members to support students with physical disabilities?

Closing Remarks

Do you have anything more to add? If not, I want to thank everyone for their insightful comments. Please get in touch with the university if you have any questions about the education of children with physical disabilities.

Appendix 3

FOCUS GROUP DISCUSSION

Introduction

Hi everyone, The topic of today's focus group is the difficulties that children with physical disabilities have when trying to exercise their right to an education. I am Blessing Matope, a

fourth-year student pursuing a Bachelor of Science with Honors in Peace and Governance at Bindura University of Science Education. A research project on THE DIFFICULTIES PHYSICALLY DISABLED CHILDREN FACE IN ACCESSING THE RIGHT TO EDUCATION IN ZIMBABWE, A CASE STUDY OF GOROMONZI WEST WARD 4, is a compulsory requirement for final-year students. Your help, comments, and pertinent data about the study are greatly appreciated.

Section A

Discrimination and Education

- How does discrimination affect the education of physically disabled children?
- May you share personal experiences and observations
- What specific challenges do physically disabled children face at school?

Section B

Accessing School Infrastructure

- What physical barriers limit access to schools?
- Are adaptive technologies available and accessible at school?
- How do school policies address challenges faced by physically disabled children?

Section C

Staff Attitudes and Learning

- -Have you encountered supportive or unsupportive staff members?

-What training or resources do staff members receive to support physically disabled students?

-How do teacher's attitudes impact the learning of physically disabled children?

Closing Remarks

Is there anything you want to add?. If not, thank you all for your valuable insights. If you want to share anything regarding the education of physically disabled children feels free to contact the university.

Thank you.

Telephone: 0273-213-2525/26 Fax: +263-73-3048 Email: info@goromonzirdc.org Email: goromonzirdc@gmail.com	 GOROMONZI RURAL DISTRICT COUNCIL Committed to Rural Development	Reference: GOROMONZI RURAL DISTRICT COUNCIL Chief Executive Officer P.O. Box 95 RUWA All correspondences to be addressed to the Chief Executive Officer
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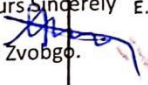
10 March 2024

Attention Ms B Matope

RE: Request for permission to conduct field research on challenges faced by children with physical disabilities in accessing right to education in Zimbabwe. Case study of Goromonzi West Ward 4.

The above subject matter refers.

Goromonzi Rural District Council acknowledge receipt of your letter regards request for permission to conduct field research on challenges faced by children with physical disabilities in accessing right to education in Goromonzi District. You have been granted permission to undertake your research in Goromonzi District. Council appreciate your interest in working with our organization.

Yours Sincerely E.O. ADMINISTRATION
 Mr Zvobgo. 
 10 MAR 2025
 TEL: 0242-132525/6
 SIGN:

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DEPARTMENT OF PEACE AND GOVERNANCE

28 November 2024

TO WHOM IT MAY CONCERN

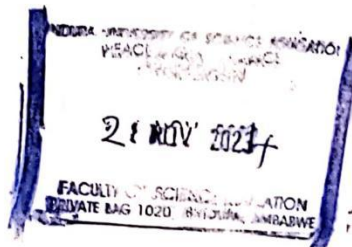
RE: REQUEST TO UNDERTAKE RESEARCH IN YOUR ORGANISATION

This serves to introduce the bearer, _____, Student Registration Number _____, who is a HBSC PEACE AND GOVERNANCE student at Bindura University of Science Education and is carrying out a research project in your area/institution.

May you please assist the student to access data relevant to the study, and where possible, conduct interviews as part of a data collection process.

Yours respectfully

J.KUREBWA (DR)
Acting Chairperson



17:33

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