BINDURA UNIVERSITY OF SCIENCE EDUCATION

FACULTY OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF SOCIAL WORK

EXPLORING CHILD NEGLECT AMONG SCHOOL GOING CHILDREN LIVING IN COMPOUNDS. A CASE STUDY OF ZVISHAVANE DISTRICT BROWN COMPOUND

BY

(B210121B)

A dissertation submitted to Bindura University of Science Education, Faculty of Social Sciences and Humanities, Department of Social Work, in partial fulfilment of the requirements for the Bachelor of Science Honours Degree in Social Work.

Declaration

This section must be completed by the student

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PROGRAMME: BACHELOR OF SOCIAL WORK HONOURS DEGREE

MONTH AND YEAR: JUNE 2025

DISSERTATION TITLE: EXPLORING CHILD NEGLECT AMONG SCHOOL GOING CHILDREN LIVING IN COMPOUNDS. A CASE STUDY OF ZVISHAVANE DISTRICT BROWN COMPOUND.

DUE DATE………………   DATE OF SUBMISSION……………….

I confirm that I have read and understood the Bindura University of Science and Education Regulations on plagiarism.

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APPROVAL FORM

I certify that I supervised **MERALDAH PHIRI (B210121B)** in carrying out this research titled: **EXPLORING CHILD NEGLECT AMONG SCHOOL GOING CHILDREN LIVING IN COMPOUNDS. A CASE STUDY OF ZVISHAVANE DISTRICT BROWN COMPOUND:** in partial fulfilment of the requirements of the Bachelor of Science, Honours Degree in Social Work and recommend that it precedes for examination.

Supervisor

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Chairperson of the Department Board of Examiners

The departmental board of examiners is satisfied that this dissertation report meets the examination requirements and therefore I recommend to Bindura University of Science Education to accept this research project by **MERALDAH PHIRI** titled: **EXPLORING CHILDNEGLECT AMONG SCHOOL GOING CHILDREN LIVING IN COMPOUNDS. A CASE STUDY OFZVISHAVANE DISTRICT BROWN COMPOUND**: in partial fulfilment of the Bachelor of Science, Honours Degree in Social work.

Chairperson

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Acknowledgement

I want to give all the glory to the Almighty God for his grace. All things are possible through Him. I want to extent my gratitude to my research supervisor Mr P Gonorashe. I would also like to thank my parents for giving me all the support that I need. I am so grateful to them. I give my thanks to the love of my life for always being there for me whenever I need him.
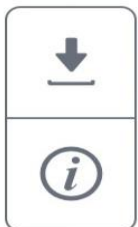
Dedication

I dedicate this research to my wonderful and marvellous family. They are always there when I need them the most. I appreciate you Mom, Dad, Nyasha Phiri and Yvette Phiri. I dedicate it also to my darling husband and my in-laws for their continued support. I am blessed.

Plagiarism Report

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MARKING GUIDE: UNDERGRADUATE RESEARCH PROJECT

Chapter 1 INTRODUCTION	Possible Mark	Actual Mark
Abstract	10	
Background to the study- what is it that has made you choose this particular topic? Include objectives or purpose of the study	20	
Statement of the problem	10	
Research questions	15	
Assumptions	5	
Significance of the study	15	
Limitations of the study	5	
Delimitations of the study	5	
Definition of terms	10	
Summary	5	
Total	100	
Weighted Mark	15	

Comments…………………………………………………………………………
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Chapter 2 LITERATURE REVIEW

Introduction- what do you want to write about in this chapter?	5	
Conceptual or theoretical framework	10	
Identification, interpretations and evaluation of relevant literature and citations	40	
Contextualisation of the literature to the problem	10	
Establishing gaps in knowledge and how the research will try to bridge these gaps	10	
Structuring and logical sequencing of ideas	10	
Discursive skills	10	
Summary	5	
Total	100	
Weighted Mark	20	

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Chapter 3 RESEARCH METHODOLOGY

Introduction	5	

Research design	10	
What instruments are you using to collect data?	30	
Population, sample and sampling techniques to be used in the study	25	
Procedures for collecting data	15	
Data presentation and analysis procedures	10	
Summary	5	
Total	100	
Weighted Mark	25	

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Chapter 4 DATA PRESENTATION, ANALYSIS AND DISCUSSION

Introduction	5	
Data presentation	50	
Is there any attempt to link literature review with new findings	10	
How is the new knowledge trying to fill the gaps identified earlier	10	
Discursive and analytical skills	20	
Summary	5	
Total	100	
Weighted Mark	30	

Comments

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Chapter 5 SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction- focus of the chapter	5	
Summary of the whole project including constraints	25	
Conclusions- have you come up with answers to the problem under study	30	
Recommendations(should be based on findings) Be precise	30	
References	5	
Appendices i.e. copies of instruments used and any other relevant material	5	
Total	100	
Weighted mark	10	

Comments

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SUMMARY:-

	Actual	**Total**
Chapter 1		
Chapter 2		
Chapter 3		
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Chapter 5		
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Abstract

The purpose of this study is to explore child neglect among school going children living in Zvishavane district Brown compounds. In most countries especially developing countries like Zimbabwe have raising issues of child neglect. The study will focus on the objectives to identify causes of child neglect in Brown Compound Zvishavane District, to examine the types of child neglect in Brown Compound Zvishavane District, to analyse the effects of child neglect on education attainment for children in Brown Compound Zvishavane District and to develop strategies to address child neglect in Brown Compounds Zvishavane District. The study is going to use ecological systems theory when conducting the research. Phenomenological research design was used in the research study. Phenomenological methodology recognizes the principle of human understanding. The technique provides a rich and broad description of human contributions and meanings and findings are allowed to ascend, rather than being prescribed by an investigator. The target population of the study comprises of 3 school teachers, 1 school headmaster, 2 Social workers,1 District Administrator, 3 parents and 5 school pupils. A total of 15 were selected for the study. Key informants were sampled due to their level of contact and interaction with child neglect among school going children. The study use purposive sampling technique. The study use qualitative research interviews, in-depth interviews, observations and key informant interviews. According to this research most children in Zvishavane Brown compound are neglected by their caregivers. The schools, social workers, govt, ngos and other government stakeholders should work tirelessly to improve the welfare and protection of children. As a result more research should be done to improve the lives of children. More so, stiff laws and policies should be introduced to protect vulnerable children. More resources should be channeled towards safeguarding the lives of children.

List of Abbreviations and Acronyms

AD   After Death of Christ

GVT   Government

NGO   Non-Governmental Organisation

DDC   District Development Coordinator

CCW   Community Care Worker

SDO   Social Development Officer

DSDO   District Social Development Officer

PSDO   Provincial Social Development Officer

PO   Probation Officer

DSD   Department of Social Development

VFU   Victim Friendly Unity

CPC   Child Protection Committee

DCPC   District Child Protection Committee

ZRP   Zimbabwe Republic Police

JD   Juvenile Delinquency

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CHAPTER ONE

1.1 INTRODUCTION AND BACKGROUND

1.2 Introduction

This chapter is going to look at the background of the study where by the researcher is going to discuss how and why the researcher chose the mentioned topic. The chapter is also going to look at aim of the study, statement of the problem, objectives of the study, justification of the study, definition of the key terms, dissertation outline and chapter summary. Much of the information is going to discussed at the chapter continues.

1.2 Background of the study

Child neglect is a form of child abuse that occurs when a caregiver fails to provide a child with basic needs. There are types of neglect which consist of physical neglect, emotional neglect, educational neglect and medical neglect. Physical neglect is failure to provide basic physical needs like food, clothing, shelter and hygiene. Emotional neglect is also failure to provide emotional support, love and attention. Educational neglect is failure to provide access to educational needs. Medical neglect is when caregivers fails to provide necessary medical care or treatment. In Zvishavane, there are more than two thousand children who are victims of child neglect in most high density suburbs like Mandava and Kandodo.

Solan (2023) is of the view that, there are some consequences and signs of child neglect that are physical harm, emotional harm and behaviour problems. The signs of child neglect include poor physical appearance, hunger or thirst, burns, fractures, human bite marks, wounds, abdominal injuries among other indicators, withdrawal or depression and poor. Physical harm is malnutrition, poor health and developmental delays. Emotional harm is low self-esteem, anxiety, depression, and attachment issues. Behavioural problems can be viewed as difficulty with social relationships, academic performance and behavioural regulation. Also, behavioural problem include children showing aggression in behaviour, being afraid to go home or crying when it is time to go home.

There are various signs or indicators of child neglect. Solan (2023) described the indicators of physical abuse as burns, fractures, human bite marks, wounds, abdominal injuries among other indicators. Behavioural indicators of physical abuse as children show aggression in behaviour,

being afraid to go home or crying when it is time to go home. In Zvishavane, over three thousand children attributes signs and indicators of child neglect. As a result, children who are in conflict with the law are also victims of child neglect.

According Conger and Gray (2014), child neglect is a phenomenon as old as the history of humanity. In ancient times, children were subjected to various types of abuse. Throwing new-born babies into rivers was a common ritual of sacrifice in countries like India, China, Peru. In the second century AD, a doctor living in Ephesus recommended in his manuscript Gynaecology that babies born prematurely or born with malformations were killed.

Conger and Gray (2014) argues that, the Ancient Babylonian law known as the Code of Hammurabi allowed a man to sell his child in payment of a debt or in exchange for goods. In most societies, children are harassed on the pretext of discipline and training. The Jewish society beat their children to discipline and hence the proverb, "Those who spare the rod hate their children, but those who love them are diligent to discipline them". Children who disobey their parents and caregivers are disciplined with hitting, slapping, kicking, food deprivation, etc. Such acts are not considered abusive but are accepted as normal practices of discipline and training.

According to Gupta (2020), historians of the family have found that during the fifteenth and sixteenth centuries, adults in aristocratic households in Europe sometimes treated young children as sexual playthings. A notable example includes the future king of France, Louis XIII. The youth who were sexually abused were well known to nineteenth-century Americans. In New York City, between 1790 and 1876, a third of rape victims were under the age of 19 and during the 1820, this figure was 76 percent. Historian Lynn Sacco found more than 500 published newspaper reports of father-daughter incest between 1817 and 1899.

Gupta (2020) went on arguing that, an 1894 textbook, A System of Legal Medicine, reported that "the rape of children is the most common form of sexual offence." In his landmark study of female sexual behaviour published in 1953, Alfred Kinsey reported that a quarter of all girls under the age of 14 reported that they had experienced some form of sexual abuse including fondling, exhibitionism and incest. Child sexual abuse has grabbed public attention over the past few decades and has become one of the most high-profile offences. Since the 1970, child sexual abuse has been considered highly harmful to children and thus improper to society as a whole.

According to Kannappan (2009), in most African countries, many girls work in domestic labour which is often unregulated. They report maltreatment such as physical punishment, humiliation and sexual harassment. The exploitation of children in prostitution or child pornography is not only a form of violence in itself. It also puts the exploited children at risk of physical and psychological violence, as well as neglect. Child neglect is a dark reality that routinely inflicts our daily lives but violence may also be associated with the mass media and new information and communication technologies. Community violence often affects marginalized groups of children, such as street children. The mass media sometimes portray violence as normal or glorify it. Cyber-bullying through the Internet or mobile phones has been documented in recent times.

According to Koolwal (2008), in Zimbabwe there is Khomba culture that include education of minors. The Khomba rite is carried out in winter and takes approximately three months to complete the curriculum. It was established that the practice take place between May and August every year. This means that the entire second academic term of the year is lost because of the ritual. One of the key respondents echoed that girls are eligible for the rite once they go for their first menstrual cycle and that happens at approximately 12 to 14 years of age. As for boys, at around 14 years, they will be ready for Khomba rite of initiation. This means children's formal education was not given primary importance to the holders of this cultural aspect, since the rite of passage was prioritized first. More so, this culture violates children's rights in many ways that include exposing minors to sexually explicit situations, men circumcision outside clinical conditions and early child marriage due to poverty caused by child neglect.

Dube (2023) is of the view that, the Zimbabwean economic hardships have led many people to acquire wealthy through satanic ways thus kuromba in Shona. Many children are being used for dark ritual purposes. Many criminals are admitting to have used children for sacrificial ceremonies in order to gain wealthy.

1.3 Statement of the problem

In most countries especially developing countries like Zimbabwe have raising issues of child neglect. Children are being filmed and posted on social media while being abuse physically, sexually and emotionally. Child neglect also lead to large volume of cases were children are being harassed and even killed for ritual purposes. People are now more focused on getting rich

on the expense of children's lives. Furthermore, the nuclear now have greater and increasing number of abuses towards children especially girl children. Fathers are rapping their own daughters, brothers rapping their own sisters among other incest rapes. In Zimbabwe, there is also high rate of suicide cases from children and there is also high rate of child delinquency cases. These cases are believed to be caused by neglect which children are experiencing. The economic hardship is playing a major role towards child neglect in Zimbabwe. The Zimbabwean environment is now too risky for children on child neglect cases, hence the need for this research.

1.4 Aim of the study

The purpose of this study is to explore child neglect among school going children living in Zvishavane district Brown compounds.

1.5 Objectives of the study

- ❖ To identify causes of child neglect in Brown Compound Zvishavane District.

- ❖ To examine the types of child neglect in Brown Compound Zvishavane District.

- ❖ To analyse the effects of child neglect on education attainment for children in Brown Compound Zvishavane District.

- ❖ To develop strategies to address child neglect in Brown Compounds Zvishavane District.

1.6 Justification of the study

This dissertation is important to me because it is a requirement for me to complete my studies in Bachelors of Science Honours Degree in Social Work. This research will also equip me with increased knowledge on child neglect among school going children living in Compounds. This

study is also important to school going children as they will be sensitized on the neglect they are exposed to, so as to increase reported cases of child neglect.

The dissertation is also important to other students as they will also learn on child neglect among school going children living in Compounds. This research will also be important to other researcher as they will learn how researches are done and completed.

1.7 Definition of Key Terms

1.7.1 Child

According to Gupta-Kagan (2020), a child is a young human being below the age of the legal age of the majority. In Zimbabwe legal age of the majority is 18 years.

1.7.2 Child abuse

Gupta-Kagan (2020) is of the view that, child abuse is physical, sexual, emotional and psychology maltreatment or neglect of a child, especially by a parent or a caregiver.

1.7.3 Child neglect'

According to Chakraborty (2018), child neglect is an act of caregivers that results in depriving a child of their basic needs such as the failure to provide adequate supervision, health care, clothing or housing as well as other physical, emotional, social, educational and safety needs. Child neglect may lead to physical, sexual, emotional and psychology maltreatment of a child, especially by a parent or a caregiver.

1.7.4 Compounds

Chakraborty (2018) is of the view that, compound, when applied to a human habitat refer to a cluster of buildings in an enclosure having a shared or associated purpose.

1.8 Dissertation Outline

The dissertation will consist of the following chapters. Chapter 1 is the introduction of the dissertation. Chapter 2 will look at literature review. Chapter 3 will comprise of theoretical frameworks and data collection. Chapter 4 will consist of data analyses of the data collected in

chapter 3. This chapter will also give recommendations to the challenges identified. Chapter 5 will be the dissertation summary and also comprise of possible solutions to the identified challenges.

1.9 Chapter Summary

This chapter was able to discuss and prove why the topic exploring child neglect among school going children living in compounds. a case study of Zvishavane district. In doing so, the researcher discussed about the background of the study, aim of the study, statement of the problem, objectives of the study, justification of the study, definition of the key terms, dissertation outline and chapter summary. The topic, exploring child neglect among school going children living in compounds. a case study of Zvishavane district, is worth of the research.

CHAPTER TWO

2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter is going to look at literature review and the theoretical framework that guide the study of child neglect among school going children living in Compounds, a case study of Zvishavane District. The researcher will also discuss on what other previous researchers have studied and said towards the afore-mentioned topic.

2.2 THEORETICAL FRAMEWORK

2.2.1 Ecological systems theory

Sharma (2014) is of the view that, Ecological systems theory was developed by Urie Bronfenbrenner a Russian-American psychologist in the 1970s. According to psychologist Urie Bronfenbrenner (1970), Ecological systems theory, defines complex layers of environment, each having an effect on a child`s own biology is a primary environment fuelling their development. The interaction between factors in the child`s maturing biology, his or her immediate family or community environment, and the societal landscape fuels and steers a child`s development. Changes or conflict in any one layer will ripple throughout other layers. Bronfenbrenner (1970) says to study a child`s development there must be consideration not only at the child and his or her immediate environment, but also at the interaction of the larger environment as well. Ecological systems theory, this theory has recently been renamed bio ecological systems theory.

Bronfenbrenner`s model consists of five nested, interconnected systems that influence a person`s development and these are microsystem, mesosystem, exosystem, microsystem and lastly chronosystem. Microsystem this is the layer closest to the child and contains the structures with which the child has direct contact. The microsystem encompasses the relationships and interactions a child has with his or her immediate environments. At this level, relationships have impact in two directions that is both away from the child and toward the child. For example, a child`s parents may affect his beliefs and behaviour, however, the child also affects the behaviour and beliefs of the parent. Bronfenbrenner (1970) calls these bi-

directional influences and he shows how they occur among all levels of environment. The interaction of structures within a layer and interactions of structures between layers is key to this theory. At the microsystem level, bi-directional influences are strongest and have the greatest impact on the child. However, interactions at outer levels can still impact the inner structures. Berk (2020) is of the view that, the mesosystem provides the connection between the structures of the child`s microsystem. For example, the connection between the child`s teacher and his or her parents, between his or her church and neighbourhood.

Berk (2020) stipulates that, the exosystem this layer defines the larger social system in which the child does not function directly. The structures in this layer impact the child`s development by interacting with some structure in her microsystem. Parent workplace schedules or community-based family resources are examples. The child may not be directly involved at this level, but he or she does feel the positive or negative force involved with the interaction with his or her own system.

Berk (2020) is of the view that, the macro system this layer may be considered the outermost layer in the child`s environment. While not being a specific framework, this layer is comprised of cultural values, customs and laws. The effects of larger principles defined by the macro system have a cascading influence throughout the interactions of all other layers. For culture is less likely to provide resources to help parents. This, in turn affects the structures in which the parents function. The parent`s ability or inability to carry out that responsibility toward their child within the context of the child`s microsystem is likewise affected.

According to Berk (2020), the chronosystem encompasses the dimension of time as it relates to a child`s environments. Elements within this system can be either external, such as the timing of a parent`s death, or internal, such as the physiological changes that occur with the aging of a child. As children get older, they may react differently to environmental changes and may be able to determine more how that change will influence them.

2.3 Conceptualizing child neglect

According to Pagare (2016), abuse is any behaviour or act that is intentionally to take possession, threaten, intimidate, or cause injury to another. It is an abuse of power that the person being close to the victim, and dependence of the victim to make the victim defenceless. Child neglect and abuse is related to physical force and injury to a child. The amount of force and injury to a child is the characteristic that distinguishes child neglect from general discipline. Some studies limit the term child neglect to children who have received serious physical injury caused wilful rather than by accident.

There are various signs or indicators of child neglect. Solan (2023) described the indicators of physical abuse as burns, fractures, human bite marks, wounds, abdominal injuries among other indicators. Behavioural indicators of physical abuse as children show aggression in behaviour, being afraid to go home or crying when it is time to go home.

Solan (2023) went on further arguing that, the indicators of emotional abuse are habit disorders that includes sucking, biting, rocking among other. Indicators of neurotic traits also include sleeping disorders, speech disorders, and inhibition of play among other factors. There are also psychoneurotic reactions which are hysteria, obsession, compulsion and other. Conduct disorders also attributes antisocial, destructible and other. Behavioural indicator may include attempted suicide, complaint and passive.

Solan (2023) stipulates that, sexual abuse indicators are divided in two parts as physical and behavioural indicators. Physical indicators include difficulty in walking or sitting, pain or itching in genital area, pregnancy, venereal disease, especially in preteens. Behavioural indicators include Poor peer relationships, bizarre, sophisticated or unusual sexual behaviour.

According to Fox and Leavit (2015), child neglect can affect the overall development of the child whether it is done physically, emotionally, sexually and socially. Fox and Leavit (2015) went on further arguing that, child neglect has consequences on the physical health of the child. The effect of child neglect can be very harmful and long lasting. In cases of sexual abuse of girl child, girl child suffers from chronic pelvic pain. Brutal child neglect results in genital injuries such as hymen laceration or damage to the genital organs of the victim girl and urinary retention.

In countries like Canada and Australia, child neglect can also have behavioural consequences on the child. Koolwal (2008) affirms that, children subjected to corporal punishment show a

greater tendency towards aggressive and risky behaviour. Children run away from home, lie and commit crimes because of aggressive and risky behaviour. Children that experience physical abuse or neglect and sexual abuse, have less academic success. Abused children are become addicted to drugs and alcohol.

Koolwal (2008), psychological consequences can be visible in the child's life. Child neglect has psychological effect. It includes low self-esteem, depression and relationship difficulties. Physical and sexual abuse children suffer from personality disorder, depression anxiety and other psychiatric disorders. Child neglect destroys the entire psychology of the child. This pushes him into deep emotional distress. These may also include bed wetting and sleeping disorders. A child who is neglected has a sense of guilt. The child begins to blame himself and holds himself responsible for everything that happened.

According Conger and Gray (2014), child neglect is a phenomenon as old as the history of humanity. In ancient times, children were subjected to various types of neglect. Throwing new-born babies into rivers was a common ritual of sacrifice in countries like India, China and Peru. In the second century AD, a doctor living in Ephesus recommended in his manuscript Gynecology that babies born prematurely or born with malformations were killed.

Conger and Gray (2014) argues that, in Iraq, the Ancient Babylonian law known as the Code of Hammurabi allowed a man to sell his child in payment of a debt or in exchange for goods. In most societies, children are harassed on the pretext of discipline and training. The Jewish society beat their children to discipline and hence the proverb, "Those who spare the rod hate their children, but those who love them are diligent to discipline them". Children who disobey their parents and caregivers are disciplined with hitting, slapping, kicking, food deprivation, etc. Such acts are not considered abusive but are accepted as normal practices of discipline and training.

According to Gupta (2020), historians of the family have found that during the fifteenth and sixteenth centuries, adults in aristocratic households in Europe sometimes treated young children as sexual playthings. A notable example includes the future king of France, Louis XIII. The youth who were sexually abused were well known to nineteenth-century Americans. In New York City, between 1790 and 1876, a third of rape victims were under the age of 19 and during the 1820, this figure was 76 percent. Historian Lynn Sacco found more than 500 published newspaper reports of father-daughter incest between 1817 and 1899.

An 1894 textbook, A System of Legal Medicine, reported that "the rape of children is the most common form of sexual offence." In his landmark study of female sexual behaviour published in 1953, Alfred Kinsey reported that a quarter of all girls under the age of 14 reported that they had experienced some form of sexual abuse including fondling, exhibitionism and incest. Child sexual abuse has grabbed public attention over the past few decades and has become one of the most high-profile offences. Since the 1970, child sexual abuse has been considered highly harmful to children and thus improper to society as a whole.

Patel (2006) affirms that, there are physical, sexual and psychological violence that affects many millions children who are working across all regions both legally and illegally. It may be used to coerce children to work or punish or control them in the workplace. Some categories of illegal work have been identified as worst forms of child labour and so are considered as violence against children. Most work place violence is inflicted by employers, although those who inflict violence may also include co-workers, foremen, customers, police, criminal gangs and intermediaries.

According to Kannappan (2019), in most African countries like Zimbabwe and Zambia, many girls work in domestic labour which is often unregulated. They report maltreatment such as physical punishment, humiliation and sexual harassment. The exploitation of children in prostitution or child pornography is not only a form of violence in itself. It also puts the exploited children at risk of physical and psychological violence, as well as neglect.   In Zvishavane, child sexual abuse is a dark reality that routinely inflicts our daily lives but violence may also be associated with the mass media and new information and communication technologies. Community violence often affects marginalized groups of children, such as street children. The mass media sometimes portray violence as normal or glorify it. Cyber-bullying through the Internet or mobile phones has been documented in recent times.

2.3.1 Causes of child neglect

- Parental factors

According to Chakrabaty (2018), parental risk factors are responsible for child neglect. It includes abuse history of parents, mental health problem, domestic violence, criminal history, drug and alcohol problem. In Zvishavane, most parents who were abused as children are more likely to neglect their own children. Most perpetrators of child neglect cases reported are adults

who are also victims of child abuse. Chakrabaty (2018) went on further arguing that, domestic violence can also be a cause of child neglect. This includes all physical assault, periods of intimidation and harassment or threat between a parent and another adult in the home. A parent's alcohol and drug problems may be to blame for child neglect. The issue of parental intoxication and alcohol disrupts family function and marital relations. Thus, children are becoming victims of child neglect due to alcohol and drug problem of the parents.

Schelbe and Geiger (2017) concurs that, a large body of research has focused on the intergenerational transmission of child maltreatment, or the processes through which individuals' experiences of maltreatment victimization increase the risk that their children experience mal treatment victimization. Attachment theory suggests that insecure attachment or a phenomenon in which the parent child relationship is contaminated with fear and distrust explains intergenerational transmission of maltreatment. A number of parents in Zvishavane who have not experienced secure attachments with their own caregivers have difficulty forming them with their own children.

According to Morton and Browne (2018), other researcher refers to social learning theory by Bandura (1978) to suggest that intergenerational transmission occurs because children learn how to be parents from their own parents. Both theories, as applied to maltreatment, suggest that the propensity to perpetrate child maltreatment is rooted in parents' own childhood relationships and experiences.

- Structure and size of family

Family structure and size are fundamental factors of child neglect. Morton and Browne (2018) concurs that, in most rural areas of Zimbabwe children coming from large families are very vulnerable as parents do not find much time for each child. Children of single parents or divorced parents are particularly susceptible. Children from dysfunctional families or poor families are vulnerable of sexual abuse. Parental substance abusers or alcohol addiction is also associated with child neglect.

- Lack of effective Implementation of legislation and policy

Morton and Browne (2018) went on arguing that, lack of implementation of legislation and policy is another reason for child neglect. In Zimbabwe, there is a gap between law and implementation. This is the reason why criminals get full chance to gather courage to commit such heinous crime. Insensitive behaviour by the police in reporting cases, delay in trial, conviction and tampering with evidence do not bring punishment to the offender.

- Economic pressures

Conger and Elder (1994) stipulates that, poverty is the single greatest threat to the well - being of children. It is a major cause of child neglect. It may affect every area of a child's development. Several studies have found a strong link between poverty and child neglect in under-developed countries like Zimbabwe. The studies lay down high levels of unemployment and poverty have higher rates of child neglect. Furthermore, studies also found communities with high level of poverty and have poor physical and social infrastructure. Looking beyond explanations related to prior parenting experiences, the family stress model of economic hardship was proposed to understand the pathway through which economic hardships, such as debt burden, income loss, or economic insecurity, negatively affect child and adolescent development.

Conger and elder (1994) went further arguing that, the model proposes that economic hardship may not only deprive children of critical material needs, but also adversely impact family dynamics. The model posits that difficulties in or inability to meet family economic needs results in economic pressure, which in turn produces psychological distress, relationship conflict, and changes in parental affect and behaviour. In these family environments of the Mashona people, children may be subjected to harsh and inconsistent discipline practices, or parents may be withdrawn. In extreme cases, harsh or withdrawn parenting can escalate to child neglect.

2.3.2 Effects of child neglect

Child neglect can affect the overall development of the child whether it is done physically, emotionally, sexually and socially.

- Physical Consequences

Gupta (2020) is of the view that, child neglect has consequences on the physical health of the child. The effect of child neglect can be very harmful and long lasting. In cases of sexual abuse of girl child, girl child suffers from chronic pelvic pain. Brutal child abuses result in genital injuries such as hymen laceration or damage to the genital organs of the victim girl and urinary retention.

- Behavioural Consequences

According to Gupta (2020), in Zimbabwean communities' children subjected to corporal punishment show a greater tendency towards aggressive and risky behaviour. Children run away from home, lie and commit crimes because of aggressive and risky behaviour. Children that experience neglect in form of physical abuse and sexual abuse, have less academic success. Abused children become addicted to drugs and alcohol abuse.

- Psychological Consequences

Shaw and McKay (1942) are of the view that, child neglect have psychological effect. It includes low self-esteem, depression and relationship difficulties. In developing countries like Zambia, physical and sexual abused children suffer from personality disorder, depression anxiety and other psychiatric disorders. Child neglect destroys the entire psychology of the child. This pushes him into deep emotional distress. These may also include bed wetting, sleep disorders. A child who is neglected has a sense of guilt. The child begins to blame himself, holds himself responsible for everything that happened.

Social disorganization theory was originally put forth to explain geographic variation in crime and delinquency, but it has since been widely applied to geographic variation in child maltreatment rates. The theory postulates that there is something unique about the communities in which individuals live that can increase the rates of crime and delinquency, and that by and large these differential rates are not driven by differences across individual people. Shaw and McKay (1942) referred to this phenomenon as social disorganization and proposed three community-level factors that they posited led to increased crime and delinquency: concentrated disadvantage, ethnic heterogeneity, and residential mobility.

This theory has been adapted by child maltreatment researchers to understand geographic variation in maltreatment. These researchers have suggested that parents face multiple stressors, are unable to access resources, and do not have the necessary social norms to prevent maltreatment because of the neighbourhood in which they live (Coulton et al. 2007).

2.3.3 Types of child neglect

Children's vulnerabilities and exposure to violations of their protection rights remain spread and multiple in nature. Hussy et. al (2005) The manifestations of these violations are various, ranging from child labour, child trafficking, to commercial sexual exploitation and many other forms of violence, abuse and neglect. By any objective measures, this issue should rank high

on the global agenda but in practice it is surrounded by a wall of silence and perpetuated by ignorance.

Hussy et. al (2005) went on arguing that, in India, over the centuries, children have been subjected to physical, sexual and emotional abuse as well as neglect infect a majority of cases it goes unnoticed and unreported on account of the innocence of the victim, stigma attached to the act, callousness and insensitivity of the investigating and the law enforcement agencies, etc. Often, Child sexual abuse is a dark reality that routinely inflicts our daily lives but sexual abuse and mental (emotional) abuse of a child less than 18 years of age by a parent or other caretaker or any member of the society.

- Physical Abuse

Conger and Gray (2014) affirms that, physical abuse is the inflicting of physical injury upon a child. This may include burning, hitting, punching, shaking, kicking, beating or otherwise harming a child. The parent or caretaker may not have intended to hurt the child. It may, however, be the result of over-discipline or physical punishment that is inappropriate to the child's age.

- Sexual Abuse

Kool (2008) stipulates that, sexual abuse is inappropriate sexual behaviour with a child. It includes fondling a child's genitals, making the child fondle the adult's genitals, intercourse, incest, rape, sodomy, exhibitionism and sexual exploitation.

- Emotional/Psychological Abuse

Pagare (2016) is of the view that, emotional abuse is also known as verbal abuse, mental abuse, and psychological mal- treatment. It includes acts or the failures to act by parents or caretakers that have caused or could cause, serious behavioural, cognitive, emotional, or mental trauma.

- Neglect

According to Pagare (2016), child neglect is the failure to provide for the child's basic needs. Neglect can be physical, educational, or emotional. Physical neglect can include not providing adequate food or clothing, appropriate medical care, supervision, or proper weather protection thus heat or cold. It may include abandonment. Educational neglect includes failure to provide appropriate schooling or special educational needs, allowing excessive truancies. Psychological neglect includes the lack of any emotional support and love, never attending to the child, substance abuse including allowing the child to participate in drug and alcohol use.

2.3.4 Possible solutions to child neglect

According to Sedlak At.al (2010) school administration should provide access to school counsellors or therapists for children to discuss their experiences and receive support. Most schools in developed countries like Canada and Australia have an ideology of employing Social workers in schools in order to safe guard the rights of children against neglect. Schools social workers will be able to identify and report on behalf of children neglected.

Furthermore, in developed countries they also conduct awareness programs that are a possible solution to child neglect among school going children. Sedlak At.al (2010) agrees that, in countries like Unites States of America and United Kingdom stakeholders that are responsible for safeguarding the children's interests implement age-appropriate awareness programs to educate children about neglects, abuses and their rights.

More so, in countries like South Africa and Zimbabwe, a community-based possible solution to child neglect among school going children include offering parenting classes. Shaw and McKay (2022) agrees that, Local authorities or the Department of Social Services is introducing and offering parenting classes and workshops to educate caregivers about positive parenting practices and stress management. In Zimbabwe there is child protection meetings in schools and the meetings are conducted every school term. As a result, parents and teachers are well versed about the dangers of child neglect in the child' development.

2.4 Conclusion

This chapter looked at literature review thus understanding what others have understood in their previous researches. This chapter also looked at Ecological systems theory which was developed by Urie Bronfenbrenner a Russian-American psychologist in the 1970s. This theory will assist in understanding this research of exploring child neglect among school going children living in compounds. Furthermore, this chapter also looked at causes of child neglect, effects of child neglect and types of child neglect.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter is going to look at how the research was able to conduct, design and adopt instruments that are key to the research. This chapter is also going to describe how the target population is going to be sampled. Moreover, this chapter is going to look at issues of ethical considerations such as respect, confidentiality, informed consent among other. An outline of how the research data is going to be captured and analysed is also presented in this chapter.

3.2 Research philosophy

Chan and Torgler (2020) concurs that, research philosophy is a set of beliefs, assumptions, and principles that underlie the way one approach a study. The research philosophy encapsulates the nature of the knowledge that one seeks to obtain by undertaking the study. Research philosophy reflects what sort of knowledge and insight one believe one can realistically gain by undertaking a research project. The research is going to use interpretivism approach as a research philosophy in order to come up with concrete study. Chan and Torgler (2020) went further arguing that, Interpretivism takes the position that reality is socially constructed and the reality is subjective, and is constructed by the observer through their experience of it, rather than being independent of the observer. The researcher will be very observative to all the aspects of the study.

3.3 Research Approach

Due to the quality of the research, the researcher is going to use Qualitative design as a research method as it allows for a rich and detailed understanding of an occurrence in child abuse and neglect among school going children living in compounds. According to Babble (2020), Qualitative research method will provide deep insights into human behaviour, understanding of complex issues by allowing for flexibility in data collection, uncovering trends that qualitative data might miss and providing context through detailed participant perspectives and

experiences. Hodge, Kremer, Vaughn (2016) qualitative research will enable researchers to explore what is behind human behaviour. Also the researcher will have flexibility in design whereby researchers adapt their questions and approach based on participant responses allowing for exploration of unexpected themes and insights. More so, qualitative research enables uncovering of hidden issues by allowing participants to express their perspectives freely. Flexer (2021) qualitative research can reveal underlying issues or concern that might not be captured by quantitative methods. In this research through qualitative research, the researcher will have a contextual understanding by capturing the complexities of a situation by studying participants within their natural environment providing valuable context for interpreting data.

3.4 Research design

Phenomenological research design was used in the research study. Phenomenological methodology recognizes the principle of human understanding (Punch, 2015). The technique provides a rich and broad description of human contributions and meanings and findings are allowed to ascend, rather than being prescribed by an investigator (Punch, 2015). The design licenses for full knowledge of the theme under study as it focusses on replying to questions on why and how of the presenting situation (Noble, 2014). The researcher used qualitative methods in gathering data from the study participants. Qualitative research approaches serve to provide a bigger picture of a problem and can inform in an available way (Noble, 2014).

Brun & Khdari (2016) stipulates that, qualitative research method enables the researcher in three steps that are drafting, organising data into themes and presenting it. Literature review also play a vital role in the analysis of raw data by coming up with ideas, themes and concepts relating to the research questions especially those that relate to the exploring child neglect among school going children living in compounds. The data obtained will be transcribed, checked, veiled, themed and created.

Case study will also be used by the researcher in trying to get clear understanding of the situation in question thus, the exploring child neglect among school going children living in compounds.Brun & Khdari (2016) concurs that, an exemplary case study involves four elements thus the research question, the case(s), the data collection process, and the analysis. The research question element of research commences at identifying the research question

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which should be narrow and precise. The second element involves collecting information from various sources. The data collection process should be systematic and rigorous to ensure that the data collected are valid and reliable.

Data collected will be analysed using various methods that are content analysis, narrative analysis and thematic analysis so as to identify patterns, themes and categories in the data. According to Brun & Khdari (2016), the data analysis process involves sorting the data, coding it and organizing it into themes and categories. Case study also includes the interpretation of data to draw conclusions, identifying patterns and generate explanations. The final element of a case study is the write-up.

3.5 Study setting

Zvishavane is a mine town with many cases of child abuse due to risky behaviours by children' parents or guardians. According to Bandura on Social learning theory, children tend to learn from the behaviours of their role models in the community which in this case are their parents or guardians. In this case therefore, children themselves indulge in risky behaviours which endangers their well-being. In Zvishavane compounds, there is poor housing system whereby the home set up is not conducive for children' welfare and protection. In some homes, parents sleep in a single room with teenage children making them exposed to sexual intercourse which they do in the night. As a result, these children feels the need to practice what they heard during the night. In these types of settings children are abused sexually and emotionally. Because of the above, the research was able to choose Zvishavane compounds as a study setting.

3.6 Target Population

Bryman (2018) notes that, study population is the complete group of people or objects to which the researcher wishes to simplify the study discoveries. Bryman (2008) went further arguing that, target population are typically defined specifically rather than unclearly. The individuals are grouped together by a similar or common characteristic or sometimes two common features. The target population comprised of 3 school teachers, 1 school headmaster, 2 Social workers,1 District Administrator, 3 parents and 5 school pupils.

3.7 Sampling Techniques and Sample Size

3.7.1 Sample Size

Taylor (2018) view sample as a process of selecting components from a population of interest so that by studying the sample we may fairly generalize our results back to the population which they were chosen from. A total of 15 were selected for the study. Key informants were sampled due to their level of contact and interaction with child neglect among school going children.

3.7.2 Purposive Sampling

Creswell (2014) affirms that, Purposive sampling is used when a varied sample is necessary or the opinion of experts in a particular field is the topic of interest. Taylor (2018) asserts that, Purposive sampling is identification and selection of individuals that are knowledgeable about and have experienced the situation thus school 3 school teachers, 1 school headmaster, 2 Social workers,1 District Administrator, 3 parents and 5 school pupils. were targeted under purposive sampling due to their interaction with child neglect among school going children living in compounds.

3.8 Data Collection Techniques and Tools

3.8.1 Qualitative Research Interviews

The Qualitative research interview seeks to describe the meanings of central themes in the life world of the subjects. Creswell (2014) is of the view that, the main task in interviewing is to understand the meaning of what the interviewee says. A qualitative research interview seeks to cover both a realistic and a meaning level. The research interviews will be used on 3 school teachers, 1 school headmaster, 2 Social workers,1 District Administrator, 3 parents and 5 school pupils.

3.8.2 In-Depth Interviews

According to Boyce (2016), in-depth interviewing is a qualitative research system that involves conducting rigorous individual interviews with a small number of respondents to explore their view points on a particular idea, program, or situation. Using an interview guide, the researcher will conduct in-depth interviews with 3 school teachers, 1 school headmaster, 2 Social workers,1 District Administrator, 3 parents and 5 school pupils.to explore the intersecting child

neglect among school going children living in compounds. The in-depth interview method is suitable as it allows probing.

3.8.3 Observation

Cresswell (2014) stipulates that, observation is a way of gathering data by watching behaviour, events, or noting physical gestures. The researcher will also observe the participants as they respond to the interview questions and will write down some field notes. The study area is where the researcher lives temporarily, having high knowledge of the place and the residents, one will be able to observe in a successful and comprehensive manner.

3.8.4 Key Informant Interviews

According to Creswell (2014), key informant interviews are those interviews held with people whose experience or expertise in research and practice in the area under study provides a better understanding of the situation of the participants. Kothari (2014) went further arguing that, key informant provides valuable understanding to the target population's behaviour and attitudes thus producing reliable and valid responses due to their technical know-how and expertise in the topic under study. Key informants were sampled due to their level of contact and interaction with local authorities. These key informants are 3 school teachers, 1 school headmaster, 2 Social workers,1 District Administrator, 3 parents and 5 school pupils.

3.9 Validity & reliability

3.9.1   Validity

Long (2004) defined validity as, integrity and application of the methods undertaken and the accuracy in which the findings accurately replicate the data and reliability describes consistency within the employed analytical procedures. According to Smith and Noble (2014), the true value in research is when the researcher recognises that multiple realities exist. The researcher collected data from three sources and triangulated the findings. Interviews were conducted with the groups linked to local authorities' service delivery. The research was conducted amongst 3 school teachers, 1 school headmaster, 2 Social workers,1 District Administrator, 3 parents and 5 school pupils.

3.9.2 Reliability

Golfshan (2013) defines reliability as, precision in which research findings precisely reflect the data and integrity and application of the methods commenced. Data collected will be safely kept and also ensuring interpretation of data is done accurately and consistently. To ensure consistency the researcher made use of interview guides. Whilst interviewing the research participants, the researcher observes the non-verbal clues and derived meaning. When transcribing the data, the rich literal descriptions of participants were used to support findings. The data will be presented in the next chapter.

3.10 Data Analysis

Austin (2014) stipulates that, Data analyses through Qualitative research is biased and challenges the researcher to analyse data in order to form ideas. The researcher will take three steps which are drafting and organising data into themes and presenting it. The reviewed literature also played an important role in the analysis of raw data by coming up with themes, ideas and concepts relating to the research questions especially those that relate to child neglect among school going children living in compounds. Data were transcribed, checked, veiled, themed and created.

The researcher will pick on all aspects that came out of the interview including pauses, laughter or looks of discomfort or any other contextual information. The transcribed data will be coded. Austin (2014) went further arguing that, coding refers to the identification of topics, issues, similarities, and differences that are revealed through the participants' narratives and interpreted by the researcher.

3.11 Limitations of the study

The study is time consuming and requires a lot of focus, hence the researcher will take advantage of weekends and public holidays to collect data. There is also an issue of resources. The researcher will get assistance from the family members. The researcher's supervisor is promising to be helpful in showing guidance throughout the research process.

3.12 Chapter Summary

In this chapter, the researcher discussed on research design and methodology which are going to be used in data collection and analysis so as to come out with valid and reliable data or information. The researcher also looked at ethical considerations thus ethics which are going to be observed whilst conducting the research.

CHAPTER 4

PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter is going to be of presentation of the gathered information, the information is going also to be interpreted, analysed and discussed. In doing so, the researcher is going to use objectives of this study as a guideline to present, interpret, analyse and discuss the findings. The findings include causes of child abuse and neglect, types of child neglect, effects of child neglect and possible solutions to child neglect.

4.2 Causes of child neglect in Zvishavane Brown compound.

4.2.1 Family history of abuse

According to Babble (2020), a parent or a caregiver has a history of being abused, they may be more likely to neglect their own child. In Zimbabwe most parents were abused while growing up and they have normalized the treatment, for instance, given corporal punishment with a shambok made from crocodile's skin causing serious injuries.

A participant said that,

> *"If a person is raised in an abusive environment he or she is likely to be abusive towards children in her care. Some parents were raised in a harsh environment and they have a perception that, children should be raised in harsh conditions in order to make it in life. This increase the continuous circle of child neglect in that family's history."*

4.2.2 Drugs and Substance abuse

Chakraborty (2018) is of the view that, when a patient of substance abuse is high, he or she tend to be violent towards the weak. Also, the mental disorders of the person can also lead him or her to be violent towards children. The neglect may be physical, economical and sexual.

Another participant had this to say,

"Most people who indulge in drug and substance abuse are often perpetrators of child neglect. They would physically, sexually and emotionally abuse children in times when they are high. In most cases also, they would neglect children and left them without the supervision of an adult."

4.2.3 Mental health issues

According to Flexer (2021), untreated mental health conditions such as depression, or anxiety can increase the risk of child neglect.

A Social worker had this to say,

"Most patients of psychosis and schizophrenia are often aggressive towards children. People find it difficult to diagnose a person's mental illness and it takes long to save children from such neglects."

4.2.4 Stress and lack of coping mechanisms

Fox and Leavitt (2015) concurs that, caregivers who experience high level of stress and lack of healthy coping mechanisms may be more likely to neglect their child.

A participant said,

"Due to the prevailing economic meltdown of the Zimbabwean economy, most people are too stressed to such an extent that, when they punish children they do it abnormally. Some even reach an extent of murdering children unknowingly. For example, a recent case of a women whose husband cheated her with another woman. The woman became too stressed and emotional and she made a rational decision of murdering the kids and committed suicide. This situation was caused by stress and lack of coping mechanisms."

4.2.5 Poverty and financial stress

Fox and Leavitt (2015) stipulates that, families living in poverty or experiencing financial stress may be more vulnerable to child neglect.

According to one of the Social workers interviewed,

> "Family poverty and financial stress often led parents to violet children's rights knowingly and unknowingly. For instance, most parents in Zimbabwe cannot afford to enrol their children in school, as a result the children stays at home while other children are attending classes."

4.2.6 Social isolation of the child' family

Fox and Leavitt (2015) argues that, families who are isolated from their communities and lacks social support may lead to child neglect.

A participant had this to say,

> "Social isolation may lead many children to be homeless. As a result, there will be an increase in children living and working in the streets. In this streets life, that is when these children get abused in all forms of abuse. It's so sad."

4.2.7 Harmful Cultural and societal norms

According to Huggins Hoyt (2018), in some cultures or societies, physical punishment or emotional abuse may be more accepted, increasing the risk of child neglect.

According to another participant,

> "Some cultures are in violation of the children' rights. There are cultures that makes it an obligation to test a girl child' virginity in order to check her innocents. This is in violation of the child' will and such practices should be banned."

4.2.8 Lack of education and resources

Huggins Hoyt (2018) is of the view that, caregivers who lack education and resources on child development, parenting and stress management are more likely to neglect their children.

A participant had this to say,

> "Most caregivers do not understand child development, parenting and stress management. As simple as toilet training, many caregivers use harsh methods and punishment which are in violation of the children' rights. For instance, beating the child necked when the child urinates in his or her pants."

4.2.9 Lack of parenting skills

Huggins Hoyt (2018) affirms that, inadequate parenting skills or knowledge can contribute to child neglect.

Another participant said that,

> "Most parents are not aware of the Children Act let alone children' rights in general. This therefore result in children being abuse even with their biological parents unknowingly."

4.2.10 Low self-esteem of the parents/caregivers

Huggins Hoyt (2018) argues that, caregivers with low self-esteem may be more prone to anger and frustration leading to child neglect.

A Social worker had this to say,

> "According to the inferiority complex, a weak person tends to put his or her anger or frustration on a weaker person and in this case are the vulnerable children."

4.2.11 Domestic violence

According Huggins Hoyt (2018), children exposed to domestic violence are more likely to experience neglect.

A participant had this to say,

> "When the mother is abused by the father, she will in-turn abuse the children because they are the most vulnerable."

4.2.12 Parent-child conflict

Huggins Hoyt (2018) affirms that, frequent conflict between parents and children can increase the risk of child neglect. When there are no good relations between the parents and the children then the children are more likely to suffer abuse as they are the weaker beings.

A participant affirms that,

> "Some parents if they are not in agreement with a child' choice, they end up violating the child' right. For instance, in a custody case and the child choses to stay with the

mother and due to temper, the father would neglect the financial needs of the child thereby neglecting the child economically."

4.2.13 Lack of community resources

Pagare (2016) argues that, communities with limited resources for instance mental health services or support groups may be more vulnerable to child neglect.

A Social worker had this to say,

"If the community does not have proper homes for people who suffers from mental illnesses then these patients will be treated at home near vulnerable children. These patients of mental illness if not properly monitored can abuse children sexually, physically and emotionally. Unavailability of community resources have a negative impact on vulnerable children."

4.2.14 Poor community relationships

According to Pagare (2016), communities with strained relationships between residents, law enforcement or social services may be less likely to report or prevent child neglect.

A participant had this to say,

"There is no good relations in this compound, people are reluctant to report the social injustice they discover in a certain family. People tend to mind their own business leading to neglect of children. If the community is united and in good relationship with each other, cases of child abuse will have been reported unlike now when they are not reported."

4.3 Types of child neglect in Compound areas in Zvishavane

4.3.1 Physical neglect

According to Ross (2017), physical harm or injury inflicted on a child such as hitting, slapping or punching. Physical harm may also involve kicking, shaking or throwing a child. More so, other children may be inflicted harm through burning, scalding or physical neglect.

A participant had this to say,

> *"Physical harm is inflicting body harm or injuries on the body of a child. There was a scenario here in our area were a step-mother had beat a 3 years old vulnerable child for messing in her clothes. After beating the child, she then ties her on a tree brunch with her leg, upside down. The scenario was so sad to witness."*

4.3.2 Emotional neglect

Ross (2017) stipulates that, emotional neglect is behaviours that harms a child's self-esteem, emotional well-being or psychological development such as verbal abuse, belittling, humiliation, rejection, abandonment, neglect and exposure to domestic violence or substance abuse.

Another participant had this to share,

> *"Another form of abuse is emotional abuse and it have something to do with the mind. Us African mothers when we are angry we ought to say what we don't mean to the children. We verbally abuse children with harsh words like, 'pfutseki uri benzi remunhu risingafungi.' This will negatively affect the self-esteem of a child."*

4.3.3 Sexual neglect

According to Ross (2017), any sexual act or behaviour imposed on a child including rape, molestation, incest, sexual exploitation, prostitution, pornography and exposure to explicit sexual content or behaviour.

A participant had this to say,

> *"There is also a form of abuse which is sexual abuse. Nowadays adults do not understand that falling love with a minor child is sexual abuse and an offence. A lot of people in this compound are committing crime unknowingly and knowingly. There are a lot of early child marriages in our compound and people are reluctant to report these crimes because they fear that they will ruin another person' marriage because even themselves got married to their wives while their wives were of tender age. They deem this practice as normal and cultural."*

4.3.4 Neglect

Schelbe and Geiger (2017) concurs that, failure to provide a child's basic needs such as physical neglect for malnutrition and poor hygiene. Neglect also involves emotional neglect for instance

lack of affection and support. Educational support is another abuse to children that includes failure to enrol in school.

Another participant had this to say,

> "Most of the children are malnutrition, live in poor hygiene, are emotionally neglected, lack affection and support, and are not enrolled in school."

4.3.5 Psychological maltreatment

Schelbe and Geiger (2017) concurs that, psychological maltreatment are behaviours that interferes with a child's mental health or development including threats, intimidation and coercion. Psychological maltreatment may also involve denial of emotional support or validation and exposure to chronic stress or anxiety.

Participant had this to say,

> "In our compound, children are being bullied by older boys. The bullying includes threats, intimidation and coercion. More so, these children are denied emotional support and are exposed to chronic stress and anxiety."

4.4 The effects of child neglect on education attainment for children in Brown compound Zvishavane District.

❖ Child neglect can have a profound impact on a child's educational attainment. The stress and trauma associated with the neglect can disrupt cognitive functioning, impairing memory, attention, and executive functions crucial for learning.

4.4.1 Cognitive impacts among school going children

- A cognitive impact among school going children is on memory and learning. Ross (2017) argues that, traumatic experiences can interfere with encoding and retrieval processes, making it difficult for children to retain information and recall previously learned materials.

A participant had this to say,

> *"Many children who are neglected often underperform in their studies due to lack of concentration and absenteeism."*

- Another cognitive impact is on attention and concentration. Ross (2017) affirms that, abuse related stress can lead to difficulties in concentrating and sustaining attention, hindering academic performance.

According to another participant,

> *"Focusing is so difficult to neglected children, and this is bad as these children under perform in their school work"*

- Executive functions are also a cognitive impact. Ross (2017) stipulates that, chronic stress and trauma can disrupt the development of executive functions, including planning, problem-solving, and impulse control, essential for academic success.

Another participant had this to say,

> *"A child from a neglected background found it difficult to conduct problem-solving skills which is crucial to academic progress. As a result, such children under-perform in their studies."*

4.4.2 Emotional and Behavioural impacts among school going children

- Anxiety and depression are an emotional and behavioural impact among school going children. Ross (2017) argues that, children who experience neglect are more likely to develop anxiety and depression which can further impede academic progress.

A participant had this to say,

> *"Children who are neglected often face anxiety and depression. They are always sad and sorrowful, and they fail to concentrate in class leading to under-performance in their studies."*

- An emotional and behavioural impact among school going children include aggression and defiance. According to Ross (2017), abuse can lead to aggressive behaviour, defiance and oppositional behaviour disrupting

classroom dynamics and relationships with teachers and peers leading to poor performance in the child' studies.

A participant affirms that,

"In my experience with children who are abused at home. These children attribute aggressive and deviant behaviour. They are not in good books with peers and teachers find it difficult to teach these vulnerable children. Some of these children even find themselves suspended from school."

- Another emotional and behaviour impact among school going children is withdrawal and social isolation. Ross (2017) stipulates that, some children may withdraw into themselves, avoiding social interactions and academic pursuit leading to social Isolation and decreased academic engagement.

Another participant had this to say,

"The abused children are so quiet and they withdraw themselves from other children, they self-isolate themselves from others. They are not good in discussing school work with other thereby affecting their performance in class."

4.4.3 Academic Consequences among school going children

- Academic consequences among school going children include poor academic performance. Sharma (2014) argues that, the cumulative effect of these cognitive, emotional, and behavioural challenges can result in poor academic performance, lower grades, and decreased graduation rates.

According to a participator,

"Children who are neglected have poor academic performance and lower grades."

- Increased risk of dropping out is another academic consequence among school going children. According to Sharma (2014), children who experience abuse are at a higher risk of dropping out of school, perpetuating a cycle of poverty and social disadvantage.

A participant had this to say,

"Most abused children especially sexually abused girls often drop out of school making them vulnerable to poverty. This is common to girls in rural areas and even here in our compound many children had dropped out of school due to early marriages."

- Another academic consequence among school going children include long-term consequences. Sharma (2014) is of the view that, the impact of child neglect on education attainment can have long-lasting consequences, affecting career prospects, economic stability, and overall well-being.

Another participant had this,

"Child neglect is just bad to children' future lives and career."

4.5 Possible solutions to child neglect among school going children

There are many possible solutions that can be used to address child neglect problems among school going children.

4.5.1 School-based interventions

- A possible solution to child neglect among school going children might include mandatory reporting. Sedlak, Jane, Monica, Ian, Karla, Angela, and Spencer (2010) concurs that, there is need to train teachers and school staff to recognise and report signs of neglect. This will in turn increase the number of reported cases of child neglect and reduce child neglect cases.

A participant had this to say,

"I think it's best if teachers and school staff are trained on how to report signs of neglect."

- Another possible solution to child neglect among school going children include counselling services. Sedlak At.al (2010) concurs that, school administration should provide access to school counsellors or therapists for children to discuss their experiences and receive support. Schools in Zimbabwe should adopt the Western ideology of adopting Social worker in schools to work with children.

A participant said that,

> *"Zimbabwe school structure should involve a School Social worker who will be responsible for giving abused children counselling. This will greatly reduce child abuse in communities and schools."*

- Awareness programs can also be a possible solution to child neglect among school going children. Sedlak At.al (2010) agrees that, stakeholders that are responsible for safeguarding the children's interests should implement age-appropriate awareness programs to educate children about neglects, abuses, and child rights.

Another participant affirms that,

> *"The likes of the Department of Social Development should often conduct child protection workshops and awareness programs in school. This will improve the knowledge of communities on how to identify and report child neglect cases."*

- Another possible solution to child neglect among school going children is provision of safe spaces. Shaw and McKay (2022) concurs, Schools should create a safe and confidential space for children to share their concerns freely and also to report incidents without fear of another victimization.

A participant stipulates that,

> *"If there is a Social worker in schools then there will be a safe and confidential space for children to share their concerns freely."*

4.5.2 Community-based interventions

- A community-based possible solution to child neglect among school going children is offering parenting classes. Shaw and McKay (2022) agrees that, Local authorities or the Department of Social Development can introduce or offer parenting classes and workshops to educate caregivers about positive parenting practices and stress management.

Another participant had this to say,

> *"In Zimbabwe there are Community care workers who are trained to educate parents on positive parenting practices. Also the Department of Social Development should continue offering stress management education to caregivers."*

- Another community-based possible solution to child neglect among school going children include support groups. Shaw and McKay (2022) argues that, there is need for establishing support groups for parents, caregivers, and children to share experiences and receive support on child neglect issues.

A participant is of the view that,

> *"Support groups are of paramount importance in order to end child neglect in the communities. There should be establishment of support groups in the communities."*

- Organizing community outreach is also a community-based possible solution to child neglect among school going children. Shaw and McKay (2022) concurs that, there should be an engagement with the local community organizations, healthcare providers, and social services to provide resources and support destined to end child neglect in the communities.

Another participant had this to say,

> *"Non-Governmental Organizations should have more community outreaches to spread awareness on how to end child neglect in the community."*

- A community-based possible solution to child neglect among school going children also consist of the use of volunteer mentors. Shaw and McKay (2022) affirms that, the community should recruit volunteer mentors to provide positive role models and support for children.

A participant stipulates that,

> *"In Zimbabwe there are volunteer mentors in the communities who are Community Care workers. They only need continuous refresher workshops and resources to offer their services to the community."*

4.5.3 Policy and Legislative interventions

- A policy and legislative possible solution to child neglect among school going children include strengthening of laws and policies. Shaw and McKay (2022) argues that, there is need for advocating for a stronger laws and policies to prevent child neglect.

A participant is of the view that,

> *"Zimbabwe should enforce laws similar to Muslims countries where sexual abuse offenders are castrated. There should be stiffer punishment for abusers of children. However, due to high rate of corruption in Zvishavane, child rights offenders are walking freely and this is a contributing factor of why people are reluctant to report child neglected cases."*

- Increased funding is also a policy and legislative possible solution to child neglect among school going children. Sharma (2014) stipulates that, there is need for Governments to allocate sufficient funding for programs and services that support child welfare and protection.

Another participant had this to say,

> *"There is need for adequate resources to assist or conduct child neglect cases. Some of the reason why child neglect cases are not conducted successfully is because of limited resources. For instance, most teen pregnant pupils require school fees assistance after they had given birth as a rehabilitation stance. Due to unavailability of resources these children are found dropping out of school."*

- There should be an improved reporting mechanism as a policy and legislative possible solution to child neglect among school going children. According to Sharma (2014), the community should establish efficient reporting mechanisms for suspected child neglect.

A participant stipulates that,

> *"I suggest there should be installation of suggestion boxes in the community in order for people to report child neglect secretly."*

- Enhancing accountability is another policy and legislative possible solution to child neglect among school going children. According Sharma (2014), the community should ensure that, among the caregivers, educators, and authorities responsible for child welfare they should advocate for policies and legislatives that protect children from neglect.

A participant argues that,

> *"Police, Probation Officers and Magistrates should be accountable for child neglect cases which are not done properly. This will improve how cases of child abuse and neglect are conducted."*

4.5.4 Family-centred interventions

- A family therapy intervention is a possible solution to child neglect among school going children. Sharma (2014) affirms that, there is need to provide family therapy to address underlying issues and improve relationships. As a result, caregivers or parents will be able to avoid ill-treatment and neglect of children.

A participant had this to say,

> *"Some families are in need of therapy in order to function well and end child neglect cases. However, resources are needed as they are part of the therapy that most families need in order to end child neglect cases."*

- Another family-centered possible solution to child neglect among school going children are parent-child interaction therapy. Sharma (2014) argues that, service providers in the community like Department of Social Services should offer parent-child interaction therapy to enhance positive parenting practices thereby reducing child neglect.

Another participant stipulates that,

> *"The community should be conscientized about parent-child interaction therapy so that they can visit the Department of Social Development for that service."*

- Another possible solution to child neglect among school going children is provision of in-home support services, such as home visits and parenting coaching.

A participant affirms that,

> *"The Department of Social Development should continue providing in-home support services through home visits."*

4.5.5 Technology-based interventions

- On technological-based intervention there is a possible solution of online reporting tools. There in a need to develop online reporting tools for children, caregivers, and educators to report suspected neglect.

A participant had this to say,

> *"Nowadays there is Whatsapp whereby most people subscribe to it, Social workers at the Department of Social welfare have Whatsapp too. Most of the cases are reported via Whatsapp platform which is an effective and fast way to report child neglect cases."*

- Another technology-based intervention as a possible solution to child neglect among school going children is virtual support services. Service providers had to provide virtual support services such as online counselling and support groups.

Another participant argues that,

> *"Network service providers like Econet and Netone should install network transmitters in all residential places for people to have good communication between them and service providers. Virtual support services are achievable if service providers strengthen their network waves and making it affordable the cost of their services."*

- Offering of educational resources is also a technology-based intervention. The Department of Social development in the district may assist in coordinating an online educational resources and awareness programs for children, caregivers, and educators.

A participant had this to say,

"I can suggest online educational resources like articles written in Shona, Ndebele and English to circulate in Whatsapp groups in order for people to learn about how to end child neglect. However, the articles should be short for people are reluctant to read long articles."

- Technology-based intervention as a possible solution to child neglect among school going children include helpline and chat services. In Zvishavane, stakeholders like Childline should establish helplines and chat services for children and caregivers to access support and guidance.

A participant argues that,

"In Harare, there Childline that offers helpline services and chat services for people to report child neglect cases. Zvishavane should also have such services in order for people to report child neglect cases."

4.6 Chapter Summary

This chapter was able to give detailed information of the findings of this research. The chapter managed to present data as gathered. Also there was interpretation of data, analysis of data and also discussion of data. The chapter shows that, participants gave detailed responses to research questions that were administered to them. The questions were in line with the research objectives such as the causes of child neglect, types of child neglect, effects of child neglect and the possible solutions of child neglect.

CHAPTER FIVE

5.0. SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND AREAS FOR FURTHER RESEARCH

5.1. Introduction

This chapter is going to look at the research summary, research conclusions, recommendations and areas for further research. The research information on the findings of the study are also presented in this chapter.

5.2. Summary

The research study was categorized into five chapters:

5.2.1 Chapter One: Introduction

Chapter 1 focuses on the introduction and the background of the study. It also discusses on the purpose of the study, statement of the problem, objectives of the study, research questions, limitations and delimitations of the study. In Zvishavane Zimbabwe, there is high number of child neglect among school going children living in Brown compounds. According to the Department of Social Development, In Zvishavane, over three thousand children attributes signs and indicators of child neglect. Children are being filmed and posted on social media while being abuse physically, sexually and emotionally. Child neglect also lead to large volume of cases were children are being harassed and even killed for ritual purposes. People are now more focused on getting rich on the expense of children's lives. Furthermore, the nuclear now have greater and increasing number of abuses towards children. The Zimbabwean environment is now too risky for children on child neglect cases, hence the need for this research.

5.2.2 Chapter Two: Conceptualizing child neglect and Theoretical Framework.

This chapter looks at the theoretical framework thus of Ecological system theory which was developed by Urie Bronfenbrenner a Russian-American psychologist in the 1970s. This theory assists in understanding this research of exploring child neglect among school going children living in compounds. that guides the study. The chapter also conceptualize child neglect. In

conceptualize child neglect the research looked at causes of child neglect, effects of child neglect, types of child neglect and possible solutions to child neglect.

5.2.3 Chapter Three: Research Design and Methodology

This chapter focuses on the research philosophy, research approach, research design, study setting, target population, sampling techniques and sample, data collection techniques and tools, validity and reliability, data analysis and limitations of the study. Qualitative design was chosen because it allows for a rich and detailed understanding on the conflict between residents and local authorities' management over revenue collection and development. The researcher is able to understand an issue from a first-hand experience. The research methodology makes use of in-depth interviews coupled with observations thereby accounting for what is said or done. The research target includes 3 school teachers, 1 school headmaster, 2 Social workers,1 District Administrator, 3 parents and 5 school pupils.

5.2.4 Chapter Four: Data presentation, analysis and discussion of findings

This chapter is focusing on data presentation, data analyses and discussion of key findings. The data captured was administered through research questions to the research participants. In presenting, analysing and discussing the findings the research looks at cause of child neglect in Zvishavane Brown compounds, the effects of child neglect among school going children in Zvishavane Brown compounds, and possible solutions to child neglect among school going children. The above findings fulfil the research problem thus child neglect among school going children living in compounds, a case study of Brown compound Zvishavane District.

5.2.5 Chapter Five: Summary, conclusions and Recommendations, and Areas for further research.

The final chapter encompasses of the summary, conclusions and recommendations of the study research. The analysis concluded that there is child neglect among school going children living in Zvishavane Brown Compound. The child neglect is caused by family history of abuse, drug and substance abuse, mental health issues, stress and lack of coping mechanisms, poverty and financial stress. There are types of child neglect, possible solutions to child neglect and recommendations that can be attributed towards mitigating child neglect.

5.3. Conclusions

The following conclusions were drawn from research objectives.

5.3.1 Causes of child neglect in Brown Compound Zvishavane District.

The study research managed to research on the causes of child neglect in Zvishavane Brown compound. Family history of abuse cause child neglect. A parent or a caregiver has a history of being abused, they may be more likely to neglect their own child. Drugs and Substance abuse is another cause of child neglect in the sense that, when a patient of substance abuse is high, he or she tend to be violent towards the child causing emotional stress to the child. The neglect may be physical, economical and sexual. Untreated mental health conditions such as depression, or anxiety can increase the risk of child neglect.

Caregivers who experience high level of stress and lack of healthy coping mechanisms may be more likely to neglect their child. More so, families living in poverty or experiencing financial stress may be more vulnerable to child neglect. Furthermore, harmful Cultural and societal norms cause child neglect. In some cultures, or societies, physical punishment or emotional abuse may be more accepted, increasing the risk of child neglect. Moreover, caregivers who lack education and resources on child development, parenting and stress management are more likely to neglect their children.

Another cause of child neglect is domestic violence. Children exposed to domestic violence are more likely to experience neglect in the sense that, when the mother is abused by the father, she will in-turn abuse the children because they are the most vulnerable result in neglect. Also, parent-child conflict is another cause of child neglect. Frequent conflict between parents and children can increase the risk of child neglect. When there are no good relations between the parents and the children then the children are more likely to suffer abuse as they are the weaker beings.

Lack of community resources can be also a factor towards child neglect among school going children living in compounds. Communities with limited resources for instance mental health services or support groups may be more vulnerable to child neglect. If the community does not have proper homes for people who suffers from mental illnesses, then these patients will be treated at home near vulnerable children. These patients of mental illness if not properly

monitored can abuse children sexually, physically and emotionally. Unavailability of community resources have a negative impact on vulnerable children.

5.3.2 Types of child neglect in Brown Compound Zvishavane District.

Physical neglect is a type of neglect in Brown compound Zvishavane district.Physical harm or injury inflicted on a child such as hitting, slapping or punching. Physical harm may also involve kicking, shaking or throwing a child. More so, other children may be inflicted harm through burning, scalding or physical neglect.

Emotional neglect is also a type of neglect in Brown compound Zvishavane district. Emotional neglect is a behaviours that harms a child's self-esteem, emotional well-being or psychological development such as verbal abuse, belittling, humiliation, rejection, abandonment, neglect and exposure to domestic violence or substance abuse.

Sexual neglect is also a type of child neglect found in Brown compound Zvishavane District. Child sexual neglect isany sexual act or behaviour imposed on a child including rape, molestation, incest, sexual exploitation, prostitution, pornography and exposure to explicit sexual content or behaviour. More so, psychological maltreatment is a child neglect that is found among school going children living in compounds. Psychological maltreatment are behaviours that interferes with a child's mental health or development including threats, intimidation and coercion. Psychological maltreatment may also involve denial of emotional support or validation and exposure to chronic stress or anxiety.

5.3.4 Effects of child neglect on education attainment for children in Brown Compound Zvishavane District.

Cognitive impacts among school going children is an effect of child neglect on education attainment for children for children in Brown compound Zvishavane District. A cognitive impact among school going children is on memory and learning. Traumatic experiences can interfere with encoding and retrieval processes, making it difficult for children to retain information and recall previously learned materials. Another cognitive impact is on attention and concentration.Abuse related stress can lead to difficulties in concentrating and sustaining attention, hindering academic performance. Executive functions are also a cognitive impact.

Chronic stress and trauma can disrupt the development of executive functions, including planning, problem-solving, and impulse control, essential for academic success.

Another effect of child neglect on education attainment for children in Brown Compound Zvishavane District is emotional and behaviour impacts among school going children. Anxiety and depression are an emotional and behavioural impact among school going children. Children who experience neglect are more likely to develop anxiety and depression which can further impede academic progress. Furthermore, an emotional and behavioural impact among school going children include aggression and defiance. Abuse can lead to aggressive behaviour, defiance and oppositional behaviour disrupting classroom dynamics and relationships with teachers and peers leading to poor performance in the child' studies.

Academic Consequences among school going children is another effect of child neglect on education attainment for children in Brown Compound Zvishavane District. Academic consequences among school going children include poor academic performance. The cumulative effect of these cognitive, emotional, and behavioural challenges can result in poor academic performance, lower grades, and decreased graduation rates. More so, there is increased risk of dropping out of school going children. Children who experience abuse are at a higher risk of dropping out of school, perpetuating a cycle of poverty and social disadvantage in the family or community. Moreover, academic consequence among school going children include long-term consequences. The impact of child neglect on education attainment can have long-lasting consequences, affecting career prospects, economic stability, and overall well-being.

5.3.4 Strategies to address child neglect in Brown Compounds Zvishavane District.

5.3.4.1 School-based interventions

A possible solution to child neglect among school going children might include mandatory reporting. There is need to train teachers and school staff to recognise and report signs of neglect. This will in turn increase the number of reported cases of child neglect and reduce child neglect. Another possible solution to child neglect among school going children include counselling services. School administration should provide access to school counsellors or therapists for children to discuss their experiences and receive support. Schools in Zimbabwe should adopt the Western ideology of adopting Social workers in schools to work with children.

Awareness programs can also be a possible solution to child neglect among school going children. Stakeholders that are responsible for safeguarding the children's interests should implement age-appropriate awareness programs to educate children about neglects, abuses, and their rights thereby reducing cases of child neglect. Another possible solution to child neglect among school going children is provision of safe spaces. Schools should create a safe and confidential space for children to share their concerns freely and also to report incidents without fear of another victimization.

5.3.4.2 Community-based interventions

A community-based possible solution to child neglect among school going children is offering parenting classes. Local authorities or the Department of Social Development can introduce or offer parenting classes and workshops to educate caregivers about positive parenting practices and stress management. As a result, cases of child neglect reduces and reporting on child neglect increases. Another community-based possible solution to child neglect among school going children include support groups. There is need for establishing support groups for parents, caregivers, and children to share experiences and receive support on child neglect issues.

Organizing community outreach is also a community-based possible solution to child neglect among school going children. There should be an engagement with the local community organizations, healthcare providers, and social services to provide resources and support destined to end child neglect in the communities. A community-based possible solution to child neglect among school going children also consist of the use of volunteer mentors. The community should recruit volunteer mentors to provide positive role models and support for children as a stance to curb child neglect.

5.3.4.3 Policy and Legislative interventions

A policy and legislative possible solution to child neglect among school going children include strengthening of laws and policies. There is need for advocating for a stronger laws and policies to prevent child neglect and increase reporting of child neglect in the community. Increased funding is also a policy and legislative possible solution to child neglect among school going children. There is need for Governments to allocate sufficient funding for programs and services that support child welfare and protection resulting in reduction of child neglect.

Enhancing accountability is another policy and legislative possible solution to child neglect among school going children. The community should ensure that, among the caregivers, educators, and authorities responsible for child welfare they should advocate for policies and legislatives that protect children from neglect.

5.3.4.4 Family-centred interventions

A family therapy intervention is a possible solution to child neglect among school going children. There is need to provide family therapy to address underlying issues and improve relationships. As a result, caregivers or parents will be able to avoid ill-treatment and neglect of children. Another family-centred possible solution to child neglect among school going children are parent-child interaction therapy. Service providers in the community like Department of Social Services should offer parent-child interaction therapy to enhance positive parenting practices thereby reducing child neglect.

5.3.4.5 Technology-based interventions

On technological-based intervention there is a possible solution of online reporting tools. There in a need to develop online reporting tools for children, caregivers, and educators to report suspected neglect. Another technology-based intervention as a possible solution to child neglect among school going children is virtual support services. Service providers had to provide virtual support services such as online counselling and support groups. Technology-based intervention as a possible solution to child neglect among school going children include helpline and chat services. In Zvishavane, stakeholders like Childline should establish helplines and chat services for children and caregivers to access support and guidance.

5.4. Recommendations

The following recommendations are to the Department of Social Development, NGOs, schools, the communities and children.

5.4.1 The Department of Social Development

The Department of Social development should facilitate training of teachers and school staff to recognize and report signs of neglect. The DSD officers should offer counselling services and therapists for children to discuss their experiences and receive support. DSD should advocate

or lobby for the inclusion of Social workers in schools to work with the most vulnerable children who comes from broken homes.

The DSD should conduct community-based interventions whereby the DSD officers offer parenting classes and workshops to educate caregivers about positive parenting practices and stress management. In doing so, the DSD should establish support groups for parents, caregivers and children to share experiences and receive support on child neglect issues. In addition, the DSD should also organize community outreach through the engagement with the local community organizations, healthcare providers so as to provide resources and support to end child neglect in the communities.

The DSD should lobby and advocate for policies and legislative interventions that are put in place to strengthen law and policies that are put in power to protect the vulnerable children. Strong and well honoured policies should be established in order to protect children who are victims of child neglect and abuse.

DSD should conduct family-centred interventions that are there to provide family therapy to address underlying issues and improve relationships. As a result, caregivers or parents will be able to avoid ill-treatment and neglect of children. DSD can also offer parent-child interaction therapy to enhance positive parenting practices thereby reducing child neglect.

The DSD should take into action the technology-based intervention approach. The DSD should develop online reporting tools for children, caregivers, and educators to report suspected neglect. Also, the DSD should provide virtual support services such as online counselling and support groups in order to curb child neglect.

5.4.2 Non-Governmental Organizations

NGOs should work closely with the education systems in order to train teachers and school staff to recognize and report signs of child neglect as this increase the number of reported cases of child neglect and reduce child neglect cases. More NGOs should conduct age appropriate awareness programs to educate about neglects, abuses and child rights. NGOs should also

facilitate the development of support groups for parents, caregivers and children in order to for them to share ideas and conceptualize on child neglect issues.

Furthermore, NGOs should organize community outreaches where they engagewith the local community organizations, healthcare providers, and social services to provide resources and support destined to end child neglect in the communities. In addition, NGOs should lobby and sponsor the formulation and strengthening of laws and policies that safeguard the interest of children against child neglect. In Zvishavane, NGOs should establish helpline and chat services for children and caregivers to access support, guidance and easy way of child neglect case reporting.

5.4.3 Schools

The school administration should facilitate the trainings of all school personnel on how to recognize and report signs of child neglect. In schools there should be the use of suggestion boxes and these suggestion boxes should be closely monitored. There is also need for schools to strengthen the establishment and use of Child Protection Committees (CPC) into their community. Most schools are now reluctant to have CPC meetings. As a result, information dissemination in the community if distorted hence the continued rise of child neglect and abuse.

5.4.4 The community

The community should actively participate in the programmes implemented in their area through the department of Social welfare or any other NGOs. The community should work hand in glove with schools, the department of Social Development, ZRP, NGOs and any other stakeholders that safeguard the rights of children. The community should raise alarms on child ill-treatment and neglect that is happening in their area. The community should lobby for strong laws and policies that safeguard the rights of children.

5.4.5 Children

Children should be fully involved in matters that concerns them. They should be fully consulted in everything that concern them. Children should constantly be taught on child neglect, its

nurture and how to report it. Children should be empowered through awareness and community support groups and use of social media in order to curb child neglect.

5.5 Areas of further research

There are other areas of further research that includes, exploring child neglect among adolescents, effects of poor housing on child neglect and abuse and the effect of child neglect on juvenile delinquency.

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Appendix 1

RESEARCH QUESTIONS:

FOR:

……………………………………………………………………………………..

Research Topic: EXPLORING CHILD NEGLECT AMONG SCHOOL GOING CHILDREN LIVING IN COMPOUNDS. A CASE STUDY OF ZVISHAVANE DISTRICT.

My name is Meraldah Phiri a student at Bindura University of Science Education studying towards honours degree in Social work.

NB: CONFIDENTIALITY WILL BE HIGHLY VALUED.

Name of interviewee……………………………………………………………….

Occupation…………………………………………………………………………

Age…………………………………………………………………………………

Gender……………………………………………………………………………

Marital……………………………………………………………………………

Level of education…………………………………………………………………

1. Do you know about child abuse?

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2. What is child abuse?

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3. Please list types of child abuse and neglect that you know.

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4. Explain further on how the listed types of abuse and neglect happen in a child's life.

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5. Do you understand child neglect? ....

6. What are the effects of child abuse and neglect on education attainment for children in Zvishavane compound.

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7. What possible solution to child abuse and neglect can be implemented to assist these vulnerable children?

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8.What advice would you give to children experiencing abuse?

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9.Are there community groups to support the neglected children?

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THANK YOU/TATENDA/SIYABONGA

DATA COLLECTION METHODS

Data collection methods or techniques are instruments that are canvassed in carrying out a research such as archival analysis, question and structured interviews (Bryman 2012). In this study data was collected through open minded and close ended questions.

QUESTIONS

Kings and Horrocks (2010) describe a question as an orderly printed or typed form or forms comprising a number of questions that are mailed or physically submitted to responders who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questions. The researcher also structured questions to ensure standardisation of questions so that respondents answered the same set of questions. The researcher administered questions physically to 12 people in Zvishavane Compounds and at school of which 8 of them were females and 4 were men. The researcher explored these questions among teachers, students as well as parents. The researcher used open-ended and close-ended questions to extract data.

Green (2009) noted that good quality data is ensured by developing right questions that precisely present the kind of data that the researcher is looking for. Accordingly, the researcher followed precisely the above principles of questions, with right kind of questions presented to the respondents. The researcher allowed respondents to answer the questions on their own. The questions were well sequenced to avoid misunderstanding, ambiguous and boring answer. The questions were clear and simple to avoid misunderstanding by respondents, impartial to prevent giving a biased picture of the true state of affairs and conformed as much as possible to the respondent`s way of thinking.

For the of confidentiality respondents are to be termed A, B, C, D, E, F, G, H, I and J.

According to respondent (A) a teacher at Zvishavane High School terms that she knows about child abuse and neglect and this has been the major hindrance on children's academicals performance. She states that child abuse is any form of maltreatment by an adult which is violent or threatening for the child. She listed types of child abuse and neglect which is child trafficking, criminal exploitation, gangs domestic abuse, bullying and cyber bulling and lastly emotional abuse. The respondent made clarity on these types of abuse and neglect that they are found amongst a number of school going children especially at school. According to her cyber bulling is one of the major abuse that has been happening and is still happening, this has resulted in a number of students dropping out of school and also committing suicidal acts, she further gave a reference on the event that took place in 2018 though not published that a female student committed suicide as a result of cyber bulling. In her response to question 5 she stated that child abuse and neglect results in anxiety, depression, low self-esteem, dissociation, difficulty with making relationships and lastly results in alcohol and drug abuse.

Respondent (B) another female teacher at Mandava High School, she states that she knows a lot about child abuse and neglect since it is her area of specialization in the school administer. She states that child abuse is also referred to as child maltreatment that is any action or inaction by the care giver. She listed types of abuse emotional that is torture using words, physical for example inflicting injury and psychological that is controlling the child's mind. In response to question 3 the responded states that due to child abuse and neglect the education sector has been affected deeply because children who are abused will tend to run away from their homes and starts living in the streets thereby dropping out of school so there is a number of school dropouts because of child abuse and neglect. In that case she further elaborates the negative impacts of school dropouts she highlighted that there is now a number of robbery at Compounds and also early child marriages and this is because a number of school going children have

dropped out of school. Children have tended to run away from their parent`s homes and these are children from surrounding communities such as the rural areas of Muzvondiwa, Denge and so they have tended to run away coming to Zvishavane bus rank Mandava and these are the same children who are causing criminal offences in Zvishavane Compounds. The possible measures that she suggested that can be taken to prevent child abuse are that children should be taught what is emotional, physical, psychological abuse so that they know when they are being abused. She suggests that children should be taught that when they identify these types of abuse they should be given the Helpline so that they can get help before venturing in the streets. Respondent (B) in the last questions suggested that parents or caretakers who abuse children in any form of way should be arrested, they should face certain consequences of their actions so that no any other caregiver in compounds can abuse a child in any way because they will be already aware of the consequences of child abuse and neglect.

Respondent (C) is a male resident at Kandodo Compound he states that he knows little about child abuse and neglect. In his understanding child abuse is physical, sexual, emotional or psychological maltreatment or neglect of a child. He listed types of abuse and neglect that is mainly found on Compound areas like Kandodo that is domestic abuse and educational neglect. He says domestic abuse mainly is perpetuated by step parents they expose their step children into child labour thereby limiting their reading time and as a result this leads to poor performance at school. Some parents are neglecting children of their right of going to school to reach their desired educational level. On question 5 he states that mistreated children have a greater instance of exhibiting poor social skills and classroom behaviour problems. These children are far likelier to drop-out of school before completing high school. He further suggested solutions to child neglect on question 6 that parents might not be aware that they are abusing and neglecting their children therefore there is need for them to get involved with other parents in their community on ways to take care of children. Respondent states that there should

be teachings on how to mould a child in a way that he or she is not neglected. He states that there should be support prevention programs as too often, interventions occur only after abuse is reported however greater investments are needed in programs that have been proven to stop the abuse before it occurs. On question 8 he suggested that children living under abuse should report at school or to any community member that they trust so that solution is offered before the situation goes out of hand. Lastly (C) states that yes there are community groups that supports abused and neglected children however their activity is invisible since many children are still found moving homelessly on streets because they would have run away from their abusive home places.

Moving on, the researcher went on to collect data from school going child based at Herentals Secondary School on their own so as to provide an insight on whether they are aware of child abuse and neglect. According to respondent (D) she made an insight that she knows what child abuse and neglect is all about. She provided information and also represented the other effects of child abuse and neglect which she has been noticing among her other colleagues. Respondent states that child abuse is any form of mistreatment of children by parents, teachers or even children themselves. She listed the types of child abuse that is emotional abuse and that it affects the child mentally and results in poor performance at school, isolation and sometimes results in him or her being aggressive to other children. She went on to state the types of child abuse and the people behind these actions. According to respondent children are sexually abused in communities, schools and the sad part of it is that some are sexually abused by close relatives and they end up being pregnant thereby dropping out of school. Respondent states that she has seen some of her classmates coming to school with bruises on their faces and this is as a result of hitting, she further illustrates that these children usually perform poorly at school. She shows that child abuse and neglect is also as a result of societal influence that is culture is playing a role in performing this act as many school girls are forced into getting married at a

very tender age before finishing their education for example churches like Marange are mostly common in Zvishavane Compounds and a lot of girl child are being married off before they could reach their goal. Respondent states that she has noticed many of her friends who has been married off. D states that child abuse and neglect poses many negative impacts on school going children especially children living at Kandodo are the most suffering children the reason being Kandodo is referred as an outcast compound and a lot of poor household dwells there she illustrated the phrase "a hungry man is angry man" thus resulting in abuse of children. Lastly the respondent suggested that there should be guidance and counselling in school to help those affected and how to navigate. Also she suggested that every community shall consist of a social worker that can move door to door questioning children if they are facing any form of abuse either at school or at home.

Appendix 2

Date: 11 APRIL 2024

TO WHOM IT MAY CONCERN

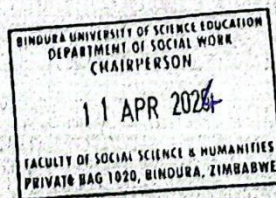RE: REQUEST TO UNDERTAKE RESEARCH PROJECT IN YOUR ORGANISATION

This serves to introduce the bearer, Meraldah Phiri, Student Registration Number B210121B, who is a **BSc Social Work** 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 faithfully

BINDURA UNIVERSITY OF SCIENCE EDUCATION
DEPARTMENT OF SOCIAL WORK
CHAIRPERSON
11 APR 2024
FACULTY OF SOCIAL SCIENCE & HUMANITIES
PRIVATE BAG 1020, BINDURA, ZIMBABWE

_____
E.E. CHIGONDO
CHAIRPERSON

Appendix 3

Zvishavane District Office

83 Robert Mugabe Way
New Government Complex
Box 313
Tel fax: 039235-3303

**MINISTRY OF PUBLIC SERVICE, LABOUR
AND SOCIAL WELFARE**

DEPARTMENT OF SOCIAL DEVELOPMENT

ZIMBABWE GORVENMENT

20 September 2024

Dear Sir/Madam

RE: APPROVAL FOR MERALDAH YVONNE PHIRI ID NUMBER 67-172820J67, A SOCIAL WORK STUDENT AT BINDURA UNIVERSITY OF SCIENCE EDUCATION TO CONDUCT HER ACCADEMIC RESEARCH IN ZVISHAVANE DISTRICT.

Meraldah Phiri student id number B210121B can conduct her research in Zvishavane adhering to research ethics and values such as no harm, non judgemental, confidentiality, client self-determination among other ethics and values. The Department of Social Development can assist in any-way possible.

Thank you for understanding.

Yours Sincerely

**HONONDO C
SOCIAL DEVELOPMENT OFFICER**

DEPARTMENT OF SOCIAL WELFARE

SEP 2024

BO BOX 313. ZVISHAVANE
ZIMBABWE